

Annual Report

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER ONLINE

MODE

2025-2026

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Part - I: General Information**1.1 Date of notification of the Centre(attach a copy of the notification):**Link: [Click Here](#)**1.2 Details of Director, CIQA**

- Name : Dr. Anupjyoti Basistha
- Qualification: PhD
- Appointment Letter and Joining Report: [Click Here](#)

1.3 Details of CIQA Committee:**a. Composition as per Regulations**

S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Prof. N. C. Talukdar, Ph D	Agriculture Science	06-01-2026
b.	Three Senior teachers of HEI	Member 1	Prof. Pranveer Singh, Ph D	Civil/Environmental Engineering	06-01-2026
		Member 2	Prof. M K Modi, Ph D	Agriculture	06-01-2026
		Member 3	Dr. Mala Dutta, Ph D	Computer Science	06-01-2026
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Dr. Aniruddha Deka, Ph D	Computer Science	06-01-2026
		Member 5	Prof. Seema Sarma, Ph D	Management	06-01-2026
		Member 6	Dr. Debashish Misra, Ph D	Computer Science	06-01-2026
		Member 7	Prof. Ananta Choudhury, Ph D	Pharmacy	06-01-2026
d.	Two External Experts of ODL and/or Online Education	Member 8	Dr. Saroj Verma, Ph D	Management	06-01-2026
		Member 9	Dr. Rajeeb K Doley, Ph D	English	06-01-2026
e.	Officials from departments of HEI • Administration • Finance	Member 10 Administration	Dr. Ashim Barman, Ph D	Administration	06-01-2026
		Member 11 Administration	Dr. Ruhit Jyoti Konwar, Ph D	Engineering	06-01-2026
		Member 12 Finance	Mr. Prasenjit Chakraborty, M Com	Finance	06-01-2026

HEI ID: DEB-U-0683

Name of HEI: Assam down town University

Type of HEI: Category - II

f.	Director, CIQA	Member Secretary	Dr. Anup Basistha, Ph D	Management	06-01-2026
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b. Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N)

If No, reason thereof

Yes**1.4 Number of meetings held and its approval:****a. No. of meetings held every year: 02****b. Meeting details:**

Meetings	Date-Month- Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	10th January 2026	01	Uploaded	Link
Meeting 2	10th June 2026	01	Uploaded	Link

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

From <Month, Year> academic session:

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM- YYYY) of HEI/Regulatory authority (if required)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	T G	Total
Not Applicable											

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

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

From <Month, Year> academic session:

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority(if required)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
Not Applicable											

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

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

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

From <Month, Year> academic session. TO BE EXTRACTED FROM WEB PORTAL										
Sr. No.	Post Graduate Diploma Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
Not Applicable										

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

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

From July-August 2025 academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	BACHELOR OF BUSINESS ADMINISTRATION	3	133	12th Passed from any stream	90000	UGC-DEB Email received on 4 th Aug 2025 with attachment name UGC_202508 04130040_1.pdf	18	3	0	21
2.	BACHELOR OF COMPUTER APPLICATIONS	3	130	12th Passed from any stream	90000		7	0	0	7

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

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

From July-August 2025 academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	MASTER OF BUSINESS ADMINISTRATION	2	99	Bachelor's Degree (Minimum 50%) from a recognized university 5% relaxation for reserved category candidates	1,00,000	UGC-DEB Email received on 4 th Aug 2025 with attachment name UGC_20250804130040_1.pdf	72	37	0	109
2.	MASTER OF COMPUTER APPLICATIONS	2	82	Bachelor's Degree (Minimum 50%) from a recognized university 5% relaxation for reserved category candidates	90,000		15	2	0	17

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



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

2.1 Action taken on the functions of CIQA:-

Sl. No.	Provision in Regulations	Details of Actions Taken by CIQA and Outcome Thereof	Evidence / Document to Upload
1	Quality maintained in the services provided to the learners	CIQA has initiated and operationalised a structured quality assurance mechanism for all learner support services under CDOE. Academic support is delivered through LMS provided e-SLMs, recorded video lectures, and reading modules; daily live interactive classes conducted Monday-Friday in three evening slots (07:00-07:50 PM, 07:50-08:40 PM, 08:40-09:30 PM); and Mentor-Mentee sessions held every 2nd and 4th Saturday for personalised academic guidance. Administrative support covers admissions, fee payments, document verification, enrollment, identity cards, and admit cards through dedicated counselors and helplines. Technical support is provided via a centralised helpdesk, an integrated LMS ticketing system, and two dedicated emergency helplines during examination cycles. All academic, technical, and administrative queries are resolved within a strict turnaround time (TAT) of 24-48 hours, with live examination technical issues addressed on immediate priority.	1. Learner Support SOP 2. Student Support Data 3. Student_Support_Summary 4. Grievance_Registrar 5. Feedback Analysis Report 6. LMS Screenshots 7. Academic Calendar (Sem 1, Feb-July 2026) Evidence Link
2	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and	CIQA has instituted a systematic self-evaluative mechanism through structured learner feedback collection administered via Google Forms at the end of each academic cycle/semester. The feedback instrument covers	▶ Feedback_Analysis_Report ▶ Feedback Form(1-38) ▶ Feedback Mechanism ▶ ESLM Editor Report Evidence Link

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	processes of the Higher Educational Institution	32 metrics across e-SLM quality, video lecture effectiveness, live class delivery, assessment validity, mentorship quality, and LMS/technical infrastructure. Responses from 38 learners were aggregated into a structured Feedback Analysis Report, recording an overall satisfaction score of 4.32/5.00. Dimensional mean scores are: Live Classes (avg. 4.18), LMS & Technical Support (avg. 4.16), Assessments (avg. 4.16), Mentorship (avg. 4.13), E-SLM (avg. 4.10), and Recorded Video Lectures (avg. 4.05). Findings are formally compiled into an Action Taken Report (ATR) and routed to respective departments within 2-3 weeks for corrective implementation.	
3	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	CIQA has formally identified and documented key quality areas for online programme delivery, encompassing: (i) content quality and pedagogical rigor of e-SLMs and video lectures; (ii) efficacy of learner support services and mentorship mechanisms; (iii) assessment integrity through remote proctored examination systems; (iv) LMS infrastructure, usability, and 24/7 accessibility; and (v) faculty development and adherence to standardised content-development SOPs. Quality parameters are benchmarked against UGC (ODL and Online Programmes) Regulations, 2020 and operationalised through formal SOPs, template-driven content	▸ Content Review Mechanism ▸ SOP for ESLM & PPT ▸ SOP for Online Video Content ▸ ESLM_DEMO ▸ Content_Demo Evidence Link



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		creation, structured review cycles, and feedback analytics. Content review follows a multi-stage process: Development → Faculty Review → Revision → Final Verification → LMS Deployment.	
4	Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	CIQA has undertaken a quality benchmarking exercise to assess parity between online and conventional modes of education at AdtU. Online programmes (BBA, MBA, BCA, MCA) under CDOE are governed by the same academic authority structure as conventional programmes, with curricula approved by the competent statutory authorities of the University. Programme Project Reports (PPRs) for online programmes are developed per Annexure-V of UGC Regulations and include programme objectives, curriculum design, instructional methodology, assessment parameters, and quality assurance mechanisms equivalent to conventional programmes. The Four-Quadrant Approach implemented via LMS — comprising e-Tutorials, e-Content, Discussion Forums, and Assessments — ensures that online learners receive a structured, academically rigorous education comparable to campus-based delivery.	▸ Part – V PPR and e-LM ▸ UGC approval_ODL_BBA & MBA ▸ UGC approval_ODL_BCA & MCA ▸ Consolidated BBA/MBA Curriculum ▸ Consolidated BCA/MCA Curriculum ▸ UGC DEB Approval Evidence Link
5	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society,	The Centre for Internal Quality Assurance (CIQA), Assam down town University (AdtU), has initiated a structured stakeholder-feedback mechanism to strengthen the quality of academic delivery, learner support, and institutional processes. Recognizing that meaningful quality enhancement requires	▸ Feedback Mechanism ▸ Feedback_Analysis_Report ▸ Feedback Form(1-38) ▸ Learner Support SOP Evidence Link

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	employers, and Government for quality improvement.	active participation from all stakeholders, feedback is being sought from learners, faculty members, mentors, and other relevant stakeholders associated with the academic and support systems of the University. Feedback from learners is collected through learner interactions, mentor-mentee meetings, programme-level communication, academic engagements, and other appropriate institutional platforms. These mechanisms provide learners with opportunities to express their views regarding teaching-learning processes, curriculum delivery, assessment practices, availability of learning resources, learner support services, academic counselling, digital learning facilities, and other aspects of their overall educational experience. Faculty members also contribute to the feedback process by providing inputs on curriculum implementation, academic planning, teaching-learning practices, learner participation and performance, assessment systems, infrastructure, academic resources, and institutional support mechanisms. Feedback obtained through departmental and programme-level interactions helps identify areas requiring attention and facilitates timely corrective and improvement measures. The feedback mechanism is designed not merely as a means of collecting opinions but as an integral component of the University's Continuous Quality Improvement (CQI) framework.	
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		The feedback received from different stakeholder groups is reviewed and analysed at the appropriate academic and administrative levels to identify strengths, gaps, emerging concerns, and opportunities for improvement.	
6	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	The Centre for Internal Quality Assurance (CIQA), Assam down town University (AdtU), has established a systematic mechanism for providing quality-related observations, recommendations, and improvement measures to the Centre for Distance and Online Education (CDOE) and the higher authorities of the University. This mechanism forms an integral part of the University's internal quality assurance and continuous quality improvement framework for online education. As part of its quality assurance activities, CIQA periodically reviews various aspects of online academic delivery and learner support systems to assess their effectiveness, consistency, and compliance with the applicable regulatory and institutional requirements. The review encompasses key areas such as online course delivery, quality and availability of learning resources, learner engagement and interaction, faculty participation, mentoring and counselling, assessment and evaluation practices, learner grievance redressal, academic support services, digital infrastructure, examination processes, and compliance with relevant guidelines and institutional policies.	▸ Academic Calendar (Sem 1, Feb-July 2026) ▸ SOP for ESLM & PPT ▸ SOP for Online Video Content ▸ Learner Support SOP Evidence Link

7	Implementation of its recommendations through periodic reviews	CIQA-AdtU has initiated a systematic mechanism for the periodic review, follow-up, and monitoring of recommendations emerging from various quality-assurance activities. The mechanism is intended to ensure that the observations and recommendations identified through internal reviews, academic monitoring, stakeholder feedback, programme-level assessments, and other quality-enhancement activities are appropriately addressed and translated into tangible improvements. Recommendations arising from quality-assurance activities are documented and communicated to the concerned Departments, CDOE, programme coordinators, faculty members, administrative units, or other responsible officials, as applicable. Each recommendation is reviewed to determine the appropriate course of action, and responsibility for implementing the required corrective or improvement measures is assigned to the concerned department or official.	▸ SOP for Online Video Content ▸ SOP for ESLM & PPT ▸ Details of Proctored Examination ▸ Video Studio Photographs Evidence Link
8	Workshops/seminars/symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.	The Centre for Distance and Online Education (CDOE) is committed to advancing academic excellence, instructional design, and administrative efficiency across all distance and online degree programs. To maintain compliance with national regulatory bodies and deliver a high-quality learning experience, CDOE continuously drives targeted capacity-building workshops, promotes external Faculty Development Programs (FDPs), and maintains rigorous institutional documentation. With this objective, CDOE has conducted various capacity Building workshop on- Bloom's Taxonomy, Microsoft 365 relating	▸ Overall Enrollment Report ▸ Student Support Data ▸ Grievance Registrar ▸ Feedback Analysis Report ▸ ESLM Editor Report Evidence Link

		to online education. CDOE always encouraged the faculty members to participate in various Faculty development Program for UGC-DEB compliance, learner support, assessment and quality assurance. The Participation and activity reports are maintained for institutional dissemination. Outcome: Awareness regarding quality requirements among stakeholders is being strengthened.	
9	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution	CDOE & CIQA has developed & collated best practices to quality enhancement in services to the learners and disseminate the same to higher authority: 1. Daily Interactive Live Classes Synchronous Engagement: Conducting scheduled live lectures via platforms like Microsoft Teams to replicate traditional classroom dynamics, encourage real-time peer discussion, and maintain structured learning routines. - Lecture Archiving & Accessibility: Recording all live sessions and providing automated transcripts to ensure flexible, on-demand review for students operating in different time zones or schedules. 2. Real-Time Doubt Clearing Mechanisms - In-Class Query Resolution: Dedicated Q&A segments during live lectures coupled with active chat moderation to resolve student queries instantly. - Virtual Office Hours & Discussion Forums: Structured weekly virtual office hours with subject matter experts and asynchronous LMS discussion boards for continuous academic support. 3. Outcome-Based Assessment & Continuous Evaluation - Bloom's Taxonomy Alignment: Designing formative and	▸ Part - V PPR and e-LM ▸ Online BBA Syllabi (Sem 1-4) ▸ Online MBA Syllabi (Sem 1-4) ▸ Online BCA Syllabi (Sem 1-4). ▸ Online MCA Syllabi (Sem 1-4) ▸ UGC Approval Document (ODL) Evidence Link

		summative assessments mapped to cognitive levels (LOTS and HOTS) to evaluate deep conceptual understanding rather than simple rote recall. Automated & Timely Feedback: Utilizing integrated digital quiz tools (e.g., Microsoft Forms) with customized post-submission feedback and instant scoring to keep learners informed of their progress. 4. Robust Classroom Security & Administrative Control Controlled Access Management: Configuring lobby controls, guest bypass permissions, and strict presenter roles to prevent unauthorized entry and minimize class disruptions. Automated Analytics & Attendance Tracking: Leveraging real-time attendance logging and engagement tracking to monitor student participation and identify learners needing additional support.	
10	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	Centre for Internal Quality Assurance (CIQA) has initiated a structured coordination framework with the Centre for Distance and Online Education (CDOE) alongside all relevant administrative and academic units across the university. This collaborative endeavor focuses on the systematic collection, central consolidation, and thorough analysis of comprehensive program data, encompassing critical metrics such as student enrollment trends, learner participation rates, continuous assessment submissions, examination outcomes, and overall academic performance. By systematically tracking and integrating these key operational and academic parameters, the institution transitions away from ad-hoc	► Academic Calendar (Sem 1, Feb-July 2026) ► Important Schedules for Admissions & Registration (Jan 2025) ► CIQA Constitution Circular Evidence Link

		evaluations toward a fully data-driven quality monitoring mechanism. Consequently, this initiative strengthens institutional transparency, ensures continuous alignment with regulatory compliance standards, and empowers academic leadership to make informed, evidence-based decisions that enhance the overall delivery and rigor of online education programs.	
11	Measures taken to ensure that Programme Project Report for each program is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	CIQA has ensured that curricula of online programmes under CDOE are aligned with contemporary job market demands. The Online BBA curriculum integrates Business Economics, financial management, marketing, and entrepreneurship; the Online MBA covers Accounting for Managers, Marketing Management, Financial Management, and strategic management. The Online BCA and MCA programmes are structured around Programming for Problem Solving, Data Structures, and applied computer science disciplines. Mentor-Mentee sessions held every 2nd and 4th Saturday provide personalised academic and career guidance. CIQA reviews curriculum relevance through structured feedback analysis and plans to formalise an industry-curriculum linkage mechanism.	▸ Online BBA Syllabi (Sem 1-4) ▸ Online MBA Syllabi (Sem 1-4) ▸ Online BCA Syllabi (Sem 1-4) ▸ Online MCA Syllabi (Sem 1-4) ▸ Learner Support SOP (Mentor-Mentee) Evidence Link
12	Mechanism to ensure the proper implementation of Programme Project Reports	CIQA has facilitated the integration of research-oriented and analytical learning activities within the online programme framework. MBA and MCA curricula incorporate project work, case studies, and analytical assignments designed to develop research aptitude. The Four-Quadrant LMS approach includes Discussion Forums enabling peer-to-peer knowledge sharing, critical inquiry, and collaborative learning. Internal assessments are designed	▸ Online MBA Syllabi (Sem 1-4) ▸ Online MCA Syllabi (Sem 1-4) ▸ Feedback Analysis Report ▸ Part - V PPR and e-LM Evidence Link

		to promote deeper conceptual understanding and application; learner feedback confirms that assignments support deep learning (score: 4.26/5.00). CIQA oversees the integration of such components through curriculum review and feedback analysis.	
13	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	Assam down town University holds NAAC A+ accreditation, which qualifies the University to offer programmes under online mode per UGC (ODL and Online Programmes) Regulations, 2020. CIQA ensure quality assurance functions and NAAC/IQAC quality frameworks. CIQA documentation and processes — learner feedback, content review, academic calendar adherence, and proctored examination integrity — are maintained consistent with NAAC and regulatory reporting requirements. CIQA to integrate online education quality data into the institution's broader accreditation framework.	▸ UGC Approval Document (NAAC Score: 3.34) ▸ UGC DEB Approval ▸ CIQA Constitution Circular (includes IQAC member) Evidence Link
14	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	CIQA has initiated steps to formalise industry-institution linkage mechanisms for CDOE's online programmes. The BBA and MBA curricula are designed to incorporate industry-relevant case studies, management practices, financial analysis, and marketing strategies. Bi-monthly Mentor-Mentee sessions provide learners with academic and professional guidance from qualified faculty. The feedback mechanism captures learner perspectives on content relevance to professional requirements, with administrative support rated at 4.34/5.00. CIQA is working towards establishing a formal curriculum advisory mechanism involving industry practitioners to ensure regular curriculum relevance reviews.	▸ Online BBA Syllabi (Sem 1-4) ▸ Online MBA Syllabi (Sem 1-4) ▸ Feedback_Analysis_Report ▸ Best Practices ▸ Learner Support SOP Evidence Link

15	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	CIQA has overseen the establishment and operationalisation of a structured grievance redressal mechanism for online learners. Grievances are received through multiple channels: the LMS integrated ticketing system, dedicated administrative helplines, institutional email channels, and direct communication with the student support cell. All grievances are logged in the institutional Grievance Register and assigned to the concerned department for resolution within a defined TAT of 24-48 hours, with immediate priority for live examination technical emergencies. Grievance data is reviewed by CIQA as part of its quality monitoring function to identify systemic issues and drive process improvements. Learner satisfaction with support responsiveness is reflected in the Administrative Support score of 4.34/5.00.	▸ Grievance_Registrar ▸ Learner Support SOP ▸ Student Support Data ▸ Feedback_Analysis_Report Evidence Link
16	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	CIQA has been formally constituted as the nodal quality-assurance unit for the Centre for Distance and Online Education (CDOE) of Assam down town University in accordance with UGC (ODL Programmes and Online Programmes) Regulations, 2020. The Centre for Internal Quality Assurance (CIQA) has been established and is coordinating quality-related documentation and compliance activities with institutional authorities and statutory/regulatory requirements.	- CIRCULAR- Constitution of Centre for Internal Quality Assurance Committee - CIQA Committee Minutes - UGC-DEB Compliance Documents - CIQA Committee - AdtU Online (institutional webpage reference). Evidence Link
17	Measures adopted to ensure internalization and Institutionalization of quality enhancement	CIQA has institutionalised quality assurance as a routine function across the academic and administrative activities of CDOE. Quality-enhancement mechanisms have been embedded through	- "Content review mechanism" - "Learner Support SOP" - "Feedback Mechanism" and "Feedback_Analysis_Report" - "SOP for preparing ESLM and PPT - Revised", - "SOP for preparing online

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	practices through periodic accreditation and audit	(i) a documented feedback mechanism administered via Google Forms and consolidated into a Feedback Analysis Report (n = 38 valid responses across 32 metrics), (ii) periodic content review of every e-Self-Learning Material (e-SLM) and video lecture by subject faculty/academic reviewers for accuracy, syllabus alignment, language and pedagogical clarity, (iii) the Learner Support SOP for LMS-based delivery, daily interactive live sessions, mentor-mentee interaction, grievance redressal and proctored examinations, and (iv) Standard Operating Procedures (SOPs) for preparing ESLMs, PowerPoint slides and online video content.	Video Content Letter Head" Evidence Link
18	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	CIQA continuously tracks UGC-DEB regulations, guidelines, public notices and quality requirements, and coordinates their implementation with the Vice-Chancellor, Pro-Vice-Chancellor, Executive Dean, Director (CDOE) and other competent University authorities. Assam down town University holds a valid NAAC accreditation with a score of 3.34 (valid up to 08-05-2030) and has been declared entitled under the UGC (ODL and Online) Regulations, 2020 for offering the four online programmes - BBA (3 yrs), BCA (3 yrs), MBA (2 yrs, intake 960 learners) and MCA (2 yrs).	- UGC-DEB Entitlement Letters - "UGC approval_ODL" (BBA, BCA, MBA, MCA entitled from AY 2025-26, July-August session). - UGC Compliance Report - CIQA Minutes. Evidence Link
19	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	CIQA has initiated benchmarking of online-education quality practices against established HEIs and regulatory expectations. Inputs relating to LMS architecture, four-quadrant e-content development, instructional design for online delivery, learner-support structures, remote-proctored	- Benchmarking Report / Comparative Study (institutional record). - Best Practice Register (institutional record). - CIQA Meeting Minutes documenting external inputs considered. - Cross-reference: Remote-

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		examinations and feedback-driven continuous improvement have been studied for adaptation by CDOE.	proctored examination framework and ESLM/PPT SOPs, which mirror widely adopted online-practice benchmarks. Evidence Link
20	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	CIQA has initiated the systematic recording and compilation of activities undertaken for quality assurance in CDOE. The information is being consolidated in the prescribed CIQA Annual Report format covering constitution, functions, action-taken, and outcome evidence. The current document - "Part - II: Action Taken Report" - itself constitutes one of the recorded deliverables and is referenced by CIQA Committee minutes.	• CIQA Annual Report - Annexure IV • "Feedback_Analysis_Report", • "ESLM (e-Learning Material) EDITOR REPORT", • "Overall Enrollment Report", • "Student_Support_Data", • "Student_Support_Summary", • "Grievance_Registrar". • CIQA Committee Minutes and Constituted Agenda. Evidence Link
21(a)	(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.	Annual Report Submitted	Annual Report
21(b)	(b) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	Annual Report submitted as per the format.	- Annual Report
22	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated	The constituted CIQA Committee oversees the functioning of CIQA and reviews quality-assurance activities, compliance evidence and periodic reports. The Committee	- CIQA Constitution . - Committee Composition - Approved CIQA Reports and Meeting Minutes. - CIQA Committee - AdtU

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	by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	composition (per the Constitution Order dated 06-01-2026) brings together University leadership, the CDOE Director, senior academics, administrative and finance representation, and external experts in ODL/online education.	Online" (institutional webpage reference). Evidence Link
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	CIQA/CDOE has implemented a structured instructional-design approach for online learning aligned with the four-quadrant methodology in the LMS - e-Tutorials/e-Content, Web-based resources, Computer-mediated/Discussion forums and Assessment - supplemented by daily live interactive classes (Monday-Friday, three slots: 7:00-7:50 pm, 7:50-8:40 pm and 8:40-9:30 pm), mentor-mentee sessions (2nd and 4th Saturday of each month), pre-examination doubt-clearing sessions and LMS discussion forums. Course-level instructional design follows the approved templates and SOPs.	- Course Design Templates - "1. Index Page Template", "2. Cover Page Template" and "3. Format for Writting Template". - LMS Screenshots (AdtU-LMS learning dashboard - learner view: My Courses, Live Classes, Internal Assessments, Self Assessments, End Semester Testing, Announcements, Curriculum). - Course Files - sample ESLM ("ESLM_DEMO", "Content_Demo") and PowerPoint ("Power Point Slide"). - Academic Schedule / CDOE Academic Calendar (February-July 2026 session). - Detailed Syllabi - Online BBA, BCA, MBA, MCA (1st-4th semesters); consolidated online BBA/MBA and BCA/MCA curriculum worksheets. - "AdtU CDOE Strategy Plan" (institutional reference). Evidence Link
24	Promoted automation of learner support services of the Higher Educational Institution	CIQA has supported and coordinated the deployment of digital systems across the learner journey: online admission and registration, LMS access, e-SLM and recorded video lectures, assignment/uploads on the learner portal, automated admit-card generation for end-semester examinations, online grievance registration and feedback collection (Google Forms).	- LMS Screenshots - Student Portal - online admit card, registration, re-registration screens (login flow page captured). - Grievance Registrar - "Feedback Form(1-38)" and Feedback Analysis Report. - Learner Support SOP and "Important schedules for admissions, registration, re-registration_January 2025". - "AdtU Online Admission & LMS Process" (institutional

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			webpage reference).
			Evidence Link
25	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	The constituted CIQA Committee incorporates external experts in the field of ODL/Online education for validation and annual review of quality processes. Engagement with external subject-matter expertise is undertaken for review of curriculum design, content quality and assessment design.	- Meeting Minutes of CIQA meetings with expert participation. - Validation Report / Expert Feedback (institutional record). - CIQA Committee - AdtU Online (institutional webpage reference).
			Evidence Link
26	Coordinated with third party auditing bodies for quality audit of programme(s)	CIQA has prepared CDOE processes for external quality audit and has incorporated third-party quality review within its quality-assurance framework. Where third-party audits are conducted, reports and corrective action documentation are to be maintained by CIQA.	- External Audit Report - to be appended on completion of first external audit.
27	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	CIQA has initiated systematic collection and consolidation of evidence required for institutional self-appraisal and assessment/accreditation activities relating to CDOE.	Evidence Link
28	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	CIQA has promoted collaboration through external experts on the Committee, institutional stakeholders, industry-oriented academic engagement and learner-support linkages for improving online education and related research. Industry-institution interaction is integrated into CDOE activities to expose learners to contemporary practice.	
29	Facilitated industry institution linkage for providing exposure to the learners and enhancing their employability.	NA	NA

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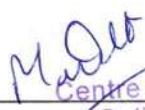
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2.2 Compliance of Quality Monitoring Mechanism – As per Annexure-I (Part V (2)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :

The uploaded form specifically asks for **8 areas**: Governance, Objectives, Programme Development/Approval, Programme Monitoring, Infrastructure, Learning Environment/Learner Support, Assessment, and Teaching Quality/Staff Development.

Sl. No.	Provision	Details of Action Taken / Outcome	Evidence
1	Governance, Leadership and Management: a. Organisation Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	CIQA has established a formal governance mechanism for quality assurance of online programmes under CDOE. The CIQA Committee was constituted with 14 members comprising the Vice Chancellor (Chairperson), Pro-Vice Chancellor, Executive Dean, Director CDOE, three Heads of Departments, two external ODL experts, two administrative officials, a Finance Officer, and the Member Secretary. The governance structure is supported by a published Academic Calendar mapping all key academic milestones. Formal SOPs for content development and video production govern operational quality processes. Strategic quality goals include ensuring four-quadrant delivery, regular mentorship, proctored assessments, and continuous feedback-based improvement.	▶ CIQA Constitution Circular ▶ Academic Calendar (Sem 1, Feb-July 2026) ▶ SOP for ESLM & PPT – Revised ▶ SOP for Online Video Content - CIQA Committee - AdtU Online" (institutional webpage reference). - - "AdtU CDOE Strategy Plan" (institutional reference). - CDOE, AdtU website - Vision and Mission - Statutes and Ordinance Evidence Link
2	Articulation of Higher Educational Institution Objectives	CIQA has reviewed and affirmed the stated objectives of online programmes at CDOE, ensuring alignment with UGC regulatory intent. Primary objectives include: expanding access to quality higher education through flexible online delivery; offering UGC-compliant online programmes (BBA, MBA, BCA, MCA) with learning outcomes equivalent to conventional mode; implementing the Four-Quadrant Approach through a robust LMS; and ensuring quality through structured content creation, learner support SOPs, and proctored assessment mechanisms. The institutional vision is supported by AdtU's NAAC A+ accreditation and UGC entitlement under UGC (ODL Programmes and Online Programmes) Regulations, 2020.	▶ UGC Approval Document ▶ PPR and e-LM ▶ CIQA Constitution Circular Evidence Link


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3	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	CIQA has ensured that programme development and curriculum planning for all online programmes (BBA, MBA, BCA, MCA) under CDOE are conducted in full compliance with UGC Regulations 2020. Detailed syllabi for Semesters 1-4 of each programme have been developed with defined course codes, credit structures, course objectives, and learning outcomes. The BBA curriculum begins with Business Economics (OBBA1101, 4 credits); MBA with Accounting for Managers (OMBA1101, 4 credits); BCA with Programming for Problem Solving (OBCA1101, 5 credits); and MCA with Programming and Data Structures (OMCA1101, 5 credits). PPRs are prepared per Annexure-V of UGC Regulations and reviewed and approved by competent academic and statutory authorities before programme launch.	► Online BBA Syllabi (Sem 1-4) ► Online MBA Syllabi (Sem 1-4) ► Online BCA Syllabi (Sem 1-4) ► Online MCA Syllabi (Sem 1-4) ► Consolidated BBA/MBA Curriculum ► Consolidated BCA/MCA Curriculum ► PPR and e-LM Evidence Link
4	Programme Monitoring and Review	CIQA has instituted a structured programme monitoring and review framework for CDOE's online programmes. Content quality monitoring is operationalised through a multi-stage review process (Development → Faculty Review → Revision → Final Verification → LMS Deployment) for all ESLMs and video lectures, with faculty reviewers evaluating conceptual accuracy, syllabus alignment, AV quality, and learning outcome consistency. Academic progress is tracked through the LMS (video completion, quiz scores, assignment submissions) and bi-monthly mentor-mentee sessions. Student feedback analytics (32 metrics, 38 respondents; Overall Satisfaction: 4.32/5.00) are reviewed each semester, with ATRs driving programme improvements. CIQA also monitors adherence to the published academic calendar, examination schedules, and result declaration timelines.	► Content Review Mechanism ► ESLM Editor Report ► Feedback_Analysis_Report ► Academic Calendar (Sem 1, Feb-July 2026) ► LMS Dashboard Screenshots Evidence Link
5	Infrastructure Resources	CIQA has reviewed and affirmed the adequacy of technology and infrastructure resources supporting CDOE's online programmes. The LMS serves as the central platform providing 24/7 access to e-SLMs, recorded video lectures, live class links, discussion forums, assignment submission portals, internal assessment interfaces, and admit card downloads. A dedicated professional video recording studio has been established, equipped with Godox	► LMS Dashboard Screenshot ► LMS Login Screenshot ► Video Studio Photographs ► Details of Proctored Examination Evidence Link

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		professional lighting (multiple octabox and softbox units including the V305 model), a green screen (chroma key) wall, acoustic foam-treated walls and ceiling for professional audio quality, a teleprompter for faculty delivery, and a separate production control room with a computer workstation. The examination infrastructure uses a standalone .exe application with Safe Exam Browser (SEB) integration for secure remote proctored examinations.	
6	Learning Environment and Learner Support	CIQA has ensured the establishment of a comprehensive learner support ecosystem for online students. The learning environment is facilitated through: (i) 24/7 LMS access to all learning materials; (ii) daily live interactive classes (Monday-Friday, three evening slots); (iii) bi-monthly Mentor-Mentee sessions for personalised academic guidance; (iv) special doubt-clearing sessions before term-end examinations; (v) asynchronous LMS discussion forums for continuous peer and instructor interaction; (vi) a centralised helpdesk with TAT of 24-48 hours; and (vii) dedicated technical examination helplines for real-time exam support. Learner satisfaction scores for Live Classes (4.26), Mentorship (4.13), and Administrative Support (4.34) reflect the effectiveness of the support ecosystem.	▶ Learner Support SOP ▶ Student Support Data ▶ Feedback_Analysis_Report ▶ Academic Calendar (Sem 1, Feb-July 2026) ▶ LMS Dashboard Screenshots Evidence Link
7	Assessment and Evaluation	CIQA has ensured the implementation of a robust, UGC-compliant assessment and evaluation framework. Internal assessments are conducted through the LMS, with submission deadlines tracked against the academic calendar. Term-End Examinations are conducted through a remote proctored system using a standalone .exe application with Safe Exam Browser (SEB) integration. All sessions are archived with encrypted audio-video recordings, webcam snapshots, and screen logs per UGC (ODL/OL) Regulations.	▶ Details of Proctored Examination ▶ Academic Calendar (Sem 1, Feb-July 2026) ▶ LMS Dashboard – End Semester Testing module ▶ LMS Login Evidence Link
8	Teaching Quality and Staff Development	CIQA has overseen the establishment of formal standards and SOPs governing teaching quality and faculty development for online content creation and delivery. The SOP for ESLM and PPT Preparation prescribes standardised	▶ SOP for ESLM & PPT – Revised ▶ SOP for Online Video Content ▶ Content Review

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	templates and module-wise content organisation. The SOP for Video Content mandates professional attire, proper voice modulation, conversational tone, and addressing learners as 'learners'. Faculty content is subjected to a multi-stage review cycle covering conceptual accuracy, syllabus alignment, AV clarity, and pedagogical effectiveness. A dedicated professional recording studio ensures production-quality video lectures. ng across all online programmes.	Mechanism ▶ ESLM_DEMO ▶ Content_Demo ▶ Power Point Slide Sample ▶ ESLM Editor Report Evidence Link
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2.3 Compliance of Process of Internal Quality Audit – As per Annexure-I (Part V (3)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :

Sl. No.	Provision	Details of Action Taken / Outcome	Evidence
1	Academic Planning	CIQA has initiated review of academic planning for online programmes, including academic calendar, course delivery, live sessions, learner support, assessment and examination schedules. Outcome: Academic planning is being aligned with online-learning requirements and regulatory expectations.	Academic Calendar; Course Plan; CIQA Review Minutes. Link: AdtU Strategy Plan for Online Delivery Evidence Link
2	Validation	CIQA has incorporated academic/external expertise into its quality-assurance structure and initiated validation of programme processes through internal academic bodies and external experts. Outcome: Independent academic inputs are being incorporated into quality improvement.	Expert Review; External Expert Feedback. Evidence Link
3	Monitoring, Evaluation & Enhancement Plans	CIQA has initiated a quality cycle involving collection of programme data, learner feedback, academic review, identification of gaps and preparation of improvement actions. Outcome: A continuous monitoring and enhancement mechanism has been initiated.	Feedback Analysis; Grievance Register Evidence Link

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 Assam down town University

HEI ID: DEB-U-0683**Name of HEI: Assam down town University****Type of HEI: Category - II**

4	Reports/Data/Analytics	CIQA has initiated systematic collection and analysis of programme-level, faculty-level and institutional data including enrolment, participation, assessment, examination and learner feedback. Outcome: Evidence-based decision-making is being integrated into quality monitoring.	Feedback Analysis. Evidence Link
5	Periodic Review	CIQA has initiated periodic review of academic delivery, learner support, assessment, feedback, compliance and quality indicators. Corrective/improvement actions are to be followed up through subsequent CIQA meetings. Outcome: Periodic review has been established as a key component of the CIQA quality cycle.	CIQA Meeting Minutes; Review Report; Evidence Link

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Part – III: Human Resources and Infrastructural Requirements**3.1 Name and details of Director of Centre for Distance and Online Education (Dual Mode University) - Regular, full time, atleast Associate Professor**

Or

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

Name: Dr. Mala Dutta, Employee Type: Regular Full Time, Designation: Director
Qualification: PhD

Appointment Cum Joining Letter

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

Or

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

Name: Dr. Mrinal Goswami, Employee Type: Regular Full Time, Designation:
Deputy Director, Qualification: PhD

Appointment Cum Joining Letter

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

Or

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

Name: Dr. Surajit Sarma, Employee Type: Regular Full Time, Designation:
Assistant Director, Qualification: PhD

Appointment Cum Joining Letter

M. Dutta

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Dr. Mrinal Goswami

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3.4 Compliance status in respect of Human Resource – As per Annexure – IV of UGC (ODL Programmes and Online Programmes) Regulations, 2020

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

Insert box

i. Programme name:

a. Programme Coordinator

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1	Dr. Mumpi Das, Assistant Professor	M.Com, Ph.D	106.13	Regular 46,440	18/08/ 2025
2	Dr. Aminuz Zaman, Assistant Professor	M.Com, Ph.D	32.6	Regular 46,440	24/09/ 2025
3	Manoj Sarma, Assistant Professor	M. Tech	83.23	Contract 37,400	08/10/ 2025
4	Subhrojit Saikia, Assistant Professor	MCA	35.23	Contract 37,400	08/10/ 2025

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Name of HEI: Assam down town University

Type of HEI: Category - II

b. Course Coordinator

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1	ACCOUNTING FOR MANAGERS	Dr. Aminuz Zaman, Assistant Professor	M.Com, Ph.D	32.6	Regular 46,440	24/09/2025
2	BASICS OF ACCOUNTING	Dr. Aminuz Zaman, Assistant Professor	M.Com, Ph.D	32.6	Regular 46,440	24/09/2025
3	BUSINESS ECONOMICS	Banashree Saikia, Assistant Professor	M.A, B.Ed	59.6	Contract 23,000	25/10/2025
4	BUSINESS ENVIRONMENT	Banashree Saikia, Assistant Professor	M.A, B.Ed	59.6	Contract 23,000	25/10/2025
5	BUSINESS INFORMATION SYSTEM	Ritishna Sarma, Assistant Professor	M.Com	57	Contract 37,400	07/05/2026
6	COMPUTER NETWORKS	Shubham Kumar Biswas, Assistant Professor	M.Sc	30.24	Contract 37,400	06/05/2026
7	COMPUTER NETWORKS AND INFORMATION SECURITY	Shubham Kumar Biswas, Assistant Professor	M.Sc	30.24	Contract 37,400	06/05/2026
8	COMPUTER ORGANIZATION & ARCHITECTURE	Subhrojit Saikia, Assistant Professor	MCA	35.23	Contract 37,400	08/10/2025

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30/09/2025
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W. Sarma
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Name of HEI: Assam down town University

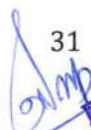
Type of HEI: Category - II

9	COMPUTER ORGANIZATION & ARCHITECTURE	Manoj Sarma, Assistant Professor	M. Tech	83.23	Contract 37,400	08/10/2025
10	COMPUTER ORGANIZATION & ARCHITECTURE	Akshayata Das, Assistant Professor	MCA	15	Contract 37,400	21/04/2026
11	COMPUTER ORGANIZATION & ARCHITECTURE	Bhrigumoni Das, Assistant Professor	MCA	22	Contract 37,400	04/05/2026
12	DATA STRUCTURES	Shubham Kumar Biswas, Assistant Professor	M.Sc	30.24	Contract 37,400	06/05/2026
13	DATA VISUALIZATION	Bhrigumoni Das, Assistant Professor	MCA	22	Contract 37,400	04/05/2026
14	DATABASE MANAGEMENT SYSTEMS	Bhrigumoni Das, Assistant Professor	MCA	22	Contract 37,400	04/05/2026
15	DESIGN AND ANALYSIS OF ALGORITHMS	Manoj Sarma, Assistant Professor	M. Tech	83.23	Contract 37,400	08/10/2025
16	DIGITAL ELECTRONICS	Manoj Sarma, Assistant Professor	M. Tech	83.23	Contract 37,400	08/10/2025
17	DIGITAL ELECTRONICS	Arundhati Bora, Assistant Professor	M.Sc IT	33.7	Contract 37,400	24/09/2025



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18	DIGITAL ELECTRONICS	Akshayata Das, Assistant Professor	MCA	15	Contract 37,400	21/04/2026
19	ENGLISH FOR EFFECTIVE BUSINESS SPEAKING	Dr. Aminuz Zaman, Assistant Professor	M.Com, Ph.D	32.6	Regular 46,440	24/09/2025
20	ENGLISH FOR CAREER DEVELOPMENT	Dr. Mumpi Das, Assistant Professor	M.Com, Ph.D	106.13	Regular 46,440	18/08/2025
21	BUSINESS ENGLISH FOR NON-NATIVE SPEAKERS	Subhrojit Saikia, Assistant Professor	MCA	35.23	Contract 37,400	08/10/2025
22	ENGLISH FOR CAREER DEVELOPMENT	Manoj Sarma, Assistant Professor	M. Tech	83.23	Contract 37,400	08/10/2025
23	FINANCIAL MANAGEMENT	Dr. Aminuz Zaman, Assistant Professor	M.Com, Ph.D	32.6	Regular 46,440	24/09/2025
24	FINANCIAL MANAGEMENT	Dr. Rituparna Baruah, Assistant Professor	M.Com, Ph.D	120	Regular 46,440	27/04/2026



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25	FUNDAMENTALS OF COMPUTER APPLICATIONS	Arundhati Bora, Assistant Professor	M.Sc IT	33.7	Contract 37,400	24/09/2025
26	FUNDAMENTALS OF DISCRETE MATHEMATICS	Dr. Nirmali Roy, Assistant Professor	M.Sc, Ph.D	18.7	Regular 37,400	24/09/2025
27	FUNDAMENTALS OF MANAGEMENT	Dr. Aminuz Zaman, Assistant Professor	M.Com, Ph.D	32.6	Regular 46,440	24/09/2025
28	FUNDAMENTALS OF MANAGEMENT	Dr. Rituparna Baruah, Assistant Professor	M.Com, Ph.D	120	Regular 46,440	27/04/2026
29	FUNDAMENTALS OF PROBABILITY AND STATISTICS	Banashree Saikia, Assistant Professor	M.A, B.Ed	59.6	Contract 23,000	25/10/2025
30	FUNDAMENTALS OF PROBABILITY AND STATISTICS	Anirban Dutta, Assistant Professor	M.Sc	55.24	Contract 37,400	17/04/2026
31	FUNDAMENTALS OF STATISTICS	Anirban Dutta, Assistant Professor	M.Sc	55.24	Contract 37,400	17/04/2026



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32	HUMAN RESOURCE MANAGEMENT	Dr. Mumpi Das, Assistant Professor	M.Com, Ph.D	106.13	Regular 46,440	18/08/2 025
33	INTRODUCTION TO WEB TECHNOLOGY	Manoj Sarma, Assistant Professor	M. Tech	83.23	Contract 37,400	08/10/2 025
34	MANAGERIAL ECONOMICS	Banashree Saikia, Assistant Professor	M.A, B.Ed	59.6	Contract 23,000	25/10/2 025
35	MANAGERIAL LEADERSHIP AND ORGANIZATIONA L BEHAVIOUR	Dr. Mumpi Das, Assistant Professor	M.Com, Ph.D	106.13	Regular 46,440	18/08/2 025
36	MARKETING MANAGEMENT	Priyakshi Mahanta, Assistant Professor	MBA	55	Contract 37,400	17/04/2 026
37	MARKETING MANAGEMENT	Sourav Barman, Assistant Professor	MBA	21	Contract 37,400	06/05/2 026
38	MATHEMATICS FOR COMPUTER APPLICATIONS	Dr. Nirmali Roy, Assistant Professor	M.Sc, Ph.D	18.7	Regular 37,400	24/09/2 025



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39	OBJECT ORIENTED PARADIGM USING JAVA	Akshayata Das, Assistant Professor	MCA	15	Contract 37,400	21/04/2026
40	OPERATING SYSTEMS	Arundhati Bora, Assistant Professor	M.Sc IT	33.7	Contract 37,400	24/09/2025
41	ORGANISATIONAL BEHAVIOUR	Sourav Barman, Assistant Professor	MBA	21	Contract 37,400	06/05/2026
42	PRINCIPLES OF MANAGEMENT	Dr. Mumpi Das, Assistant Professor	M.Com, Ph.D	106.13	Regular 46,440	18/08/2025
43	PRINCIPLES OF MANAGEMENT	Priyakshi Mahanta, Assistant Professor	MBA	55	Contract 37,400	17/04/2026
44	PRODUCTIONS AND OPERATIONS MANAGEMENT	Priyakshi Mahanta, Assistant Professor	MBA	55	Contract 37,400	17/04/2026
45	PROGRAMMING AND DATA STRUCTURES	Subhrojit Saikia, Assistant Professor	MCA	35.23	Contract 37,400	08/10/2025



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46	PROGRAMMING FOR PROBLEM SOLVING	Subhrojit Saikia, Assistant Professor	MCA	35.23	Contract 37,400	08/10/2 025
47	PYTHON PROGRAMMING	Arundhati Bora, Assistant Professor	M.Sc IT	33.7	Contract 37,400	24/09/2 025
48	QUANTITATIVE TECHNIQUES	Dr. Nirmali Roy, Assistant Professor	M.Sc, Ph.D	18.7	Regular 37,400	24/09/2 025
49	QUANTITATIVE TECHNIQUES	Anirban Dutta, Assistant Professor	M.Sc	55.24	Contract 37,400	17/04/2 026
50	TOUR OPERATION AND DESTINATION MANAGEMENT	Ritishna Sarma, Assistant Professor	M.Com	57	Contract 37,400	07/05/2 026
51	USABILITY DESIGN OF SOFTWARE APPLICATION	Subhrojit Saikia, Assistant Professor	MCA	35.23	Contract 37,400	08/10/2 025
52	WEB TECHNOLOGY	Manoj Sarma, Assistant Professor	M. Tech	83.23	Contract 37,400	08/10/2 025



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c. Course mentor

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1	Dr. Rituparna Baruah, Assistant Professor	M.Com, Ph.D	120	Regular 46,440	27/04/2026
2	Arundhati Bora, Assistant Professor	M.Sc IT	33.7	Contract 37,400	24/09/2025

Any other details

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

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

[\(Click Here for duly attested photocopy of appointment letter with salary details\)](#)



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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

[\(Click Here for duly attested photocopy of appointment letter with salary details\)](#)

ii. For Delivery of Online Programmes:

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

[\(Click here for duly attested photocopy of appointment letter with salary details\)](#)

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

[\(Attach duly attested photocopy of appointment letter with salary details\)](#)

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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. The institute itself handles all the examination related work.	
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. Only full-time faculty members have been involved in examination system as required.	
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. Conduct of examination is done through approved website based ERP system in online mode with proper remote proctoring system.	
4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	NA	As AdtU has online programs only, so the candidates can appear from any place through his/her system with proper internet connectivity using safe browser and remote proctoring.

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Type of HEI: Category - II

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



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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)	NA	
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	Yes. Because, examination conduct through remote proctoring system.	
3.	Security arrangements in the testing centre (as mentioned in provision II (B)(13)(iii) of Annexure II)	NA	
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iii) of Annexure II)	Yes. Link: Click Here	

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. Link: Click Here	
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. Link: Click Here	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: i) The Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted; ii) For Online mode: the learner has minimum participation of 75 per cent. in all the activities of Online programme prior to end semester examination or term end examination.	Yes AdtU follows a continuous assessment and summative assessment system of evaluation. Yes. Link: Click Here Yes. Link: Click Here	
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. Link: Click Here	



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Type of HEI: Category - II

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
5.	The weightage for different components of assessments for Online mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination or term end examination): Minimum 70 per cent.	Yes. University follows Continuous or formative assessment for 30% marks and Summative assessment for 70 % marks through end semester examinations Link: Click Here	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes. Link: Click Here	
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 Link: Click Here	
8.	A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	Yes Link: Click Here	



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S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
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.	University has the Examination committee to conduct the semester examinations as per the regulation mentioned in the ordinance. Link: Click Here	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	No	The online examinations are conducted through remote proctoring system and the CCTV of the control room is maintained.
	(b) Availability of biometric system	NA	
	(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	NA	
	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution	NA	It is a remote proctoring online examination system.



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Name of HEI: Assam down town University

Type of HEI: Category - II

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	Yes	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Yes	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	Yes	
13.	An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination and in conformity with any other norms for such examination as may be laid down by the Commission	Yes. Conduct of examination is done through approved website based ERP system in online mode with proper remote proctoring system. Link: Click Here	
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognised to enroll international learners shall endeavour to conduct proctored examinations for such learners	Yes Link: Click Here	



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S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
15.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have - Photograph - Aadhaar number or other government recognised identifier or Passport number, as applicable, - Other relevant details of the learner along with the Programme name.	Yes. Here ABC ID has also been considered. However, the first batch yet to be graduated.	First Batch yet to be graduated
	(b) Each award shall also be uploaded on the National Academic Depository	Yes. The data of 1 st Sem. Exam. of the first batch is under process.	
16.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres	Yes Link: Click Here	



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4.4 Result and Student Progression**For UG, PG and PGD programmes**

Semester beginning	Programme name	No. of students admitted	No. of students appeared in exams	No. of Students progressed to next year	% of students passed	% of Students passed in first class
<September, 2025> (1 st Sem.)	1. MBA	26	21	20	95.24	100.00
	2. BBA	06	05	05	100.00	100.00
	3. BCA	01	01	01	100.00	100.00
	4. MCA	01	01	01	100.00	100.00
<Month, Year>	1.					
	2					
	3					



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Part – V: Programme Project Report (PPR) and e-Learning Material (e-LM)

5.1 Compliance status of 'Guidelines on Programme Project Report' – As per Annexure - V of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed to ensure that PPRs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

Yes, the curriculum and pedagogy of the Online Programmes are aligned with the applicable UGC regulations and prescribed academic standards, with the **Four-Quadrant Approach** implemented through the LMS, comprising e-Tutorials, e-Content, Web Resources/Discussion Forum, and Assessment/Self-Assessment activities such as video lectures, digital study materials, additional learning resources, learner interaction, doubt clarification, MCQs, quizzes and assignments. The Programme Project Reports (PPRs) are prepared in accordance with the prescribed requirements and include details of programme objectives, curriculum, instructional design, delivery, learner support, assessment and quality assurance. The PPRs are duly reviewed and approved by the competent academic/statutory authorities of the University before the respective programmes are offered, as required under the UGC framework

Link: [Click Here](#)

5.2 Compliance status of 'Quality Assurance Guidelines of Learning Material In Multiple Media And Curriculum And Pedagogy' – As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of learning material (Print Media), Audio-Video Material, Online Material, Computer-based material and Curriculum and Pedagogy, as mentioned in the Annexure-VI of the Regulations for ODL programmes.

The HEI follows the Quality Assurance Guidelines of Annexure VI of the UGC (ODL and Online Programmes) Regulations, 2020. Learning materials are simple, self-learning and learner-friendly. The **Four-Quadrant Approach—e-Tutorials, e-Content, Discussion Forums/Web Resources, and Assessment/Self-Assessment** is followed to provide videos, study materials, additional resources, interaction and assessment. The SLM and audio-video content are accessible on different devices. The curriculum is outcome-based, with credits, assignments and counselling hours as per UGC guidelines, and the learning resources are regularly reviewed and updated for quality.

LMS Portal: <https://lms.adtuonline.in/>

Link: [Click Here](#)

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5.3 Compliance status in respect of e-Learning Material- As per Annexure - VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed to ensure that SLMs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

Yes. The curriculum for the Online Programmes is developed in accordance with **Annexure VII of the UGC (ODL and Online Programmes) Regulations, 2020**. The **Four-Quadrant Approach** is also implemented to ensure effective and quality learning. It includes **e-Tutorials, e-Content, Discussion Forums, and Assessment/Self-Assessment**, with each component designed and delivered in line with the quality standards prescribed by the UGC regulations.

Link: [Click Here](#)

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

Please provide link and details of Learning Platform opted by HEI.

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

NOT APPLICABLE

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

HEI's own LMS URL: <https://lms.adtuonline.in/>

6.2 Compliance status in respect of the Programme delivery

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

Learners are engaged through a variety of structured academic and interactive activities conducted through the Learning Management System (LMS) and other online platform to ensure continuous participation in the teaching-learning process. Apart from providing e-SLM and recorded video lectures to the learners, the programme is delivered through the following mechanisms to ensure active participation and engagement of learners:

A) Live Classes:

The institution organizes live online classes regularly to ensure active learner engagement and academic interaction. Live classes are conducted every day from 6:00 PM to 9:00 PM through online platforms. A structured schedule is prepared for different subjects, and faculty members are allotted specific dates and time slots to conduct their sessions. The schedule is shared with learners in advance through the LMS and other communication channels so that they can attend the respective classes on the scheduled date and time. These live sessions provide opportunities for real-time interaction, discussion, and clarification of doubts, thereby enhancing the overall teaching-learning experience and ensuring regular academic participation of learners.

B) Mentor-Mentee Meetings:

The institution organizes Mentor-Mentee sessions every Saturday to provide academic support and guidance to learners. For effective interaction, learners are classified into smaller groups, and each group is assigned a faculty mentor. During these sessions, learners can share their feedback, discuss academic progress, and consult with their mentors regarding study-related issues or difficulties faced during the course. The mentors guide the learners, provide suggestions for improvement, and help them resolve their academic concerns, thereby ensuring continuous support and engagement in the learning process.

C) Doubt Clearing Sessions:

Dedicated doubt-clearing sessions are organized to support learners in understanding difficult topics and resolving academic queries. During these sessions, learners interact directly with faculty members to discuss specific problems or concepts they find challenging. Faculty members provide detailed explanations and guidance to ensure that learners clearly understand the subject matter. These sessions encourage open communication, help strengthen learners' conceptual knowledge, and enhance their overall learning experience.

D) Student Engagement Activities:

Various student engagement activities are organized to support learners and enhance their overall learning experience. These activities include webinars and interactive sessions where learners are guided on how to effectively use the Learning Management System (LMS). During these sessions, learners can interact with the Program Coordinator, share their academic or technical issues, and receive appropriate guidance. In addition, training sessions are conducted to help learners understand how to use the online examination software and other digital tools required during the course. These activities also focus on motivating and encouraging learners to remain active in their studies and successfully complete their programs.

E) Discussion Board Interactions:

The LMS provides a Discussion Board where learners actively post subject-related queries and participate in academic discussions. Through this platform, learners interact with faculty members and fellow students to clarify concepts, share ideas, and discuss course topics. Faculty members regularly monitor the discussion board and provide timely responses, guidance, and academic support. This continuous interaction helps create a collaborative learning environment and encourages learners to remain actively engaged with the course content.

F) Self-Assessment Test Practice:

Self-assessment tests are provided for each subject through the Learning Management System (LMS) to help learners practice and evaluate their understanding of the topics covered in the course. These tests allow learners to regularly assess their learning progress and identify areas where further improvement is required. By attempting these assessments, learners can reinforce their knowledge, gain confidence in the subject matter, and prepare effectively for internal and final examinations. This process encourages continuous learning and active engagement with the course content.

6.3 Whether e-learning material of any course in a particular programme was sourced through

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Name of HEI: Assam down town University

Type of HEI: Category - II

OER/ Massive Open Online Courses: Y/N

a. Provide details as under:

S. N o.	Progra mme Name	Courses allowed through OER/ MOOC	Name of Platform	Name of HEI offering the course (if any)	Duration of the Course	No. of Credits assigned to the Course	Percentage of total courses in a particular programme in a semester (Semester wise - programmes wise)
1.	BBA	English for Effective Business Speaking	Coursera	Macquarie University	2 Weeks	2	0.44%
2.	MBA	English for Career Development	Coursera	University of Pennsylvania	4 weeks	2	0.36%
3.	BCA	Business English for Non-Native Speakers	Coursera	The Hong Kong University of Science and Technology	3 month	2	0.46%
4.	MCA	English for Career Development	Coursera	The University of Pennsylvania	4 weeks	2	0.48%

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

[Scan Copy Minutes 55th Academic Council.pdf](#)

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

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

S. No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	Yes Links: 1. Undertaking cum declaration 1 2. Undertaking cum declaration 2	
Uploading of the following on HEI website (Mention link)			
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 Links: 1. AdtU Act 2. Statutes and Ordinances	
3.	Copies of the letters of recognition from Commission and other relevant statutory or Regulatory authorities	Yes Link: Mandatory Disclosures – UGC DEB Approval	
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 Links: 1. CDOE – About/Programmes 2. Admission Guidelines	


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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 1. BBA Programme 2. BCA Programme 3. MBA Programme 4. MCA Programme	
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes Link: Academic Calendar	
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 Link: Strategy Plan for Online Delivery	
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 Links: 1. Strategy Plan 2. Feedback Mechanism	
9.	Information regarding all the programmes recognised by the Commission	Yes Links: 1. CDOE Programmes 2. Mandatory Disclosures	
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	NA	No batch has completed the programme or graduated

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Type of HEI: Category - II

			yet.
11.	Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programmes;	Yes Link 1. e-Learning Material	
12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes	Yes Link: AdtU Online - FAQs/CDOE	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Online programmes	NA	As the Exam is conducted through online mode, no examination centre is required.
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	Yes Link 1. Proctored Examination	
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc	Yes Link Academic Calendar	
16.	Reports of the third-party academic audit to be under taken every five years and internal Academic audit every year by Centre for Internal Quality Assurance	Yes Complied	


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

S.No.	Provision	Whether being complied Yes/No
1.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in online mode, shall render the enrolment invalid	Yes
2.	A Higher Educational Institution shall, for admission in respect of any programme in online mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes
3.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	Yes



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HEI ID: DEB-U-0683**Name of HEI: Assam down town University****Type of HEI: Category - II**

4.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners	Yes
5.	Admission of learners to a Higher Educational Institution for a programme in Online mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners	Yes
6.	Every Higher Educational Institution shall- (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; (b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; (c) exhibit such records as permissible under law on its website; and (d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	Yes

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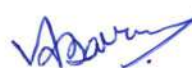
Name of HEI: Assam down town University

Type of HEI: Category - II

7.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	
8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in online mode, and the other terms and conditions of such payment	Yes
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
8. (c)	The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources	Yes
8. (d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	Yes


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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	Yes
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

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8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	Yes
9.	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	Yes
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	Yes
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Online mode offered by a Higher Education Institution	Yes
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such 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	Yes



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

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

If No, reason thereof:

Yes

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Part – IX: Grievance Redressal Mechanism

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

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

Assam down town University Online has a well-structured and transparent Grievance Redressal Mechanism to address queries and grievances of learners in a timely, fair and effective manner.

Channels for raising grievances:

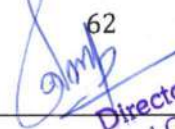
1. Email: Learners can send their grievances through email. A dedicated support email address has been provided for the learners.
2. Phone: A dedicated phone number is provided where learners can talk to a Support Executive directly
3. Student Portal: The LMS has a Help Desk feature which is available 24x7. Students can submit their grievances through the Help Desk 24/7
4. Mentors : Learners can also communicate their grievances directly to their assigned mentors.

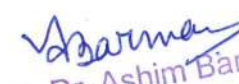
Grievance Handling Process:

On receipt of a grievance, it is noted and an acknowledgement of receipt of the same is sent to the learner immediately. The logged grievance is then forwarded to the concerned department on the same day for prompt resolution. All authorities involved in the grievance redressal process are committed to handling each case fairly, transparently, and without bias, ensuring that learner concerns are addressed effectively and within a reasonable timeframe. Final resolution is communicated to the learner via email and/or phone call, and the case is closed after learner confirmation.

The robust grievance redressal system of AdtU Online also enables the university to monitor recurring concerns, identify areas for improvement, and strengthen its support services. Through this structured and learner-friendly mechanism, AdtU Online aims to ensure that grievances are addressed promptly, communication remains clear, and disruptions to the learning process are minimized.


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The Grievance Redressal Cell for 2025-2026 has been constituted with the following members:

Name	Position
Dr. Partha Pratim Kalita	Chairperson
Dr. Mumpi Das	Member
Mr. Manoj Sarma	Member
Dr. Prasanta Pratim Bairagi	Member
Mr. Indraneel Nath	Member
Dr. Animesh Gogoi	Member

Awareness of the mechanism among learners:

During the onboarding process and orientation sessions, learners are informed about the grievance redressal mechanism. This information is also available in the website along with a dedicated support number and email address. During mentoring sessions, mentors also explain the grievance redressal mechanism to their mentees and if any grievance is shared with them by the mentees, the mentor forwards the same to the competent authorities for redressal.

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
01	01



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9.3 Complaint Handling Mechanism

HEI shall mention the mechanism adopted for Complaint Handling Mechanism as per Regulations.

Also, mention details of Nodal Officers.

Assam down town University Online has a dedicated Grievance Redressal Cell that is committed to listening to students, understanding their concerns, and helping them find timely solutions in line with the UGC (ODL Programmes and Online Programmes) Regulations, 2020. Whether a student has a grievance related to academics, examinations, course delivery, learning resources, technology, or administrative services, the Grievance Redressal Cell provides a clear and accessible channel for support. Every grievance is recorded, tracked, and followed up with the concerned department to ensure that it is addressed within the prescribed timeline. If an issue requires further attention, it is escalated through a defined escalation process so that no genuine concern is overlooked. Students are also kept informed about the progress of their grievances, making the process transparent and reassuring. Through this approach, Assam down town University Online strives to ensure that every student feels heard, supported, and confident that their grievances are taken seriously and resolved fairly.

As per the Grievance Redressal Mechanism of the University, on receipt of a grievance, it is noted and an acknowledgement of receipt of the same is sent to the learner with 24 working hours. The Asst. Nodal Officer and his/her team then directs the logged grievance to the concerned department for resolution within a timeframe of 24 working hours. After resolution, the concerned student is informed and the matter is considered closed. However if the logged grievance remains unsolved beyond 24 working hours, it is escalated to the Nodal officer. If the Nodal Officer also fails to resolve the grievance within 24 working hours, it then gets escalated to the Asst. Director and higher Management for resolution and closure.

Nodal Officers:

1. - Nodal Officer (Grievance Redressal) Dr. Partha Pratim Kalita

Email: parthapratim.kalita@adtu.in

2. - Assistant Nodal Officer: Ms. Pinky Bharali

Email: p.bharali@adtu.in

9.4 Details of Complaints received from UGC (DEB)

Numbers of Complaint Received	Numbers of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/No)
NIL	NIL	NIL

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Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

Real-Time Dynamic Doubt Clearing & AI-Assisted Academic Support Mechanism

CDOE, Assam down town University introduced a **Real-Time Dynamic Doubt Clearing Mechanism** to enhance learner engagement, reduce academic difficulties/dropout, and provide continuous support to ODL/Online learners.

Key Components:

- **Real-Time Query Submission:** Learners submit subject-specific doubts directly to course mentors for prompt academic support.
- **S@AiD (Smart AI Support):** Categorizes queries, provides instant responses to common questions, and routes complex queries to subject experts.
- **Interactive Query Board:** Enables tracking of active, pending, and resolved queries.
- **Multi-Media Support:** Supports text, images, code snippets, and audio for effective explanation and resolution.

Key Outcomes & CIQA Impact:

- Improved learner satisfaction through timely doubt resolution.
- Enables monitoring of faculty response time and query resolution.
- Identifies frequently asked questions for improving SLMs and learning resources.
- Strengthens learner-support mechanisms in alignment with applicable UGC ODL/Online Programme requirements.

Link: [Click here](#)

10.2 Best Practices of the HEI

CDOE-AdtU follows a **learner-centric synchronous online learning framework** aimed at ensuring academic rigor, accessibility, active learner engagement, curriculum transparency, and consistent delivery across online programmes. The framework is supported by clearly defined programme objectives, structured scheduling, industry-aligned curricula, interactive pedagogy, systematic faculty allocation, and effective digital platform management.

1. Programme Vision and Mission

The Programme Vision and Mission, communicated during the Online Course Orientation, focus on three key areas:

- **Developing Future-Ready Professionals:** Equipping learners with relevant knowledge, skills, adaptability, and professional competencies to meet changing workplace requirements.
- **Industry-Aligned Curriculum:** Integrating current industry practices, emerging trends, job-market requirements, and practical domain competencies into learning.
- **Leadership, Innovation and Ethics:** Developing leadership, creative problem-solving, innovation, responsible decision-making, and ethical professional practices.

Contd..

2. Structured Scheduling and Early Communication

CDOE-AdtU maintains a structured and predictable learning schedule to facilitate learner participation.

- Live classes are generally conducted during scheduled evening hours from **6:00 PM to 9:00 PM**.
- Timetables are communicated in advance through the **Learning Management System (LMS)** and designated communication channels such as WhatsApp.
- Faculty members are systematically allocated specific dates and time slots to ensure coordinated and balanced course delivery.

3. Interactive and Transparent Instruction

Online teaching emphasizes active participation, transparency, and immediate academic support.

- Live classes incorporate **discussions, question-and-answer sessions, clarification, and immediate feedback**.
- Course presentations communicate programme structure, semester-wise progression, credit requirements, and course-level credit distribution.
- Curriculum design emphasizes contemporary and future-ready areas such as **Artificial Intelligence and Machine Learning, Data Science, and Cyber Security**, along with practical and capstone-based learning.
- Dedicated Q&A opportunities encourage two-way academic interaction and help learners clarify concepts.

4. Digital Platform Governance and Classroom Management

CDOE-AdtU uses established digital platforms such as **Microsoft Teams and Google Meet** to support synchronous online teaching and learning. Faculty members and meeting hosts follow appropriate virtual classroom protocols, including participant microphone management and other measures to maintain an orderly and engaging learning environment.

5. Programme Structure – Computer Science Example

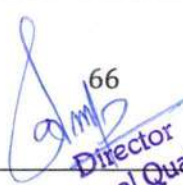
A representative programme is structured over **six semesters across three years, comprising 130 credits**:

- **Year 1 – Foundation:** Problem Solving, Web Technology, Digital Electronics, and Mathematics.
- **Year 2 – Core:** Data Structures, DBMS, Networks, Operating Systems, and Algorithms.
- **Year 3 – Specialization:** Cyber Security, Data Science, AI/ML, and Cloud & Mobile Computing.
- **Advanced Learning:** Generative AI, Computer Vision, Digital Image Processing, and a capstone Major Project that supports practical application and portfolio development.

Overall, these practices demonstrate CDOE-AdtU's commitment to **structured, interactive, industry-relevant, technology-enabled, and learner-focused online education**, supported by systematic academic and digital delivery mechanisms.

Link: [Click here](#)


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10.3 Details of Job Fairs conducted by the HEI

NA

10.4 Success Stories of students of Online mode of the HEI

NA

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

NA

10.6 Number of students placed through Campus Placements

NA

10.7 Details of Alumni Cell and its activity

NA

10.8 Any other Information

NA



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DECLARATION

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

Signature of the Director:

Name: Dr. Mala Datta

Seal:

Date: 29/8/2026
Director
Centre for Distance and
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Guwahati-26

Signature of the Registrar:

Name: Dr. Ashim Barman

Seal:

Date: 29/8/2026
Dr. Ashim Barman
Registrar
Assam down town University

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