ANNUAL REPORT

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER ONLINE LEARNING MODE

Academic Session 2024-25
(July 1, 2024 to June 30, 2025)

Contents

Part – I: General Information

1.1   **Date of notification of the Centre (attach a copy of the notification):**
Notification dated 15.03.2024
Annexure 1(A)

1.2   **Details of Director, CIQA**
Name: Prof. (Dr.) Hitakshi Dutta
Qualification: PhD

1.3   **Details of CIQA Committee**
     a.   **Composition as per Regulations –** *Annexure 1 (A)*

S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor	Chairperson	Prof. (Dr.) Manpreet Singh Manna PhD	Electronics and Instrumentation Engineering	15.03.2024
b.	Three Senior teachers of HEI	Member 1	Registrar		15.03.2024
		Member 2	Pro Vice Chancellor (Academic Affairs) and Dean-Academic Affairs		15.03.2024
		Member 3	Prof. (Dr.) Gurpreet Singh PhD	Computer Applications	15.03.2024
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Prof. (Dr.) Ashita Chadha PhD	English Literature	15.03.2024
		Member 5	Prof. (Dr.) Nitin Pathak PhD	Commerce	15.03.2024
		Member 6	Prof. (Dr.) Manisha Malhotra PhD	Computer Applications	15.03.2024
		Member 7	Dr. Navjit Singh PhD	Management	15.03.2024

d.	Two External Experts of ODL and/or Online Education	Member 8	Prof. (Dr.) Bharat Bhushan PhD	Geography	15.03.2024
		Member 9	Prof. (Dr.) Amarjeet Kaur PhD	Management	15.03.2024
		Member 10	Prof (Dr.) Jaskiran Kaur PhD	Finance	15.03.2024
		Member 11	Sh. Hari Mohan Arora	Applied Sciences	15.03.2024
		Member 12	Ms. Anchal Chopra	IT	15.03.2024
e.	Officials from departments of HEI Administration / Finance	Member 13 Administration	Dr. Arvinder Singh Kang PhD	Applied Sciences	15.03.2024
		Member 14 Finance	Mr. Sharwan Kumar MBA	Management	15.03.2024
f.	Associate Director, CIQA	Member Secretary	Prof. (Dr.) Hitakshi Dutta PhD	Management	15.03.2024

b. **Whether members mentioned at 'b' to 'f' 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
2024-25 (2)	14.02.2025	04	*Annexure 1(B)*	06.03.2025
2024-25 (1)	02.04.2024	03	*Annexure 1(C)*	20.04.2024

1.5 **Number of programmes started at Certificate level as per Regulation 24 of UGC (ODL Programmes and Online Programmes) Regulations, 2020:**
   Not Applicable

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

1.7 Number of programmes started at Post Graduate Diploma level as per Commission Order:
Not Applicable

1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:
03

Sr. No.	Undergraduate Degree Programmes	Duration (years)	Number of Credits	Admission Eligibility	UGC Recognition Letter no. and Date
1	Bachelor of Business Administration	3	124	10+2 or its equivalent examination in any stream conducted by a recognized Board / University / Council.	F. No. 1-25/2024 (DEB-I), August 2024
2	Bachelor of Computer Applications	3	120	10+2 or its equivalent examination in any stream conducted by a recognized Board / University / Council.	F. No. 1-25/2024 (DEB-I), August 2024
3	Bachelor of Arts (Journalism & Mass Communication)	3	120	10+2 or its equivalent examination in any stream conducted by a recognized Board / University / Council.	F. No. 1-25/2024 (DEB-I), August 2024

1.9 Number of programmes started at Post-Graduate Degree Programmes as per Commission Order:
07

Sr. No	Post-Graduate Degree Programmes	Duration (years)	Number of Credits	Admission Eligibility	UGC Recognition Letter no. and Date
1	Master of Business Administration	2	108	Bachelor degree in any discipline from recognized University/ Institution. Graduates of	F. No. 1-25/2024 (DEB-I), August 2024

				recognized professional programs like CA/ ICWA etc. are also eligible to apply	
2	Master of Computer Applications	3	120	A candidate shall have passed the qualifying examination of BCA/ B.Sc. (Computer Science)/ B.Sc. (IT) / B.E. (CSE)/ B.Tech.(CSE) / B.E. (IT) / B.Tech. (IT) or passed any graduation degree (e.g.: B.E/ B.Tech / B.Sc. / B.Com. / B.A/ B.Voc) with Mathematics, Business Mathematics, Programming or Statistics at 10+2 level or at Graduation level.	F. No. 1-25/2024 (DEB-I), August 2024
3	Master of Arts (Journalism & Mass Communication)	2	80	Bachelor's Degree or its equivalent from a recognized Board / University.	F. No. 1-25/2024 (DEB-I), August 2024
4	Master of Science (Data Science)	2	80	Candidate must have completed bachelor's degree in B.A/ BCA/ B.Sc. (Statistics or Mathematics or Computer Science) / B.E/ B.Tech OR equivalent undergraduate degree with any one of the following subject Computer Science/ Mathematics/ Statistics from a recognized Board/ University.	F. No. 1-25/2024 (DEB-I), August 2024

5	Master of Arts (English)	2	80	Graduation in any discipline or equivalent, preferably with English as a subject OR Bachelors of Arts (Hons.) in English.	F. No. 1-25/2024 (DEB-I), August 2024
6	Master of Arts (Economics)	2	88	Bachelor's Degree with Economics as one of the compulsory subject at Graduation level.	F. No. 1-25/2024 (DEB-I), August 2024
7	Master of Science (Mathematics)	2	80	Bachelor's Degree with Mathematics as compulsory subject from a recognized Board / University.	F. No. 1-25/2024 (DEB-I), August 2024

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

2.1   Action taken on the functions of CIQA: -

Sr. No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof (Not more than 500 words)	Upload Relevant Document
1.	Quality maintained in the services provided to the learners	The Centre for Internal Quality Assurance (CIQA) serves as an apex body at Chandigarh University ensure and enhance the quality of programmes offered in the Open and Distance Learning (ODL) and/or Online modes. It functions in accordance with the UGC-DEB Regulations 2020 through a robust internal quality monitoring mechanism focused on learner satisfaction, academic excellence, and continuous enhancement. **Key Functions and Initiatives of CIQA:** • **Internal Quality Monitoring Mechanism** A well-defined internal framework is in place to monitor, review, and improve the design, delivery, and assessment of all ODL and Online programmes. This ensures they remain comparable in quality to conventional programmes. • **Learner-Centric Support System** A dedicated and responsive learner support team addresses student queries related to systems, processes, academics, and services. This ensures that learners are guided and supported throughout the duration of their academic journey. • **Continuous Quality Improvement** Emphasize on self-evaluation, academic audits, and feedback analysis as part of a dynamic and evolving internal quality assurance system. These measures ensure that academic standards are maintained and continuously upgraded to meet national benchmarks and learner expectations. • **Compliance with UGC-DEB Norms** Ensuring that all programmes, learner support	CIQA *Annexure 2(A)*

		services, and administrative processes adhere strictly to the UGC-DEB Regulations, 2020	
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	To ensure ongoing quality enhancement in the delivery of Online and ODL programmes, self-evaluative and reflective practices are adopted as a core part of its internal quality assurance mechanism, in line with the UGC-DEB Regulations, 2020. **Key Measures Undertaken:** • **Continuous Process Improvement** A culture of continuous improvement is embedded across all academic and administrative processes to ensure seamless, learner-centric services at every operational level. • **Academic Monitoring and Audits** Periodic academic audits and monitoring exercises are conducted to evaluate the effectiveness of teaching-learning practices, curriculum implementation, and assessment systems. These audits help to identify the gaps and areas for enhancement, fostering a cycle of improvement. • **Monitoring of Learner Support Services** Learner support systems are regularly reviewed through interactive sessions, office hours, discussion forums, and feedback mechanisms.	Sample Sheet for Live Session Review *Annexure 2(B)*
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	• **Curriculum Design & Academic Standards** Updation of curriculum on a continuous basis to reflect current developments in employment areas, and align with national requirements. It is further ensured that all programmes have a well-structured curriculum that matches the quality and standards of conventional programmes. • **Faculty upskilling and re-skilling** CIQA promote and support periodic capacity-building and training of teaching, administrative staff, and learner support personnel to maintain high pedagogical standards. • **Infrastructure & Technology** Availability of robust digital platforms and tools capable of supporting effective delivery, interaction, and assessment which includes	Proceedings of CIQA Meeting *Annexure 2(C)*

Learning Management System, digital content, and secured IT infrastructure supporting synchronous and asynchronous learning.

- **Accessible Learner Support Services**
  Comprehensive student support extended across academic, technical, and administrative domains, ensuring accessibility, responsiveness, and learner satisfaction throughout the learning journey.

- **Assessment & Evaluation**
  Implementation of fair, transparent, and consistent systems for learner evaluations—covering assignments, examinations, and feedback. Continuous evaluation practices are embedded to monitor learner progress and improve instructional quality.

- **Programme Approval & Accreditation**
  UGC-recognised programmes are offered and all necessary approvals and documentation are mantained to meet minimum NAAC accreditation scores or NIRF rankings before launching ODL/Online programmes, evidencing proven quality and institutional experience.

- **Quality Assurance & Feedback Mechanisms**
  Academic Quality and delivery enhancement through continually strengthening the academic delivery in internal quality circles and pedagogical innovations to ensure learner-centric outcomes.

- **Curriculum Development in OL Mode**
  Programmes offered in Online mode are designed in alignment with their conventional counterparts to maintain academic equivalence and inclusivity for learners from diverse educational backgrounds.

- **Transparency & Data Management**
  Regularly updating the website and also informing the statutory bodies about the programme details, enrolment data, approval letters, schedules, academic calendars, and other quality-related information as mandated by UGC regulations

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)	A robust and structured mechanism has been established for the design, development, and periodic revision of both new and existing programmes, under the oversight of the statutory bodies of the University. Key practices to maintain academic integrity and quality standards: • Curriculum Equivalence • Examination Integrity • Question Paper Setting • Centralized Evaluation • Scrutiny and Quality Check • Examination Record Management	Proceedings of Board of Studies *Annexure 2(D)*
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	A robust and multi-tiered feedback mechanism has been established to ensure systematic interaction with all stakeholders—learners, faculty, staff, and external entities—for the purpose of curriculum review, service enhancement, and academic excellence. This mechanism aligns with the UGC-DEB's mandate for quality assurance in Open and Distance Learning (ODL) and Online education. Key Feedback and Support Practices Implemented: • Structured Counselling and Student Interaction Regular counselling sessions and interaction forums are conducted at predefined academic intervals, allowing students to share their experiences, concerns, and suggestions. • Student Feedback Mechanism Learner feedback is systematically collected through online surveys, course evaluations, and open house sessions, ensuring actionable insights into course content, faculty support, and overall academic satisfaction. • Mentorship Programme A well-defined mentorship framework is in place to provide academic and emotional support. Faculty mentors guide students on academic planning, progression, and personal development. • Dedicated CDOE Faculty/Mentor Support Students are given direct access to Centre for Distance and Online Education (CDOE) faculty and mentors via	Learner Feedback Report *Annexure 2(E)*

		phone and email for academic guidance and course-related queries. ● 24x7 Helpdesk Services A round-the-clock Helpdesk Support System is operational to address administrative, technical, and academic support queries, ensuring timely redressal and learner satisfaction. Outcome and Continuous Improvement: ● Feedback collected is analyzed by the CIQA and other academic bodies to identify gaps, assess performance, and initiate appropriate interventions. ● Inputs received are directly fed into the curriculum review and redesign process, ensuring that academic offerings remain current, inclusive, and outcome-oriented. ● Enhancements are made across all institutional verticals—including academic processes, learner support services, and operational efficiency—thereby embedding best practices and promoting systemic excellence.	
6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	A structured peer review process, combined with qualitative and quantitative evaluations based on data-driven indicators, has been established to ensure effective monitoring and continuous improvement across all academic and administrative functions. This comprehensive approach helps in identifying areas for intervention and ensures that appropriate resolutions are implemented in a timely and effective manner. **Key Features of the Mechanism:** ● **Data-Based Evaluation** Regular evaluations are carried out using measurable indicators to assess performance, outcomes, and learner satisfaction across programmes. ● **Peer Review and Academic Audits** Subject experts and academic peers review instructional practices, content quality, and assessment frameworks to ensure academic rigour and relevance. ● **Promotion of System-Based Research** These processes support evidence-based decision-	

		making and system-level research, aimed at fostering innovation and academic excellence. • **Learner-Centric Environment** Outcomes from peer reviews and data analysis are used to redesign services and academic delivery to promote a more responsive and learner-focused ecosystem**.** • **Constitution of Review Committees** Dedicated committees are formed periodically to monitor, evaluate, and recommend improvements in curriculum delivery, learning resources, and learner support services. • **Feedback for SLM Development** Continuous feedback is collected from learners, faculty, and other stakeholders to identify gaps and make improvements in the development and enhancement of Self-Learning Materials (SLMs), in line with UGC guidelines.	
7.	Implementation of its recommendations through periodic reviews	The institution ensures that periodic reviews are systematically conducted to evaluate academic, administrative, and learner support processes. These reviews aim to identify strengths, address gaps, and recommend actionable improvements for enhancing overall quality. • Committees constituted for quality monitoring provide regular suggestions and recommendations based on internal assessments, audits, and stakeholder feedback. • The outcomes of these reviews, along with feedback analysis, are shared with the concerned authorities to facilitate informed decision-making and prompt implementation. • This structured mechanism supports a culture of continuous improvement, aligning institutional practices with the quality benchmarks set by UGC-DEB.	
8.	Workshops/seminars/symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate	Various activities are organized to ensure that the key stakeholders are upskilled/ reskilled about processes in Higher Educational Institutions in key areas such as:	Activities conducted for stakeholder *Annexure 2(F)*

| | the reports of such activities among all the stakeholders in Higher Educational Institution. | ● Faculty Orientation
● Teaching Pedagogy
● Mapping of Learning Outcomes
● Application software
● Preparation of effective Self Learning Material
● Preparation of the Programme Project Report | |

Activities for Learners'	
Type of Activity	**Number of activities**
Curricular	18
Co-Curricular	53
Extra-Curricular	41
National Importance Day	3
Grand Total	115

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

In alignment with the quality benchmarks set by UGC-DEB, best practices ensure comprehensive academic support, resource-rich learning environments, and continuous quality improvement for both faculty and learners.

Area/ Initiative	Best Practices	Implementation
Faculty Support for Content Development	Faculty support for developing high-quality reference material	Regular trainings Access to journals e-books databases, and academic tools via Knowledge Resource Centre (KRC) and My LOFT - My Library on Fingertips
Development of E-Self-Learning Material (e-SLM)	Structured, professional design of e-SLM with multimedia and pedagogy integration	Continuous feedback from learners and experts ensures relevance, engagement, and alignment with outcomes

	Reference Materials and Open Educational Resources (OERs)	Integration of OERs and Harvard Business Publishing Case Studies & Simulations into curriculum	Facilitates flexible, inclusive, and globally relevant learning experiences,	
	My LOFT - My Library on Fingertips	Central academic repository providing both physical and digital resources	Comprehensive, digital library platform providing 24/7 access to an extensive collection of e-books, journals, and academic resources. My LOFT empowers students with fingertip access to learning materials, promoting seamless and self-paced education.	
	Learner-Friendly Learning Management System	User-centric, gamified LMS supporting engagement and active participation	Interactive features, progress tracking, self-assessment, and 24/7 access to course materials	
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s)	Data monitoring or collection, followed by data analysis in varied areas is thoroughly discussed and actionable points are taken. It is further presented in Annual Reports as key initiatives: ● Content Development & Quality Check ● Feedback Analysis ● Grievance Redressal analysis ● Results & Student Progression ● Self-Assessment of Programme Coordinator ● Quality Check for Question Bank ● Progression & Quality Check for Assignments		

11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	Programme Project Report is prepared as per the guidelines of UGC ODL & Online Regulations 2020 and duly approved by the statutory bodies of University for consideration and approval. Programme Project Report for the newly proposed programmes are prepared and submitted to CIQA and further placed to Academic Council for final approval before the launch of the new programme and submission to the commission.	Programme Project Report https://www.onlinecu.in
12.	Mechanism to ensure the proper implementation of Programme Project Reports	The Programme Project Report are approved by the appropriate statutory authorities of the University to ensure that each programme is according to the norms and guidelines prescribed by the Commission at par with the conventional programmes. Regular and Periodic checks are conducted to ensure the proper implementation of Programme Project Reports	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	The Centre for Internal Quality Assurance (CIQA) maintains a detailed record of all activities undertaken towards quality assurance. These records are periodically submitted to the Statutory Authorities/Bodies of the University and to the University Grants Commission (UGC), as and when required. Additionally, a copy of the report is made publicly available by uploading it on the University's official website to ensure transparency and accountability	Action Taken Report of Meeting *Annexure 2(G)*
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	Inputs are regularly gathered from a diverse group of stakeholders, including industry experts, alumni, and academicians, to periodically review and redesign the curricula. This process ensures that academic offerings remain dynamic, competitive, and responsive to the demands of the job market, thereby facilitating improved career outcomes for learners and strengthening institution-industry linkages. Through regular consultations with industry experts, alumni, and employers, areas are identified where curriculum updates or new programme offerings can enhance graduate employability and relevance. Such as technology integration, interdisciplinary	

		approaches, and soft skills enhancement to align programmes with evolving market needs.	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	A systematic research is in place to create a learner-centered environment and improve overall quality by studying effective teaching methods and learner engagement, with insights used to enhance curriculum and teaching practices. Continuous feedback from stakeholders ensures the changes meet learner needs, promoting ongoing improvement and excellence in education. Continuous monitoring is implemented throughout the semester to proactively identify gaps or areas of improvement within the academic and administrative processes. Timely and appropriate corrective actions are taken to address these gaps, ensuring smooth functioning and maintaining the quality standards as prescribed by the regulatory bodies.	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	Establishment of CIQA and IQAC as a dedicated Nodal Coordinating Unit of the University. 	
17.	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	• **Establishment of Centre for Internal Quality Assurance (CIQA):** The CIQA functions as the cornerstone for continuous quality improvement and operates as an integral part of the institution ensuring planned intervention strategies for quality enhancement, fostering a culture of excellence and sustained academic growth. • **Periodic Compliance Audits:** Annual Quality Assurance Report is prepared for documenting progress and implementing peer	

committee recommendations. These processes provide a structured and systematic approach to quality review, enabling timely identification and resolution of gaps.

- **Comprehensive Monitoring and Evaluation:** Periodic internal audits and external assessments are conducted to evaluate academic delivery, learner support services, and administrative processes. Mechanisms such as feedback collection from learners, faculty, and stakeholders, combined with data-driven analytics, ensure evidence-based enhancements.

Content Review Status April-Dec 2024

	□ Duration in hours	☒ Vetted Content in Hours
I	112.1	80.16
II	190.39	165.41
III	151.63	71.07
IV	233.87	157.76
V	81.97	48.24
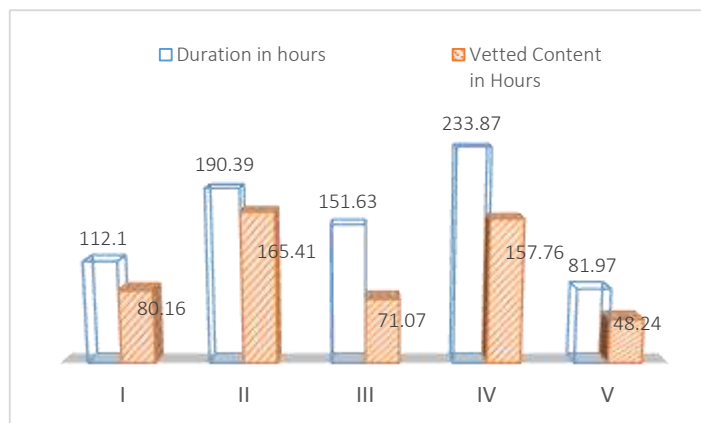
Live Session Summary (July-December 2024)	
Total Number of sessions planned	2077
Sessions rescheduled/ cancelled, if any	21
Sessions Conducted	2056
Sessions reviewed	2056

Sample for Monitoring Processes

- **Capacity Building for Faculty and Staff** Continuous faculty development programs, workshops, and training sessions are conducted

focusing on curriculum design, pedagogical innovations, assessment methodologies, and usage of technology in online education. These capacity-building efforts embed quality culture within the faculty and administrative staff.

Glimpses of Capacity Building Initiative

- **Learner-centric Quality Initiatives:**

Quality enhancement is aligned with learner needs through systematic feedback mechanisms, grievance redressal systems, and enhanced learner support services including digitally accessible self-learning materials (SLMs) and interactive online sessions.

Glimpses of Initiatives Taken

- **Documentation and Transparency:**
All quality assurance activities, audit reports, and improvement measures are documented and made accessible. The report and analysis on the quality review in adherence to the Academic Calendar are shared with the concerned domain heads for further improvement and to enhance the accountability and process refinement through dedicated platforms to encourage transparency and accountability.

18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	The University ensures that all processes and policies are formulated and periodically revised in accordance with the latest guidelines issued by the Commission. In addition, appropriate measures are taken to keep the faculty informed and updated about new reforms and regulatory changes through orientations, circulars, and capacity-building initiatives. It also facilitates timely submission of reports and documentation as required by the Commission. Regular workshops and training sessions are organized to align institutional practices with regulatory expectations thereby fostering a collaborative approach to quality enhancement.	
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	Information from other Higher Educational Institutions highlights key quality benchmarks such as updated curriculum, transparent evaluation, modern infrastructure, faculty development, and	

		strong learner support. These insights help our institution align with national standards and continuously improve academic quality. The quality benchmarking mechanisms are being developed and implemented to ensure continuous improvement in service delivery and to enhance the overall learner experience	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	CIQA compiles an annual report that captures all quality assurance activities conducted during the year including academic reviews, feedback collection, curriculum improvements, faculty training, and learner support initiatives. The report summarizes key accomplishments, challenges faced, and plans for ongoing enhancement. It is shared with institutional leaders and stakeholders to promote transparency and continuous quality development. Other that sharing with the commission it is also uploaded on the website for stakeholders information.	
21.	(a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	The Centre for Internal Quality Assurance (CIQA) maintains a comprehensive record of all quality assurance activities undertaken by the University. These records are submitted to the Statutory Authorities or Bodies of the University and to the Commission, as and when required, to ensure compliance, transparency, and accountability.	
	(b)Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	The record of quality assurance activities is systematically prepared by the Centre for Internal Quality Assurance (CIQA) and subsequently submitted to the Statutory Authorities or Bodies of the University, as well as to the Commission, as per regulatory requirements.	
22.	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	The Centre for Internal Quality Assurance (CIQA) is carefully monitored by the higher management to ensure it operates effectively in maintaining quality standards and upholding of academic excellence. Reports produced by CIQA assessing the quality assurance systems and processes are reviewed and approved to confirm their accuracy and usefulness.	

23.	Facilitated adoption of instructional design requirements as per the philosophy of the Online learning decided by the statutory bodies of the HEI for its different academic programmes	The policies related to instructional planning and delivery are duly notified, and all necessary provisions are in place to design and implement a learner-centric instructional framework for each academic programme. Integration of multimedia content, modular structures, and continuous assessment methods, aligning instructional design with established quality standards is ensured to enhance the effectiveness of online education. Every programme is systematically planned and delivered through a structured academic process and include various media such as print, audio, video, online platforms, and computer-aided learning tools.	
24.	Promoted automation of learner support services of the Higher Educational Institution	The automation of learner support services is actively promoted with initiative to enhances accessibility, efficiency, and responsiveness by implementing digital platforms for admissions, academic counseling, grievance redressal, and progress tracking. Automation ensures timely support for learners, improves communication, and streamlines administrative processes, contributing to a better overall learning experience. A fully automated learner support system provides students seamless access to academic resources through an integrated Learning Management System (LMS).	
25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	The academic committees include external subject matter experts, agencies, or representatives from relevant organizations to ensure an objective review of the University's internal processes, particularly in activities related to academic validation. This external involvement enhances transparency, credibility, and alignment with academic and industry standards.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	The University has introduced third-party audits as part of its quality assurance mechanism to ensure unbiased evaluation of its academic programmes. These audits also facilitate third-party validation of	

		data, thereby strengthening the integrity, reliability, and transparency of institutional processes.	
27.	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	Yes, record and compliance of the same is maintained.	
28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	The curriculum, learning pedagogy, and research practices are designed to meet the demands of contemporary education and are aligned with international standards. Emphasis is placed on maintaining industry relevance through active collaboration and association with internal and external stakeholders, including academic communities, industry partners, and research organizations.	
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability	The University has established strong industry-academia linkages and networks to enhance learner exposure and employability across various domains. These collaborations actively contribute to curriculum design, entrepreneurship development, skill enhancement, internships, project work, and access to advanced research facilities, thereby bridging the gap between academic learning and industry requirements.	https://www.youtube.com/@chandigarhuniversityonline

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

Sr. No.	Provisions in Regulations	Action taken in respect of OL	Upload Relevant Document
1.	Governance, Leadership and Management: A. Organization Structure and Governance B. Management C. Strategic Planning D. Operational Plan, Goals and Policies	All policies and practices of the University are strategically focused on key areas such as planning, human resource management, recruitment, training, performance appraisal, financial management, and institutional leadership. Full compliance with the Quality Monitoring Mechanism outlined in Annexure–I (Part V (2)) of the UGC (ODL Programmes and Online Programmes) Regulations, 2020 is ensured while focusing on Governance, Leadership, and Management which includes establishing a clear organizational structure and effective governance frameworks to guide decision-making. Strong management practices are implemented to oversee operations, supported by strategic planning that aligns with the institution's vision and mission. Comprehensive operational plans and policies are developed and regularly reviewed to ensure quality delivery and continuous improvement in academic and administrative functions.These are implemented in alignment with statutory and regulatory requirements to ensure transparency, accountability, and effective governance.	
2.	Articulation of Higher Educational Institution Objectives	Chandigarh University's higher education objectives focus on delivering quality, accessible, and flexible online learning to empower students worldwide. It aims to promote innovation, inclusivity, and lifelong learning while preparing learners for a rapidly changing global environment. Emphasizing practical skills, interdisciplinary knowledge, and industry relevance, the institution strives to equip students for professional success and meaningful societal	

		contributions. Hence, we are committed to fostering academic excellence, creativity, and holistic development in its learners.	
3.	Programme Development and Approval Processes A. Curriculum Planning, Design and Development B. Curriculum Implementation C. Academic Flexibility D. Learning Resource E. Feedback System	A structured process for programme development and approval is in place to maintain high academic standards. This holistic approach ensures that programmes are relevant, flexible, and aligned with industry standards, promoting academic excellence and learner success. **Curriculum Planning, Design, and Development:** The curriculum is designed through collaboration between academic experts and industry professionals, ensuring relevance and inclusivity of emerging trends and skills required in the global market. **Curriculum Implementation:** Flexible teaching methods, including online and blended learning, supported by experienced faculty and modern technology to ensure effective delivery. **Academic Flexibility:** Choice of electives, credit transfer options, and multiple learning pathways to accommodate diverse interests and career goals. **Learning Resources:** Comprehensive learning materials, digital library, interactive modules support student learning. **Feedback System:** Continuous feedback is collected to refine and improve the curriculum and teaching practices, fostering a responsive and quality-centric academic environment.	
4.	Programme Monitoring and Review	The University has constituted various academic review committees—including the Board of Studies, Academic Council, Programme Review Committee, and Content Review Committee—to monitor and review academic programmes based on diverse qualitative and quantitative criteria. Curriculum design and development procedures are closely aligned with the principles of quality and excellence, as well as the clear articulation of	

		intended learning outcomes. The process of defining the content of each unit of study is informed by systematic needs assessments and enriched through feedback obtained from key stakeholders such as students, alumni, industry experts, and academic professionals.	
5.	Infrastructure Resources	Adequate state-of-the-art infrastructure is maintained in alignment with the academic and operational requirements of the University. Systematic data collection and monitoring processes are in place to ensure the optimum utilization of facilities—including physical infrastructure, library and e-library resources, and Information and Communication Technology (ICT) infrastructure. These measures are implemented across all academic programmes to provide consistent and qualitative support to all stakeholders. *Glimpses of Educator Studios*	
6.	Learning Environment and Learner Support	Being committed to creating a supportive and inclusive learning environment that promotes active learner engagement and success. we offer comprehensive learner support services, including academic counseling, accessible study resources, and timely assistance through digital platforms. Innovative teaching methods and user-friendly technology enhance learning experiences, while continuous feedback mechanisms ensure that learner needs are addressed effectively.	SCIP Report 2025 *Annexure 2(H)*

		Office Hours Online for Learners to Meet Faculty A dedicated virtual space for students to interact with faculty during pre-scheduled office hours. This initiative fosters academic mentorship, individualized guidance, and stronger student-faculty connections. **Student Campus Immersion Programme (June/November 2025)** **CU Online** students get the opportunity to participate in on-campus immersion programs designed to provide them with hands-on workshops, networking opportunities, and exposure to the university environment.	
7.	Assessment and Evaluation	The Assessment and Evaluation system is strategically designed to align with and measure the attainment of the intended learning outcomes of each programme. A variety of assessment tools are employed—including multiple choice questions, projects, reports, case studies, presentations, and term-end examinations—tailored to evaluate the diverse learning outcomes associated with different course components. This multi-dimensional approach ensures a comprehensive and outcome-based evaluation of student performance.	
8.	Teaching Quality and Staff Development	A well-established institutional framework is in place to promote quality academic counselling, capacity-building workshops, interactive teaching-learning practices, and staff development programmes. These initiatives are designed to continuously enhance the pedagogical competencies of academic staff and to foster a culture of innovation and excellence in teaching and learning.	Activities Conducted for Teaching Quality and Staff Development *Annexure 2(I)*

2.3 Compliance of Process of Internal Quality Audit – As per Annexure–I (Part V (3)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020:

Sr. No.	Provisions in Regulations	Action taken in respect of OL Programmes	Upload Relevant Document
1.	Academic Planning	The Academic Calendar is meticulously prepared and approved prior to the commencement of each academic session and is made publicly available on the University's official website to ensure transparency and compliance. Appropriate academic planning procedures are implemented to deliver a high-quality, value-added learner experience. These include strategic alignment of teaching methodologies, infrastructure readiness, and technology support, all of which contribute to maintaining an up-to-date curriculum and achieving the broader institutional goals	*Academic Calendars 2024-25 Annexure 2(J)*
2.	Validation	A robust validation mechanism is in place to ensure that all academic programmes are academically viable, aligned with prescribed academic standards, and appropriately structured to provide learners with optimal learning opportunities. External subject matter experts and industry professionals are actively involved in the validation process, as well as in the annual review of programmes, to maintain relevance, rigor, and continuous improvement.	
3.	Monitoring, Evaluation and Enhancement Plans a) Reports from Examination Centres b) External Auditor or other External Agencies report c) Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels d) Reporting and Analytics by the Higher Educational	Quality remains a prime focus and is ensured through the Centre for Internal Quality Assurance (CIQA), covering all aspects from the delivery of online programmes to the attainment of intended learning outcomes. a) Reports from examination centres are regularly collected and analyzed to ensure the integrity and smooth conduct of assessments. b) Audits provide independent evaluations, offering valuable insights for quality improvements. c)Performance data is systematically reviewed at	

	Institution e) Periodic Review	programme, faculty, and institutional levels to identify strengths and areas needing attention. d) Comprehensive reporting and analytics enable data-driven decision-making and transparency. e) Periodic reviews of processes and outcomes are conducted to implement corrective actions and promote ongoing academic and administrative excellence.	

Part – III: Human Resources and Infrastructural Requirements

3.1   Name and details of Director of Centre for Distance and Online Education (Dual Mode University)- Regular, full time, at least Associate Professor,
Or
Name and details of Head for each school (for Open University) - Full time dedicated, not below the rank of an Associate Professor

 Prof. (Dr.) Gurpreet Singh, PhD
 Director**,** CU-CDOE
 Annexure 3(A)

3.2   Name and details of Deputy Director of Centre for Distance and Online Education (Dual Mode University) - Full time or contractual basis, at least Associate Professor,
Or
Name and details of Deputy Director of Centre of Online Education - Full time or contractual basis, not below the rank of an Associate Professor.
(Mention details such as Regular Employee, Designation, and Qualification, Salary (Attach appointment letter and joining report)

 Prof. (Dr.) Monika Singh, PhD
 Associate Director**,** CU-CDOE

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
Mention details such as Regular Employee, Designation, and Qualification, Salary (Attach appointment letter and joining report)
….

3.4   Compliance status in respect of Human Resource – As per Annexure – IV of UGC (ODL Programmes and Online Programmes) Regulations, 2020.
HEI shall mention compliance details against the requirements in terms of Staffing norms, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

i.   **Programme name:**
a.   **Programme Coordinator**

Sr. No.	Names with Designation	Qualification	Experience	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
All the staffing norms suggested by the Commission are fulfilled. https://www.onlinecu.in					

a.   Course Coordinator

Sr. No.	Names with Designation	Qualification	Experience	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
All the staffing norms suggested by the Commission are fulfilled. https://www.onlinecu.in					

b.   Course mentor

Sr. No.	Names with Designation	Qualification	Experience	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
All the staffing norms suggested by the Commission are fulfilled. https://www.onlinecu.in					

3.2 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	2
Assistants	3 (2 for DM Universities)	3
Computer Operator	2	3
Multi-Tasking Staff	2	5

a. 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	2
Technical Assistant (Audio-Video recording)	1	2
Technical Assistant (Audio-Video editing)	1	2

ii. For Delivery of Online Programmes:\

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

iii. For Admission and Examination for Online mode:

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

Part – IV: Examinations

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

Sr. No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	Yes	
2.	For ensuring transparency and credibility, the full time faculty of the Online Mode Higher Educational Institutions or qualified faculty from University Grants Commission recognized Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc.	Yes	
3.	A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examination through technology mediated proctoring.	Yes	
4.	The examination center must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	Yes	
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	Yes	
6.	Building and grounds of the examination centre must be clean and in good condition	Yes	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	Yes	

8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Yes	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	Yes	
10.	Safety and security of the examination centre must be ensured	Yes	
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	Yes	
12.	Provision of drinking water must be made for learners	Yes	
13.	Adequate parking must be available near the examination centre	Yes	
14.	Facilities for Persons with Disabilities should be available	Yes	

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

S. No.	Provisions in Regulations	Whether being Complied Yes/No If yes, please provide details and upload relevant documents	If No, Reason thereof
1.	Requirements at Test Centres (as mentioned in provision II (B)(13)(i) of Annexure II)	Yes	
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	Yes	
3.	Security arrangements in the testing centre (as mentioned in provision II (B) (13) (iii) of Annexure II)	Yes	
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iii) of Annexure II)	Yes, Examination guidelines are being notified and shared with the learners	

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

Sr. No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Yes, all the guidelines issued by the Commission for the conduct of proctored examinations are adopted.	
2.	A Higher Educational Institution offering Online programmes shall have a Mechanism well in place for evaluation of learners enrolled through Online mode and their certification.	Yes, the programmes offered has a well-defined mechanism in place for evaluation of enrolled learners and their certifications. The assessment comprises of 1. Continuous Evaluation 2. Summative evaluation	
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: i) The Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted; ii) For Online mode: the learner has minimum participation of 75 percent in all the activities of online programme prior to end semester examination or term end examination.	Yes, the evaluation process includes two types of assessments: continuous assessment and summative assessment conducted through end-semester examinations. Further, no semester or end term examination is conducted unless verified that 75% of the prescribed programme has been completed to ensure adherence to academic rigor and active learner engagement in line with UGC (ODL and Online) regulations 2020 *Annexure 4(A)*	

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, the curriculum design, assessment criteria, and credit framework for award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through the online mode, are developed by adopting the same rigorous standards followed in conventional to ensures academic consistency, quality, and equivalence across all modes of delivery.	
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, the weightage for assessments in the Online mode is structured per the guidelines to ensure comprehensive evaluation of learner performance throughout the programme.	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes, *Annexure 4(A)*	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	Yes	
8.	A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer	Yes	

	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.		
9.	The examination of the programmes in Online mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	Yes	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Yes, Remote Proctored Based Examination	
	(b) Availability of biometric system	Yes	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners and Passports for International learners	Yes	
	(d) In case of non-availability of the Closed- Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular in charge of examination centre to the Higher Educational Institution	Yes	
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	Yes, Remote Proctored Based Examination	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Yes, Remote Proctored Based Examination with videography	

	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	Yes	
13.	Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination and in conformity with any other norms for such examination as may be laid down by the Commission	Yes	
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognised to enroll international learners shall endeavor to conduct proctored examinations for such learners	Yes	
15.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognized identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	Yes, *Sample Copy of Degree Annexure 4(B)*	
	(b) Each award shall also be uploaded on the National Academic Depository	Yes	

| 16. | It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres | Yes, *Sample Copy of Degree and Mark sheet Annexure 4(C)* | |

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

Result and Student Progression Annexure 4(D)

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

5.1   Compliance status of 'Guidelines on Programme Project Report' – As per Annexure - V of UGC (ODL Programmes and Online Programmes) Regulations, 2020
HEI shall mention the process followed to ensure that PPRs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

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

5.2   Compliance status of 'Quality Assurance Guidelines of Learning Material in Multiple Media and Curriculum and Pedagogy' – As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020
HEI shall mention compliance details against the requirements in terms of learning material (Print Media), Audio-Video Material, Online Material, Computer-based material and Curriculum and Pedagogy, as mentioned in the Annexure-VI of the Regulations for ODL programmes.

All requirements pertaining to the Quality Assurance Guidelines specified in Annexure VI of the UGC (ODL and Online Programmes) Regulations, 2020 are adhered. The learning resources are developed in various formats, including audio-visual content, digital/online resources, and computer-based tools, ensuring they are clear, accessible, and pedagogically sound. The curriculum and teaching methods are carefully designed to promote effective self-learning with engaging multimedia elements. These resources are regularly reviewed and updated to maintain academic standards and meet regulatory requirements, thereby delivering a high-quality learning experience for all learners.
In addition to the above, the credit values, corresponding number of assignments, and the prescribed counseling hours for each programme have been meticulously determined in compliance with the UGC guidelines.

HEI LMS URL: https://lms.onlinecu.in/login/index.php

5.3   Compliance status in respect of e-Learning Material– As per Annexure - VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020
HEI shall mention the process followed to ensure that SLMs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

The policy for Quality Assurance of Self-Learning Material is formulated in line with Annexure - VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020 where the

requirements in of Self- Learning Material are met as per the norms and guidelines prescribed by the Commission and duly vetted by the various academic committees.

a) Content Review Committee comprising senior faculty members from the offering department and the Centre for Distance and Online Education (CDOE).

b) The committee selects contributors and editors for the preparation and editing of SLMs, and obtains approval from the competent authorities for their engagement.

c) Contributors are drawn from both internal faculty members and external subject matter experts in the relevant field.

d) After editing and formatting, the committee thoroughly examines the quality and content of the SLMs and recommends them to the Centre for Internal Quality Assurance (CIQA).

e) Upon CIQA's recommendation, the materials are placed before the Academic Council of the University for review and final approval.

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``.

SWAYAM Learning Platform is being referred for Supplementary Resources or Value Added Learning

• 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.onlinecu.in/login/index.php

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).

The program delivery is planned and executed while following all the statutory norms. The semester wise Academic Calendar is followed and Learner engagement is ensured in asynchronous or synchronous mode through structured schedules for e-content, live sessions, interaction hours, and periodic assessments to maintain effective learner engagement and academic quality.
The Learners' records are displayed to ensure learner's participation of at least two hours of engagement every fortnight. This includes tracking logins, participation in online classes, interactive sessions, and activity completion on the Learning Management System.

6.3 Whether e-learning material of any course in a particular programme was sourced through OER/ Massive Open Online Courses: Y/N
a. Provide details as under:
          No
b. Upload approval of statutory authorities of the Higher Educational Institution:
Not Applicable

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

Sr. No.	Provision	Complied Yes/No with explicit link address	If no Reason, thereof
1.	Joint declaration by authorized signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2'to '17' have been uploaded on the HEI website?	Yes	
	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, https://www.onlinecu.in/recognitions-approvals.php	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes, https://www.onlinecu.in/recognitions-approvals.php	
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	Yes, https://www.onlinecu.in	
5.	Programme-wise information on syllabus, suggested readings, contact points for counseling/mentoring, programme structure with credit points, programme wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule	Yes, https://lms.onlinecu.in/login/index.php	
6.	Important schedules or date-sheets for admissions, registration, re-registration, counseling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes, https://lms.onlinecu.in/login/index.php	

7.	Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programmes	Yes, https://www.onlinecu.in	
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, feedback is gathered from learners, faculty, and other stakeholders on course design, content delivery, and continuous evaluation through online survey, and also direct interactions. Collected feedback is reviewed, and actionable changes are made to improve academic content, delivery methods, and learner support. These improvements are discussed during the meetings, ensuring transparency and ongoing quality enhancement of online programmes.	
9.	Information regarding all the programmes recognised by the Commission	Yes https://www.onlinecu.in/index.php	
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Yes	
11.	Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programmes;	Yes, https://lms.onlinecu.in/login/index.php	
12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes	Yes, https://www.onlinecu.in/faq.php	

13.	List of the Examination Centers along with the number of learners in each centre, for Online programmes	Yes	
14	Details of proctored examination in case of end semester examination or term end examination of Online programmes	Yes,	
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, *Annexure 7(A)* https://lms.onlinecu.in/login/index .php	
16	Reports of the third-party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance	Yes A third Party audit for LMS is conducted in addition to the internal academic audit by CIQA and records are maintained. findings and recommendations are thoroughly reviewed, and corrective measures are implemented to continually improve the quality and effectiveness of our programmes.	

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 favor of the Higher Educational Institution.	Yes
3.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	Yes
4.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialization of education in any manner whatsoever, ands hall 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;	Yes

	(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.	
7.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)'below	Yes
8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in online mode, and the other terms and conditions of such payment	Yes
8.(b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
8. (c)	The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources	Yes
8.(d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	Yes
8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of 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 centers (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
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 Institution	Yes
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	Yes
14.	No Higher Educational Institution shall, issue or publish-	Yes

<table>
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(a)   any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognized by the appropriate statutory authority or by the Commission where it is not so recognized;

(b)   any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorized to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading

</td><td></td></tr>
</table>

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

Yes

Part – IX: Grievance Redressal Mechanism

9.1 Compliance status of 'Grievance Redressal Mechanism' – As per Annexure - X of UGC (ODL Programmes and Online Programmes) Regulations, 2020
(HEI shall mention the mechanism put into place along with brief details of grievances received and actions taken thereof. Also mention that how the learners have been made aware about this mechanism.)

The University has a streamlined process to prove prompt resolutions to learner queries and complaints regarding admission, examinations, dispatch of SLM, contact classes/practical, assignments etc. at the primary point.
A Grievance Redressal Cell (GRC) has been established to look into the matters of students' complaints with due approval of the Competent Authority. Contact information of the Coordinator is shared at the portal. Redress Committee is responsible to monitor, assess and review the effectiveness of procedures and closure of grievances in a time bound manner.
The Grievance Redress Mechanism has been defined, notified and uploaded on the website. The information published is updated regularly and offers online facility for submitting grievances with time based resolution facility to track the status. The Grievance, if any can be reported through online grievance redressal portal on our website via link https://www.onlinecu.in/contact-us.php

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
Annexure 9 (A)	

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

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

9.4 Details of Complaints received from UGC (DEB)

Numbers of Complaint Received	Numbers of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (Yes/No)
Annexure 9 (B)		

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

• **Harvard Business Publishing Case Studies & Simulations**

CU Online learners have access to globally recognized case studies and simulations from Harvard Business Publishing. This addition aims to enhance critical thinking, analytical skills, and decision-making abilities, offering a truly immersive learning experience.

• **My LOFT - My Library on Fingertips**

A comprehensive, digital library platform providing 24/7 access to an extensive collection of e-books, journals, and academic resources. My LOFT empowers students with fingertip access to learning materials, promoting seamless and self-paced education.

• **Office Hours Online for Learners to Meet Faculty**

A dedicated virtual space for students to interact with faculty during pre-scheduled office hours. This initiative fosters academic mentorship, individualized guidance, and stronger student-faculty connections.

• **Student Campus Immersion Programme (June/November 2025)**

CU Online students got the opportunity to participate in on-campus immersion programs designed to provide them with hands-on workshops, networking opportunities, and exposure to the university environment.

• **AI-powered student support system**

An intelligent, AI-driven platform to assist students with real-time support for academic and administrative queries. This system will ensure a personalized and efficient resolution to learner concerns, enhancing overall satisfaction and engagement by utilizing technologies such as chatbots and intelligent tutoring systems to provide personalized assistance to students. These systems can identify specific areas where students need help and offer tailored resources and feedback, enhancing the learning experience.

10.2 Best Practices of the HEI

• Flexible and student-centered online education supported by a robust digital platform.
• Interactive tools such as discussion forums and virtual classrooms to boost student participation.
• Student Campus Immersion Programme integrates online learning with on-campus activities for practical exposure.
• Extensive digital resources, including e-books and recorded lectures, are provided to aid learning.
• Focus is placed on time management and self-motivation to enhance student success.
• Continuous communication between faculty and students to ensure personalized support.
• Career readiness through skill development and industry-aligned courses.

10.3   Details of Job Fairs conducted by the HEI

The Industry mentorship sessions are conducted on regular basis to prepare the learners for the job market. The University also organize placement drives for students to support career development and industry engagement.

10.4   Success Stories of students of Online mode of the HEI

The students' achievements in online programmes reflect our dedication to quality education as guided by UGC (ODL Programmes & OL Programmes) Regulations, 2020. We actively share these success stories on the University website, our social media platforms to recognize student accomplishments and keep all stakeholders informed. Interactive learner sessions with Alumni are organized for better connect

https://www.youtube.com/@chandigarhuniversityonline

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

Based on the NEP 2020, we are actively working to convert E-Learning Materials into regional languages to improve accessibility and support learners across diverse linguistic backgrounds by leveraging modern technologies, including AI-based translation tools and collaborations with language experts, to ensure high-quality, culturally relevant content is made available to learners. However, the library initiative My LOFT empowers students with fingertip access to learning materials, promoting seamless and self-paced education as per the user friendly language.

10.6   Number of students placed through Campus Placements

The Campus Placement mechanism is being devised for implementation in graduating batches and is open for the graduates.

10.7 Details of Alumni Cell and its activity

Yes, a dedicated Alumni Cell "CU- Online Community" is established to initiate continuous interactions, contributions and feedback of the Alma Mater. It actively fosters engagement among its graduates by organizing virtual and physical events such as alumni meets, networking sessions, and guest lectures. It also maintains a robust database of alumni and facilitates continuous interaction to support career development, knowledge sharing, and institutional growth. Through these activities, CU Online aims to strengthen the bond between alumni and the University, encouraging collaboration and lifelong learning.

Glimpse of CU- Online Community sessions

10.8 Any other Information

HEI ID: -U-0747   **Name of HEI:** Chandigarh University   **Type of HEI:** Private

Declaration

I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer 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:

Centre for Internal Quality Assurance (CIQA)
Chandigarh University

Name: Prof. (Dr.) Hitakshi Dutta

Seal: Gharuan, Mohali (Punjab)-140413

Date: 30.08.2025

Signature of the Registrar:

Name: Prof. (Dr.) S.S. Sehgal

Seal: Registrar
Chandigarh University
Gharuan, Mohali-140413

Date: 30.08.2025

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.