



**CHANDIGARH
UNIVERSITY**
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HEI ID: -U-0747

Name of HEI: Chandigarh University

Type of HEI: Private

ANNUAL REPORT
OF
CENTRE FOR INTERNAL QUALITY ASSURANCE
(CIQA)

PROGRAMMES UNDER
ONLINE LEARNING MODE

Academic Session 2025-26
(July 1, 2025 to June 30, 2026)

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Part – I: General Information

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

Notification dated 11.03.2026, 25.09.2025

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.) Raviraja N. Seetharam PhD	Biotherapeutics Research	11.03.2026
b.	Three Senior teachers of HEI	Member 1	Prof. (Dr.) Satbir Singh Sehgal PhD	Mechanical Engineering	11.03.2026
		Member 2	Prof. (Dr.) V. R. Raghuveer, Pro Vice Chancellor (Academic Affairs) and Dean-Academic Affairs PhD	CSE	11.03.2026
		Member 3	Prof. (Dr.) Gurpreet Singh PhD	Computer Applications	11.03.2026
c.	Head of three Departments or School of Studies from which programme is	Member 4	Prof. (Dr.) Ashita Chadha PhD	English	11.03.2026
		Member 5	Prof. (Dr.) Nitin Pathak PhD	Commerce	11.03.2026

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	being offered in ODL and Online mode	Member 6	Prof. (Dr.) Manisha Malhotra PhD	Computer Applications	11.03.2026
		Member 7	Dr. Navjit Singh PhD	Management	11.03.2026
d.	Associate Director, CIQA	Member Secretary	Prof. (Dr.) Hitakshi Dutta PhD	Management	11.03.2026
e.	Dean - Academic Affairs	Member	Prof. (Dr.) Sheetal Sharma PhD	Management	11.03.2026
f.	Executive Director - Administration & Student Affairs	Member	Prof. (Dr.) Gagan Deep Singh Batth PhD	Management	11.03.2026
g.	Chief Financial Officer	Member	Mr. Rajesh Madan CA	Finance	11.03.2026
h.	Senior Director - Management	Member	Prof. (Dr.) Nilesh Arora PhD	Management	11.03.2026
i.	Additional Director - U.I.M.S.	Member	Prof. Gagan Deep Chauhan	Media Studies	11.03.2026
j.	HOD - BBA	Member	Prof. (Dr.) Satinder Pal Singh PhD	BBA	11.03.2026
k.	HOD- Computer Applications	Member	Prof. (Dr.) Amanpreet Kaur Sandhu	BBA	11.03.2026
l.	Senior Executive Director - U.I.L.A.H.	Special Invitee	Prof. (Dr.) Santosh Kumar PhD	U.I.L.A.H.	11.03.2026
m.	Professor - Management	Special Invitee	Prof. (Dr.) Gagandeep Kaur PhD	Management	11.03.2026

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n.	Associate Professor - Management	Special Invitee	Dr. Ravinder Kaur PhD	Management	11.03.2026
o.	Program Coordinator - CDOE	Special Invitee	Dr. Arti Bansal PhD	Management	11.03.2026
p.	Program Coordinator - CDOE	Special Invitee	Dr. Vijeta Sharma PhD	Commerce	11.03.2026
q.	Associate Professor - Mathematics	Special Invitee	Dr. Akanksha Singh PhD	Mathematics	11.03.2026
s.	Professor, Department of Tourism and Hospitality Management, Kurukshetra University	External Member	Prof. (Dr.) Manjula Chaudhary PhD	Tourism and Hospitality	11.03.2026
t.	Director South Asia and Middle East for Higher Education, Harvard Business Publishing	External Member	Mr. Dviwesh Mehta	Ed Tech	11.03.2026
u.	Regional Head, Google Cloud Education	External Member	Ms. Aanchal Chopra	Ed Tech	11.03.2026
v.	Manager, Grant Thornton DHR Learning Solutions	External Member	Mr. Kamal Khatter	Ed Tech	11.03.2026

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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
2025-26 (2)	18.03.2026	03	<i>Annexure 1(B)</i>	31.03.2026
2025-26 (1)	10.10.2025	04	<i>Annexure 1(C)</i>	29.10.2025

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. 1-10/2025 (DEB-SR), 10 April 2026

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					F. No. 1-10/2025 (DEB-SR), 3 October 2025
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. 1-10/2025 (DEB-SR), 10 April 2026 F. No. 1-10/2025 (DEB-SR), 3 October 2025
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. 1-10/2025 (DEB-SR), 10 April 2026 F. No. 1-10/2025 (DEB-SR), 3 October 2025

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	92	Bachelor degree in any discipline from recognized University/ Institution. Graduates of recognized professional programs like CA/ ICWA etc. are also eligible to apply	F. No. 1-10/2025 (DEB-SR), 10 April 2026 F. No. 1-10/2025 (DEB-SR), 3 October 2025
2	Master of Computer Applications	2	80	A candidate shall have passed the qualifying examination of BCA/ B.Sc. (Computer Science)/ B.Sc. (IT) / B.E.	F. No. 1-10/2025 (DEB-SR), 10 April 2026



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				(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. 1-10/2025 (DEB-SR), 3 October 2025
3	Master of Arts (Journalism & Mass Communication)	2	80	Bachelor's Degree or its equivalent from a recognized Board / University.	F. No. 1-10/2025 (DEB-SR), 10 April 2026 F. No. 1-10/2025 (DEB-SR), 3 October 2025
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. 1-10/2025 (DEB-SR), 10 April 2026 F. No. 1-10/2025 (DEB-SR), 3 October 2025
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. 1-10/2025 (DEB-SR), 10 April 2026 F. No. 1-10/2025 (DEB-SR), 3 October 2025



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6	Master of Arts (Economics)	2	80	Bachelor's Degree with Economics as one of the compulsory subject at Graduation level.	F. No. 1-10/2025 (DEB-SR), 10 April 2026 F. No. 1-10/2025 (DEB-SR), 3 October 2025
7	Master of Science (Mathematics)	2	80	Bachelor's Degree with Mathematics as compulsory subject from a recognized Board / University.	F. No. 1-10/2025 (DEB-SR), 10 April 2026 F. No. 1-10/2025 (DEB-SR), 3 October 2025

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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: -

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) acts as an apex body at Chandigarh University 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. It ensures and enhance the quality of programs offered in the Open and Distance Learning (ODL) and/or Online modes with key functions and initiatives including: • Institutional 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 programs to ensure they are at par in quality to conventional programs. • Learner-Centric Support System CDOE has a quick responsive learner support team that addresses student queries related to systems, processes, academics, and services ensuring that learners are guided and supported throughout the duration of their academic journey. • Continuous Quality Improvement Self-evaluation, academic audits, and feedback analysis are part of a dynamic and evolving internal quality assurance system that ensure academic standards are maintained and continuously upgraded to meet national benchmarks and learner expectations. • Compliance with UGC-DEB Norms CIQA ensures that all programmes, learner support	Annexure 2(A)

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		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	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 to ensure ongoing quality enhancement in the delivery of Online and ODL programmes including the key measures: • UGC-recognized programmes are offered and all necessary approvals and documentation are maintained to meet minimum NAAC accreditation scores or NIRF rankings before launching ODL/Online programmes, evidencing proven quality and institutional experience. • Periodic academic audits and monitoring exercises are conducted to evaluate the effectiveness of teaching-learning practices, curriculum implementation, and assessment systems. to identify the gaps and areas for enhancement, fostering a cycle of improvement. • A culture of continuous improvement is embedded across all academic and administrative processes to ensure seamless, learner-centric services at every operational level. • 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	• Infrastructure & Technology Availability of robust digital platforms and tools capable of supporting effective delivery, interaction, and assessment which includes Learning Management System, digital content, and secured IT infrastructure supporting synchronous and asynchronous learning. • Curriculum Design & Academic Standards Curriculum is reviewed on a continuous basis and updated to reflect current developments in employment areas, and align with national requirements. Curriculum Development in OL Mode are alignment with their conventional counterparts to	Proceedings of CIQA Meeting Annexure 2(C)

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		maintain academic equivalence and inclusivity for learners from diverse educational backgrounds. 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 Periodic capacity-building and training of teaching, administrative staff, and learner support personnel are conducted as well as supported to maintain high pedagogical standards. • 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. • 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. • 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)	Under the constant review of the statutory bodies of the University, a structured mechanism has been established to design, develop, and periodic revision of both new and existing programme as a practice to maintain academic integrity and quality standards: • Board of Studies • Curriculum Equivalence	

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		• Examination Integrity • Question Paper Setting • Centralized Evaluation • Quality Check • Examination Record Management • Convocation in Physical Mode	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	As a Student Centric University, the CDOE has established a multi-tiered feedback mechanism to ensure systematic interaction with all stakeholders—learners, faculty, staff, and external entities for the purpose of curriculum review, enhanced learner experience, and academic excellence. This mechanism aligns with the UGC-DEB’s mandate for quality assurance in Open and Distance Learning (ODL) and Online education with key feedback and support practices including: • Structured Counselling and Student Interaction Regular counselling sessions and interaction forums are conducted at pre-defined academic intervals, allowing students to share their experiences, concerns, and suggestions. • 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. • A well-defined mentorship framework is in place where the faculty mentors guide students on academic planning, progression, and personal development to provide academic and emotional support during the special sessions conducted at regular intervals and extended through email support also for academic guidance and course-related queries. • 24x7 Helpdesk Services offers a round-the-clock helpdesk support system to address administrative, technical, and academic support queries, ensuring timely redressal and learner satisfaction. Outcome and Continuous Improvement:	Learner Feedback Report <i>Annexure 2(D)</i>

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		- Feedback collected is analyzed by the CIQA and also presented in the academic bodies meeting 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 the 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	To ensure an effective monitoring and continuous improvement across all academic and administrative functions, a structured peer review process with both qualitative and quantitative evaluations based on data-driven indicators has been established. 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 Evaluations are carried out using measurable indicators to assess performance, outcomes, and learner satisfaction across programmes. - Subject experts and academic peers review instructional practices, content quality, and assessment frameworks to ensure academic rigour and relevance. - Promotion of System-Based processes to support evidence-based decision-making and system-level research, aimed at fostering innovation and academic excellence. - Outcomes from peer reviews and data analysis are used to redesign services and academic delivery to promote a more responsive and learner-focused ecosystem.	

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		• Dedicated committees are constituted periodically to monitor, evaluate, and recommend improvements in curriculum delivery, learning resources, and learner support services. • 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. They aim to identify strengths, address gaps, and recommend actionable improvements for enhancing overall quality. It supports a culture of continuous improvement, aligning institutional practices with the quality benchmarks set by UGC-DEB. • Committees constituted for quality monitoring provide 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.	
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.	Various activities are organized to ensure that the key stakeholders are upskilled/ reskilled about processes in Higher Educational Institutions in key areas such as: • Faculty Orientation • Teaching Pedagogy using application software • Mapping of Learning Outcomes • Preparation of effective Self Learning Material • Preparation of the Programme Project Report	Activities conducted for stakeholder <i>Annexure 2(E)</i>
9.	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate	The best practices ensure comprehensive academic support, resource-rich learning environments, and continuous quality improvement for both faculty and learners aligned with the quality benchmarks set by UGC-DEB.	

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	the same all concerned in Higher Educational Institution	• Seamless Digital On boarding & Student Induction • Regular Student Feedback • Free & Open Educational Resources • Integrated Learning Ecosystem with SSO • Industry Expert Integration & Webinars • Mentorship & Alumni Career Networking • Synchronous - Asynchronous Balance • Clear Communication & Timely Feedback • Global QA Standards & Continuous Monitoring • Hybrid Course Institute & Faculty Training • Digital Literacy & Faculty Training • Quality Assurance led Improvement	
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 while presenting them 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 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	Programme Project Reports 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	

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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 and periodically present to the authorities of the University and submitted to the University Grants Commission (UGC), as and when required. Additionally, the Annual Report is made publicly available by uploading on the University's official website to ensure transparency and accountability	
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	Inputs are gathered from a diverse group of stakeholders, including industry experts, alumni, and academicians, to periodically review and redesign the curricula. It 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. Areas are identified where curriculum updates or new programme offerings can enhance graduate employability and relevance through regular consultations with industry experts, alumni, and employers resulting in enhanced teaching learning experiences with technology integration, interdisciplinary approaches, and soft skills to align programmes with evolving job market needs.	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	I. Effective teaching methods and learner engagement with insights are adopted to enhance curriculum, teaching practices and offer a learner-centered environment to improve overall quality. II. Continuous feedback from stakeholders ensures the changes meet learner needs, promoting ongoing improvement and excellence in education. III. Continuous monitoring is implemented throughout the semester to proactively identify gaps or areas of improvement within the academic and administrative processes. IV. Timely and appropriate corrective actions are taken to address these gaps, ensuring smooth	

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		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) that 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. • Annual Quality Assurance Report is prepared for documenting progress and implementing peer committee recommendations to provide a structured and systematic approach to quality review, enabling timely identification and resolution of gaps. • Comprehensive Monitoring and Evaluation to evaluate academic delivery, learner support services, and administrative processes. • Feedback collection from learners, faculty, and stakeholders, combined with data-driven analytics, ensure evidence-based enhancements. • 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. All quality assurance activities, audit reports, and improvement measures are documented and made accessible. • Continuous Capacity Building for Faculty and Staff through workshops, and training sessions focusing on curriculum design, pedagogical innovations, assessment methodologies, and	

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usage of technology in online education while embedding 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

18. Steps taken to coordinate between Higher Educational Institution and the Commission

The University ensures that all processes and policies are formulated and periodically revised in

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	for various quality related initiatives or guidelines	accordance with the latest guidelines issued by the Commission. Appropriate measures are taken to keep the faculty informed and updated about new reforms and regulatory changes through orientations, circulars, and capacity-building initiatives to align institutional practices with regulatory expectations thereby fostering a collaborative approach to quality enhancement. Timely submission of reports and documentation as required by the Commission.	
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	The quality benchmarking mechanisms are being developed and implemented to ensure continuous improvement in service delivery and to enhance the overall learner experience. Best Practices from other Higher Educational Institutions highlights their 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.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	Annual report summarizes key accomplishments, challenges faced, and plans for ongoing enhancement. CIQA compiles the 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. It is shared with institutional leaders and stakeholders to promote transparency and continuous quality development. Other than 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	Yes, the Annual Reports for all the previous Academic Sessions are submitted to the Statutory Authorities and also presented to the bodies of the	

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	Institution about its activities at the end of each academic session.	Universities during the statutory meetings and duly approved. https://www.onlinecu.in/ciqa-report.php	
	(b)Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	Yes, the duly approved reports are submitted to the Commission for all the previous Academic Sessions as per regulatory requirements. https://www.onlinecu.in/ciqa-report.php	
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. Each 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. 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.	
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. A fully automated Artificial Intelligence (AI) powered learner support system provides students seamless access to academic resources through an integrated Learning Management System (LMS).	

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		Automation ensures timely support for learners, improves communication, and streamlines administrative processes, contributing to a better overall learning experience.	
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, faculty from conventional learning, industry 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 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. Regular Masterclasses are conducted by the Industry Experts that contribute to curriculum design, entrepreneurship development, skill enhancement, internships, project work, and access to advanced research facilities, thereby bridging the gap between	

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academic learning and industry requirements. Learner Clubs are also formulated to inculcate leadership skills and soft skill development.
<https://www.youtube.com/@chandigarhuniversityonline>
<https://www.linkedin.com/company/the-educators-studio/>
<https://www.linkedin.com/company/cuol-clubs/>

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 further implemented in alignment with statutory and	

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Name of HEI: Chandigarh University

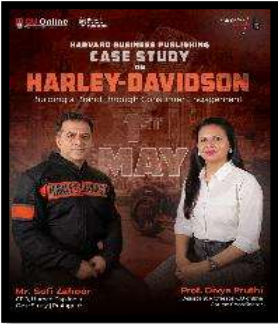
Type of HEI: Private

		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. Being a student centric university, it aims to promote innovation, inclusivity, and lifelong learning while preparing learners for a rapidly changing global environment. The university strives to equip students for professional success and meaningful societal contributions while emphasizing practical skills, interdisciplinary knowledge, and industry relevance. 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. • 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. • Flexible teaching methods, including online and blended learning, supported by experienced faculty and modern technology to ensure effective delivery. • Choice of electives, credit transfer options, and multiple learning pathways to accommodate diverse interests and career goals. • Comprehensive learning materials, digital library, interactive modules support student learning.	

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Name of HEI: Chandigarh University

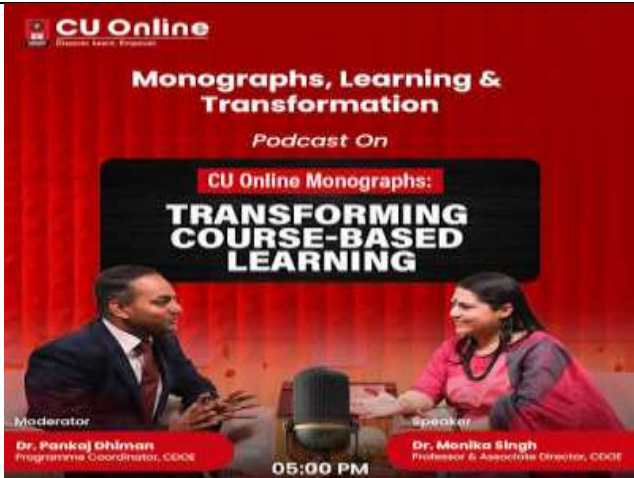
Type of HEI: Private

		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 systematic needs assessments in the content are 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. Strategic alignment of Online Degree Programmes with emerging industry needs, global digital skills demand, and employability opportunities in the online education ecosystem being the priority. The studios are well equipped with audio visual and graphic support for production and the testimony can be seen in the case studies, Podcasts and other sessions organized by the CDOE for the learners.  	

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		 <i>Glimpses of Educator Studios</i> https://www.linkedin.com/company/the-educators-studio/posts/?feedView=all 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.	
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. Office Hours Online for Learners to Meet Faculty	SCIP 2025-26 Key Highlights Annexure 2(F)

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		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 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.  Simulation-Based Learning The banner features the Chandigarh University logo and three images: a person at a podium, a computer monitor displaying a simulation, and a person at a desk with a monitor.	Workshops & FDP <i>Annexure (G)</i>

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Type of HEI: Private
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	<i>Academic Calendars 2025-26 Annexure 2(H)</i>
2.	Validation	The 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	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	



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	d) Reporting and Analytics by the Higher Educational 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.	
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Name of HEI: Chandigarh University

Type of HEI: Private

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))

Dr. Arti Bansal, Deputy Director & Associate Professor-CDOE

PhD

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)

Prof (Dr.) Vijeta Sharma, Assistant Director & Assistant Professor-CDOE

PhD

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:



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Type of HEI: Private

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

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Type of HEI: Private

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



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Name of HEI: Chandigarh University

Type of HEI: Private

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	



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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

Sr. 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	



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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 <i>Annexure 4(A)</i>	



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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, <i>Annexure 4(A)</i>	
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	



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	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	



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	(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, <i>Sample Copy of Degree Annexure 4(B)</i>	
	(b) Each award shall also be uploaded on the National Academic Depository	Yes	



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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, <i>Sample Copy of Degree and Mark sheet</i> <i>Annexure 4(C)</i>	
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4.4 Result and Student Progression

For UG, PG and PGD programmes

Result and Student Progression Annexure 4(D)

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Type of HEI: Private

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

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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.

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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`.

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

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Type of HEI: Private

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/recognition-approvals.php	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes, https://www.onlinecu.in/recognition-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	

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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	



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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, <i>Annexure 7(A)</i> 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.	

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Type of HEI: Private

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, 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;	Yes

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	(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



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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

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

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

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

The Grievance Redress Mechanism has been defined, notified and uploaded on the 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)		

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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.

- **Academic Mentorship and Success Coaching Model**

A structured learner mentoring framework was introduced to provide personalized academic guidance, continuous monitoring of learner progress, and proactive intervention for at-risk students, thereby improving learner retention and success.

- **Digital Library and Research Resource Expansion**

Access to digital learning resources was significantly enhanced through My LOFT and other academic databases, enabling learners to utilize e-books, journals, case studies, research publications, and multimedia learning resources for academic enrichment.

- **Virtual Engagement Initiatives**

The University introduced a range of virtual engagement activities including orientation programmes, learner communities, networking sessions, peer-learning activities, and online student clubs to strengthen the overall learner experience.

- **Career Readiness and Employability Enhancement Programmes**

Specialized initiatives focusing on resume building, interview preparation, communication skills, aptitude development, and professional networking were conducted to improve employability and industry readiness among online learners.

- **Student Immersion and Experiential Learning Programmes**

Online learners were provided opportunities to participate in campus immersion programmes, hands-on workshops, industry visits, and experiential learning activities to bridge the gap between virtual and physical learning environments.

- **Data-Driven Quality Assurance Mechanism**

The University implemented enhanced monitoring and feedback systems using learner analytics, course reviews, student feedback, and academic performance indicators to continuously improve programme quality and learner satisfaction.

10.2 Best Practices of the HEI

- **Learner-Centric Academic Ecosystem**

A flexible and technology-enabled learning environment has been established to support learners with diverse academic and professional backgrounds. The University provides anytime, anywhere access to learning resources through a robust Learning Management System (LMS).

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- **Integrate industry-aligned skills, technologies, and certifications**
The programmes integrate global certification opportunities through collaborations with leading organisations and key certification partners including:

- Microsoft Certifications
- AWS
- SWAYAM NPTEL
- PWC
- National Skill Development Corporation (NSDC) Certifications
- Harvard Business Publishing Education Learning Certifications
- KPMG Industry Collaboration for Analytics Programmes

These certifications provide industry exposure, practical training, and global recognition that t prepare learners for global digital careers.

- **Continuous Academic Support and Mentoring**
Dedicated faculty mentoring, academic counselling, virtual office hours, and learner support services are provided to ensure timely guidance, doubt resolution, and academic progression.
- **Industry-Aligned Curriculum and Skill Development**
Programmes are regularly updated in consultation with industry experts to ensure relevance to emerging market needs. Industry sessions, masterclasses, and case-based learning approaches are integrated into programme delivery.
- **Technology-Enabled Learning and Assessment**
The University utilizes digital learning tools, interactive content, discussion forums, online assessments, and learner analytics to enhance engagement and monitor learning outcomes.
- **Continuous Quality Assurance**
Regular feedback from learners, faculty, industry experts, and alumni is collected and analyzed for continuous improvement of programmes, learning resources, and support services.
- **Student Campus Immersion Programme**
It integrates online learning with on-campus activities for practical exposure promoting continuous communication between faculty and students to ensure personalized support.

10.3 Details of Job Fairs conducted by the HEI

The Industry Academia Connect has been a key practice for the mentorship sessions conducted on regular basis to prepare the learners for the job market wherein career development and employability enhancement activities are organized to prepare learners for professional opportunities and career growth. The University also organize placement drives for students to support career development and industry engagement.

- A series of workshops on resume writing, interview preparation, communication skills, aptitude development, and professional networking were conducted during the academic year.

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- Industry Interaction Sessions where learners interact during the expert talks, HR panel discussions, recruitment awareness programmes, and industry mentorship sessions to gain insights into current industry practices and employment trends.
- The University facilitated placement-related activities and recruitment interactions with industry partners to support learners in securing suitable employment opportunities.
- Professional Certifications and Skill Enhancement Workshops are organized focusing on leadership, problem-solving, teamwork, entrepreneurship, and workplace readiness to improve learners' employability.



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. The success stories highlight the

- Academic Excellence and Career Advancement where learners have successfully completed their programmes while balancing professional and personal responsibilities. Many reported promotions, career transitions, and enhanced professional competencies following programme completion.
- Lifelong Learning and Professional Growth of working professionals, entrepreneurs, and learners from diverse geographical locations to pursue higher education without interrupting their careers.

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- Recognition of Learner Achievements including success stories, academic achievements, entrepreneurial ventures, and professional accomplishments through institutional websites, social media platforms, webinars, and alumni interactions.
- Inspiring Learner Community by motivating current learners and reflect the University's commitment to accessible, flexible, and high-quality education.
- Interactive learner sessions with Alumni are organized for better connect.

<https://www.onlinecu.in/learners-stories.php>
<https://www.youtube.com/@chandigarhuniversityonline>



10.5

Initiatives taken towards conversion of E-LM into Regional Languages

At CDOE 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. My LOFT our library initiative empowers students with fingertip access to learning materials, promoting seamless and self-paced education as per the user friendly language. Key initiatives to promote accessibility and inclusivity in digital education include:

- Multilingual Learning Support to facilitate access to learning resources belonging to diverse linguistic backgrounds through technology-enabled language support mechanisms.
- Digital learning resources are designed to be accessible through multiple formats, ensuring wider reach and improved learner engagement across different regions of the country.

The University plans to further strengthen multilingual content availability to promote equitable access to quality higher education.

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10.6 Number of students placed through Campus Placements

The Campus Placement mechanism is being devised and placement opportunities and job placement drives are being shared with the graduating batches on a continual basis.



10.7 Details of Alumni Cell and its activity

Yes, “CU- Online Community” our dedicated alumni cell 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 while maintaining a robust database of alumni and facilitate 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.



Bengaluru Chapter



Delhi Chapter



Chandigarh Chapter



CU Online
Community Launch



Glimpse of CU- Online Community Chapters

10.8 Any other Information



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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: Prof. (Dr.) Hitakshi Dutta
Director
Centre for Internal Quality Assurance (CIQA)

Seal: **Chandigarh University**

Date: 29.08.2026
Gharuan, Mohali (Punjab)-140413

Signature of the Registrar:

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

Seal:

Date: 29.08.2026



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