

Annual Report

of

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

Parul University

PROGRAMMES UNDER

ONLINE MODE

2025-26

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1. Part – I: General Information

1.1. Date of notification of the Centre

Annexure 1.1

1.2. Details of Director, CIQA

Name : Dr. Hetal Thakar

Qualification : Ph.D

Appointment Letter : Annexure 1.2

1.3. Details of CIQA Committee

a) Composition (Annexure 1.3.a.1) :

Sr. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
A	Vice Chancellor	Chairperson	Dr. K.N. Madhusoodanan, Provost, Parul University	Mathematics	December 23, 2025
B	Pro Vice Chancellor	Member	Dr. Kunjal Sinha, Pro Vice Chancellor	Management	December 23, 2025
C	Three Senior teachers of HEI	Member 1	Dr. Priya Swaminarayan, Dean, Faculty of IT and CS	Computer Applications	April 15, 2023
		Member 2	Dr. Ajay Trivedi, Dean, Faculty of Commerce	Commerce	April 15, 2023
		Member 3	Dr. Bijal Zaveri, Dean, Faculty of Management Studies	Management	April 15, 2023

		Member 4	Dr. Falguni Acharya, Director, IQAC, Parul University	Mathematics	April 15, 2023
		Member 5	Dr. Digvijay Pandya, Dean, Faculty of Liberal Arts	English	December 23, 2025
D	Head of the Departments from which programme is being offered in Online mode	Member 6	Dr. Jitendra Patoliya Ph.D.	Management	December 23, 2025
		Member 7	Dr. Pratik Patel Ph.D.	Computer Applications	April 15, 2023
		Member 8	Dr. Mihir Dave Ph.D.	English	May 10, 2024
E	Two External Experts of ODL and/or Online Education	Member 9	Dr. Manojkumar Nagasampige, Director, Directorate of Online Education, Manipal Academy of Higher Education (MAHE) Manipal.	Management	December 23, 2025
		Member 10	Dr. Safia Farooqui, Director, Centre for Online Learning, DY Patil Vidyapeeth, Pimpri. Pune.	Management	December 23, 2025

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F	Officials from departments of HEI Administration Finance	Member 11 Administration	Prof. Manish Pandya, Registrar	Electrical Engineering	April 15, 2023
		Member 12 Finance	Dr. Divyang Joshi Chief Finance and Accounts Officer	Management	April 15, 2023
F	Director, CIQA	Member Secretary	Dr. Hetal Thakar	Management	December 23, 2025

b) Any changes : Yes

Previous Composition of Committee for 2024-25 (Annexure 1.3.b.1)

Sr. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a	Vice Chancellor	Chairperson	Dr. Amit Ganatra Ph.D.	Computer Science	April 15, 2023
b	Three Senior teachers of HEI	Member 1	Dr. Priya Swaminarayan, Dean, Faculty of IT and CS	Computer Applications	April 15, 2023
		Member 2	Dr. Ajay Trivedi, Dean, Faculty of Commerce	Commerce	April 15, 2023
		Member 3	Dr. Bijal Zaveri, Dean, Faculty of Management Studies	Management	April 15, 2023

		Member 4	Dr. Falguni Acharya, Director, IQAC, Parul University	Mathematics	April 15, 2023
c	Head of the Departments from which programme is being offered in Online mode	Member 5	Dr. Ashish Bhatt Ph.D.	Management	April 15, 2023
		Member 6	Dr. Pratik Patel Ph.D.	Computer Applications	April 15, 2023
		Member 7	Dr. Mihir Dave Ph.D.	English	May 10, 2024
d	Two External Experts of ODL and/or Online Education	Member 8	Dr. Parimala Veluvali, Director and Associate Professor, Symbiosis School for Online and Digital Learning.	Management	April 15, 2023
		Member 9	Dr. Mallikarjuna Gadapa, Director, Online Education, Manipal University	Management	December 23, 2023
e	Officials from departments of HEI Administration Finance	Member 12 Administration	Prof. Manish Pandya, Registrar	Electrical Engineering	April 15, 2023
		Member 13 Finance	Dr. Divyang Joshi Ph.D	Management	April 15, 2023
f	Director, CIQA	Member Secretary	Dr. Kunjal Sinha Ph.D.	Management	April 15, 2023

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
5	8 January, 2026	2	1.4.b.1	1.4.b.1
6	8 July, 2026	2	1.4.b.2	1.4.b.2

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

From <September, 2025> Academic session 2025-26

Sr. No.	Diploma Programs Titles	Duratio n (Years)	No. of credits	Admis sion Eligibil ity	Fee (Rs.)	UGC recognition letter No. and date	Number of students admitted (Male/Female/Transge nder)			
							M	F	TG	Total
1	Diploma Program in Business Analytics	1	40	10+2	Rs. 12,500 per semester	NA	34	14		48

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2	Diploma Program in Digital Marketing	1	40	10+2	Rs. 12,500 per semester	NA	26	23		49
3	Diploma Program in Block chain Technology	1	40	10+2	Rs. 12,500 per semester	NA	50	12		62
4	Diploma in Financial Services and Portfolio Management	1	40	10+2	Rs. 12,500 per semester	NA	17	6		23

From <January-February, 2026> Academic session 2025-26

Sr. No.	Diploma Programs Titles	Duration (Years)	No. of credits	Admission Eligibility	Fee (Rs.)	UGC recognition letter No. and date	Number of students admitted (Male/Female/Transgender)			
							M	F	TG	Total
1	Diploma Program in Business Analytics	1	40	10+2	Rs. 12,500 per semester	NA	19	9		28

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 :****From <September, 2025> Academic session 2025-26**

Sr. No.	Under-graduate degree title	Duration (Years)	No. of credits	Admission Eligibility	Fee (Rs.)	UGC recognition letter No. and date	Number of students admitted (Male/Female/Transgender)			
							M	F	TG	Total
1	Bachelor of Business Administration (BBA)	3	120	10+2	Rs. 18,500 per semester	F.No. 1-10/2025 (DEB-SR)	"As per the data updated on the UGC Portal"			
2	Bachelor of Computer Applications (BCA)	3	124	10+2	Rs. 18,500 per semester	F.No. 1-10/2025 (DEB-SR)				
3	Bachelor of Arts (BA)	3	124	10+2	Rs. 18,500 per semester	F.No. 1-10/2025 (DEB-SR)				

From <January-February, 2026> Academic session 2025-26

Sr. No.	Under-graduate degree title	Duration (Years)	No. of credits	Admission Eligibility	Fee (Rs.)	UGC recognition letter No. and date	Number of students admitted (Male/Female/Transgender)			
							M	F	TG	Total
1	Bachelor of Business Administration (BBA)	3	120	10+2	Rs. 18,500 per semester	F.No. 1-10/2025 (DEB-SR)	"As per the data updated on the UGC Portal"			
2	Bachelor of Computer Applications (BCA)	3	124	10+2	Rs. 18,500 per semester	F.No. 1-10/2025 (DEB-SR)				
3	Bachelor of Arts (BA)	3	124	10+2	Rs. 18,500 per semester	F.No. 1-10/2025 (DEB-SR)				

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

From <September, 2025> Academic session 2025-26

Sr. No.	Post-graduate degree title	Duration (Years)	No. of credits	Admission Eligibility	Fee (Rs.)	UGC recognition letter No. and date	Number of students admitted (Male/Female/Transgender)			
							M	F	TG	Total
1	Master of Business Administration (MBA)	2	110	Graduate with 50% (45% for reserved category)	37,500 per Semester	F.No. 1-10/2025 (DEB-SR)	"As per the data updated on the UGC Portal"			
2	Master of Computer Application (MCA)	2	94	Graduate with 50% (45% for reserved) with Mathematics as one subject at Graduation or 10+2 level	Rs. 30,000 per semester	F.No. 1-10/2025 (DEB-SR)				
3	Master of Social Work (MSW)	2	98	Any graduate degree with 50% marks is eligible to join the program (45% marks in case of reserved category candidates)	Rs. 15,000 per semester	F.No. 1-10/2025 (DEB-SR)				
4	Master of Commerce (M. Com)	2	96	Graduate with 50% (45% for reserved category)	Rs. 15,000 per semester	F.No. 1-10/2025 (DEB-SR)				

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5	Master of Science - Applied Mathematics (M.Sc – Applied Mathematics)	2	94	Graduate with 50% (45% for reserved category)	Rs. 15,000 per semester	F.No. 1-10/2025 (DEB-SR)	
6	Master of Arts – English Language Teaching (MA - ELT)	2	96	Graduate with 50% (45% for reserved category)	Rs. 15,000 per semester	F.No. 1-10/2025 (DEB-SR)	
7	Master of Arts – Journalism and Mass Communication (MA - JMC)	2	96	Graduate with 50% (45% for reserved category)	Rs. 15,000 per semester	F.No. 1-10/2025 (DEB-SR)	

From <January-February, 2026> Academic session 2025-26

Sr. No.	Post-graduate degree title	Duration (Years)	No. of credits	Admission Eligibility	Fee (Rs.)	UGC recognition letter No. and date	Number of students admitted (Male/Female/Transgender)			
							M	F	TG	Total
1	Master of Business Administration (MBA)	2	110	Graduate with 50% (45% for reserved category)	37,500 per Semester	F.No. 1-10/2025 (DEB-SR)	“As per the data updated on the UGC Portal”			
2	Master of Computer Application (MCA)	2	94	Graduate with 50% (45% for reserved) with Mathematics as one subject at	Rs. 30,000 per semester	F.No. 1-10/2025 (DEB-SR)				

				Graduation or 10+2 level			
3	Master of Social Work (MSW)	2	98	Any graduate degree with 50% marks is eligible to join the program (45% marks in case of reserved category candidates)	Rs. 15,000 per semester	F.No. 1-10/2025 (DEB-SR)	
4	Master of Commerce (M. Com)	2	96	Graduate with 50% (45% for reserved category)	Rs. 15,000 per semester	F.No. 1-10/2025 (DEB-SR)	
5	Master of Science - Applied Mathematics (M.Sc – Applied Mathematics)	2	94	Graduate with 50% (45% for reserved category)	Rs. 15,000 per semester	F.No. 1-10/2025 (DEB-SR)	
6	Master of Arts – English Language Teaching (MA - ELT)	2	96	Graduate with 50% (45% for reserved category)	Rs. 15,000 per semester	F.No. 1-10/2025 (DEB-SR)	
7	Master of Arts – Journalism and Mass Communication (MA - JMC)	2	96	Graduate with 50% (45% for reserved category)	Rs. 15,000 per semester	F.No. 1-10/2025 (DEB-SR)	

2. Part – II: General Information

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 quality of the services offered to students is maintained for aspects like: 1. The Learning Management System (LMS) has been enhanced with calendar views, advance scheduling, automatic circulars, notifications, and 'Open Recording' accessibility (allowing playback from classroom and session planners). Learning resources are delivered in 4 quadrants (video, text, slides). Online payment, automated onboarding emails, a dedicated Learner Support Centre, and API/Reverse API portal integration with the UGC-DEB portal are operational. 2. Course-wise e-content has been provided in the form of lecture notes, PowerPoint presentations, and pre-recorded videos in the LMS for the learners.	Annexure - 2.1.1.1 Annexure - 2.1.1.2

		3. The facility for reassessment has been made available to the learners on LMS. To enhance transparency and accessibility, updated copies of the mark sheet and Provisional Degree Certificate (PDC) are now also made available on the LMS for learners. 4. Industry interaction sessions have been arranged for learners to provide practical exposure. In 2025–26, these sessions were conducted domain-wise to ensure relevance and effectiveness aligned with the learners' fields of study. 5. In the current cycle as well, API and Reverse API integration with the UGC-DEB portal enables the automatic submission of all admission data. 6. Continuous learner support is provided through multiple channels, including discussion forums, technical and academic mentors, and dedicated course coordinators. In addition, the Admission and Examination teams provide timely assistance to learners throughout the academic cycle, ensuring comprehensive end-to-end support. 7. Auto-generated credentials sent to newly enrolled learners, orientation,	Annexure - 2.1.1.3 Annexure - 2.1.1.4
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		bridge course and student induction program was also completed for both the cycles. 8. A dedicated Learner Support Centre have been established to provide timely assistance, resolve learner queries, and ensure a smooth and responsive support experience throughout the academic journey.	Annexure - 2.1.1.5
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 exercises have been undertaken for continual quality improvement through various measures envisioned by CIQA: 1. Internal CIQA Audit 2. Students feedback	Annexure - 2.1.2.1
3	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	CIQA emphasized the development of a structured e-content creation, regular website updates, and ensuring Online learners receive equal exposure to Training & Placement, Entrepreneurship, and International Study opportunities as in the conventional mode. In 2025–26, these initiatives is further strengthened through the introduction of International Study Tour Programmes, extension of placement support to Online Learning (OL) learners, and the provision of additional learner-centric services to enhance	Annexure - 2.1.3

		their overall academic and professional development.	
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)	The academic activities undertaken for the design, delivery and evaluation in conventional mode are also being adopted for online learning programs. 1. The Board of Studies and Faculty Board are constituted on the lines of conventional mode programs and the similar process of curriculum framing, curriculum approval, implementation and curriculum review is being followed. 2. The OL mode students are allowed to participate in various curricular and co-curricular activities, Placement Activities, Startups activities. 3. The curriculum and PPR were designed and implemented in line with conventional mode.	Annexure - 2.1.4
5	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	CIQA is ensuring to collect regular feedback from various stakeholders such as students on academic and administrative activities, content, live and doubts solving sessions and students support activities. CIQA is ensuring to collect regular feedback from learners and experts during BOS, and Faculty Board to strengthen the quality of programs.	Annexure - 2.1.2.2

6	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	● Curriculum Enrichment: In BOS and FB with the help of experts from industry and academia curriculum is updated. ● Student Induction: Conducted students' induction programs for newly admitted OL learners as per UGC guidelines, covering programme structure, academic processes, assessment, learner support services, and LMS navigation to ensure a smooth transition to online learning. ● Live Session Quality Monitoring: Regular monitoring of live online sessions to ensure effective academic delivery, learner engagement, and adherence to prescribed teaching and learning practices. ● Faculty Training & Capacity Building: Training and orientation programmes for faculty members to strengthen their skills in online teaching, digital content delivery, learner engagement, and effective use of LMS and virtual classroom tools. ● E-Content Development: Strengthened structured e-content development to provide learners with accessible, organised, and engaging digital learning resources.	Annexure - 2.1.6/2.1.1.1/ 2.1.2.2
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		• Learner Support Services: Strengthened academic and technical support mechanisms to address learner queries and facilitate timely assistance throughout the learning process. • LMS Enhancement: Continuous review and improvement of LMS-based academic processes to ensure easy access to learning materials, live sessions, assessments, announcements, and academic support. • Academic Feedback Mechanism: Regular collection and review of learner feedback to identify areas for improvement in teaching-learning processes and online learner services. • Training & Skill Development: Planned impact training opportunities for OL learners to enhance their professional, and employability-related skills. • Equal Learning Opportunities: Ensured that OL learners are provided opportunities for academic enrichment, training, skill development, and institutional activities comparable to those	
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		available to learners in the conventional mode.	
7	Implementation of its recommendations through periodic reviews	As per the recommendations of CIQA Committees regular internal audits are conducted to monitor and ensure the successful implementation of the recommendations.	Annexure - 2.1.2.1
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.	1. CIQA has taken initiative to arrange workshops and sessions for staff development. 2. Online workshops/ expert sessions/ orientation sessions were also conducted for OL students for their professional and academic development.	Annexure - 2.1.1.4
9	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and	CIQA has facilitated the adoption of several quality-focused practices for Online Learning (OL) programmes to enhance learner engagement, academic delivery, and overall learner experience. These include domain-specific expert sessions, integration of case studies and real-life examples in live classes,	Annexure 2.1.1.5/2.1.1.1 /2.1.1.2

	disseminate the same all concerned in Higher Educational Institution	learner development activities, structured academic mentoring, and timely support through the LMS, faculty mentors, and programme coordinators. These practices are regularly reviewed through the established quality assurance processes and incorporated into academic and learner-support activities wherever applicable. Feedback and observations from various stakeholders are used to identify areas for improvement and strengthen the effectiveness of Online Learning delivery.	
10	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	Data analysis and monitoring are conducted across diverse domains, and the findings are reviewed and translated into actionable insights. The key criteria's are as under: 1. Progression and quality check for question bank 2. Progression and quality check for assignment 3. Content development quality check and progress. 4. Results and students progression	Annexure - 2.1.1.3
11	Measures taken to ensure that Programme Project Report for each	The Programme Project Reports (PPRs) for the existing programmes are maintained and reviewed in accordance with the applicable provisions of the UGC (ODL & Online Learning)	Annexure - 2.1.4

	programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the program	Regulations, 2020. During the academic year 2025–26, the University followed the prescribed statutory process for review and academic oversight through the Board of Studies, Faculty Board, Academic Council, and Governing Board , as applicable. These processes ensured appropriate academic scrutiny, institutional approval, and compliance with the regulatory requirements.	
12	Mechanism to ensure the proper implementation of Programme Project Reports	The report that has been submitted is subject to internal audit by the internal audit committee. The PPR serves as a set of guidelines for all programs according to UGC requirements. Regular academic meetings are conducted to oversee the execution.	Annexure - 2.1.2.1
13	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	The academic schedules are developed as annual plans and are periodically reviewed. The Director approves and executes the academic schedule and plans.	Annexure - 2.1.7
14	Inputs provided to the Higher Educational Institution for restructuring	Inputs from industry experts and academicians during BOS, FB and Academic Council are regularly considered to review and enrich the curriculum, ensuring that the academic	Annexure - 2.1.4

	of programmes in order to make them relevant to the job market.	processes of Parul University's OL mode remain relevant, contemporary, and aligned with emerging professional and industry requirements.	
15	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	To foster a truly learner-centric environment, several qualitative measures were implemented based on learner feedback and recommendations from CIQA: 1. Synchronous sessions were delivered using a case-based teaching approach to promote applied learning and engagement. 2. Responsiveness during live sessions was improved to ensure timely query resolution and interaction. 3. Structured feedback was collected from learners on various components such as e-content quality, teaching effectiveness, and co-curricular activities. 4. Based on this feedback, actionable recommendations were formulated, approved in the Board of Studies and Faculty Board, and subsequently implemented. 5. Suggestions provided by CIQA were duly considered and executed to	Annexure - 2.1.2.2

		enhance learner experience and academic quality. 6. Recommendations from internal quality audits were incorporated into academic and administrative practices to drive continual improvement.	
16	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	1. Under the supervision of the Heads of Institute and external experts, CIQA meetings are conducted biannually to supervise and inspect academic activities. 2. Submitted the data to IQAC for AQAR report related to CDOE for the year 2023-24, 2024-25 and 2025-26	Annexure - 1.4.b.1/ 1.4.b.2
17	Measures adopted to Ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	The University follows a structured quality assurance mechanism to institutionalize quality enhancement practices across Online Learning programmes. CIQA conducts periodic internal audits, compliance reviews, stakeholder feedback, and process evaluations to identify areas for improvement. The recommendations are reviewed by the concerned departments and statutory bodies and are implemented with appropriate follow-up. Feedback and suggestions received from internal and external CIQA meetings are used for continuous improvement and strengthening of academic, learner-support, and administrative practices.	Annexure - 2.1.2.1

18	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	To ensure compliance with all quality-related initiatives and guidelines issued by the commission from time to time, CIQA coordinated with UGC. The primary highlights of the academic year 2025-26 are as follows: 1. Provision has been made for online admission and payment interface for the learners of OL mode. Moreover, API and Reverse API integration with the UGC-DEB portal has been successfully completed to automate and streamline compliance reporting. 2. The Centre for Distance and Online Education has consistently coordinated with the Commission by submitting all required information on a regular basis, including undertakings, affidavits, faculty details, and any other documentation as and when requested, thereby ensuring full compliance with UGC-DEB guidelines and quality protocols.	https://paruluniversity.online/
19	Information obtained from other Higher Educational Institutions on various quality	Key highlights for the AY 2025-26 is as below: • UGC-DEB Compliance: Ensured timely submission of prescribed information, compliance documents, and	https://paruluniversity.online/ Annexure – 1.4.b.1/

	benchmarks or parameters and best practices.	programme-related details on the UGC-DEB portal. • Admission Data Submission: Admission-related data for the Online Learning programmes was submitted on the UGC-DEB portal within the prescribed timelines. • Programme Approval and Regulatory Compliance: Necessary statutory compliance documents were prepared and submitted to university and UGC-DEB for the continuation/introduction of Online Learning programmes as per applicable UGC-DEB norms. • Student Induction: Induction programmes for newly admitted Online Learning learners were conducted in accordance with UGC guidelines, covering programme structure, academic processes, assessment, learner support services, and LMS orientation. • Quality Monitoring: CDOE, in coordination with CIQA, regularly reviewed academic delivery, learner support, LMS processes, e-content, live sessions, and other quality parameters to ensure continuous improvement in Online Learning.	1.4.b.2/2.1.3/2.1.1.5
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		• Internal Quality Review: Quality-related activities and academic processes were reviewed through appropriate institutional mechanisms, and observations were used for strengthening the delivery and learner support system. • Continuous Improvement: Inputs from academic experts, faculty members, learners, and relevant stakeholders were considered for improving curriculum delivery, learner support, digital learning resources, and overall Online Learning processes.	
20	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	Centre for Internal Quality Assurance records its activities in form of an annual report every year.	Annexure – 2.1.2.1
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 CDOE Annual Report , covering key academic, learner support, quality enhancement, and regulatory compliance activities of Online Learning programmes, is placed before the CIQA committee members for review and approval. The approved report is submitted/uploaded on the UGC-DEB portal in the prescribed format within the stipulated timelines.	Annexure – 2.1.2.1

	(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 report for the year 2024-25 was submitted online on time, in compliance with 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	CIQA Committee convenes regular meetings to review and evaluate all reports pertaining to various qualitative dimensions of the institution. After a thorough examination, CIQA Committee provides recommendations and grants approval for these reports as deemed appropriate.	Annexure - 2.1.2.1
23	Facilitated adoption of instructional design requirements as per the philosophy of the Open Learning decided by the statutory bodies of the HEI for its different academic programmes	CDOE follows a structured process for curriculum development for Online Learning (OL) programmes. The process includes curriculum formulation, syllabus development, programme duration, faculty requirements, e-content planning, and learner support provisions. The proposed curriculum is reviewed and recommended through the Board of Studies	Annexure - 2.1.4

		and Faculty Board, followed by approval through the Academic Council and Governing Board, as applicable. This process ensures that the curriculum is relevant, learner-focused, and aligned with UGC-DEB guidelines and the requirements of Online Learning programmes.	
24	Promoted automation of learner support services of the Higher Educational Institution	1. The University has implemented a fully automated Learning Management System (LMS) to efficiently deliver learner support services. The LMS provides access to online study materials, discussion forums, and interactive live sessions, creating a seamless digital learning environment. 2. To enhance the learner experience, several advanced features have been incorporated, including a calendar view for academic planning, advance session schedules, circulars, and notifications. 3. A dedicated section for important announcements has also been added to ensure streamlined and timely communication with learners.	Annexure - 2.1.1.2
25	Coordinated with external subject experts or agencies or organisations, the	CIQA ensures the internal quality audit of the programs offered under the Center for Distance and Online Education annually and is planning to have an external audit done.	Annexure 2.1.2.1

	activities pertaining to validation and annual review of its in-house processes	External experts from industry and academia are an integral part of the Board of Studies and Faculty Board for OL programs.	
26	Coordinated with third party auditing bodies for quality audit of programme(s)	CIQA ensures the internal quality audit of the programs offered under the Centre for Distance and Online Education annually and is regularly doing an external audit twice a year with external experts.	Annexure - 2.1.2.1
27	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	Centre for Distance and Online Education submitted the details in preparation for Parul University's NAAC – AQAR report	
28	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	The curriculum, learning pedagogy, and research are in accordance with the requirements of modern education and are comparable to industry standards. They are pertinent to the industry and are developed through collaboration and association with internal and external communities.	
29	Facilitated industry institution linkage for providing exposure to the learners and	The university maintains strong industry-academia connections and extensive professional networks across various sectors. These robust linkages provide valuable opportunities for learners to gain practical	

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	enhancing their employability.	exposure and enhance their employability prospects in diverse fields. The university recognizes the importance of providing practical exposure to learners alongside theoretical knowledge. To achieve this objective, expert sessions, hands-on workshops, competitions additionally arranging campus programs are on a regular basis, featuring renowned industry experts from various fields.	
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2.2 Compliance of Quality Monitoring Mechanism – As per Annexure–I (Part V (2)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020:

Sr No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof (Not more than 500 words)	Upload Relevant Document
1	Governance, Leadership and Management: a. Organisation Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals, and Policies	All policies and practices are implemented in accordance with the statutory requirements, with a particular emphasis on the critical aspects of planning, human resources, recruitment, training, performance appraisal, financial management, and the overall role of leadership.	
2	Articulation of Higher Educational Institution Objectives	The University has articulated a clear vision, mission, ethos and broad strategy consistent with the goals to offer the programmes in Open and Distance Learning and Online mode.	

3	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	Curriculum design and curriculum development are procedures that are closely associated with the description of learning outcomes in the Manual for Dual Mode Universities NAAC for Quality and Excellence in Higher Education. The process of defining the contents of units of study are usually obtained through feedback from learners and Staff	Annexure - 2.1.4
4	Programme Monitoring and Review	Different academic review committees, including the Academic Council, Faculty Board, and Board of Studies, have been established to oversee and evaluate the programs based on a variety of criteria. Curriculum design and curriculum development procedures are inseparably linked to the description of learning outcomes, as well as to quality and excellence.	
5	Infrastructure Resources	In order to ensure the quality of OL programs and offer the necessary support services to all stakeholders, the university has scalable and adequate physical facilities and ICT infrastructure.	

6	Learning Environment and Learner Support	The learning environment is primarily centered on the pedagogical application of contemporary educational practices to facilitate blended learning, with robust ICT facilities in place. A seamless network is available to provide an active portal and PU-LMS platform for a learner-centered environment that is seamless.	
7	Assessment and Evaluation	As part of the evaluation process, the Assessment & Evaluation system has been designed to achieve the learning outcomes of a Programme. This is achieved through a variety of assessment tools, such as multiple-choice questions, assignments, case studies, presentations, and term-end examinations, which are based on the various learning outcomes anticipated by the course elements.	
8	Teaching Quality and Staff Development	CIQA has implemented a variety of initiatives, including workshops, orientation programs, and training sessions that pertain to a variety of ICT tools. Furthermore, faculty members undergo consistent training sessions and FDPs on online pedagogy and tools that prioritize learners' needs.	Annexure - 2.1.6

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	Details of Action taken by CIQA and Outcome thereof (Not more than 500 words)	Upload Relevant Document
1	Academic Planning	The Academic Calendar is prepared and approved prior to the commencement of the session and is posted on the website for the purpose of compliance and information. To guarantee that the curriculum remains current and the institutional objectives are met, appropriate academic planning procedures are implemented to ensure high-quality value added, a positive learner experience, and the provision of infrastructure and technology support.	Annexure – 2.1.13
2	Validation	A validation mechanism has been established to guarantee that programs are academically viable and that they are appropriately defined to provide learners with the best possible learning experience as per academic standards. The external subject and industry experts are involved in all activities related to the annual review and validation.	
3	Monitoring, Evaluation and Enhancement Plans a) Reports from	The delivery of online programs, outcome attainment, and ongoing quality	Annexure - 2.1.1.1/2.1.2.1

	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 Analytic by the Higher Educational Institution e) Periodic Review	enhancements are all ensured by CIQA, with quality being a primary concern. Monitoring, Evaluation and Enhancement Plans are made based on the various reports and analytics like: • LIVE Classes attendance and feedback reports • Examination Report • Internal Audit Report • Systematic consideration of performance data accessible to faculty through the University Learning Management System (LMS) and to students through LMS • System-generated reports related to the usage of LMS, website, and examination results, PDCs etc. • Feedback reports from Learners and Staff	
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3. 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.

Name: - Dr. Hetal Thakar
Designation: - Director, Centre for Distance and Online Education
Highest Qualification: - Ph. D.
Nature of Appointment: - Regular
Date of Joining: - 2-Jan-2020

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.

Name: - Dr. Ankit Shah
Designation: - Deputy Director, Centre for Distance and Online Education
Highest Qualification: - Ph. D.
Nature of Appointment: - Regular
Date of Joining: - 6-Jan-2023

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

Name: - Dr. Jitendra Patoliya
Designation: - Assistant Director (Academics), Centre for Distance and Online Education
Highest Qualification: - Ph.D
Nature of Appointment: - Regular
Date of Joining: - 15 – July - 2023

Name: - Dr. Pratik Patel
Designation: - Assistant Director (Academics), Centre for Distance and Online Education

HEI-Exempted-U-0763 Name of HEI : Centre for Distance and Online Education, Parul University

Highest Qualification: - Ph.D

Nature of Appointment: - Regular

Date of Joining: - 14-Dec-2018

Name: - Mr. Ruturaj Doshi

Designation: - Assistant Director (Examinations and Academics), Centre for Distance and Online Education

Highest Qualification: - Ph.D

Nature of Appointment: - Regular

Date of Joining: - 15 – July – 2023

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

Programme-wise Faculty Details

1) MBA-Online and BBA-Online

Sr. No.	Faculty Name	Designation
1	Mr. Ruturaj Doshi	Program Coordinator (MBA – Online) & Assistant Professor
2	Dr. Jitendra Patoliya	Program Coordinator (BBA – Online) & Assistant Professor
3	Dr. Prasanta Chatterjee Biswas	Professor
4	Dr. Gaurav Khanna	Assistant Professor
5	Dr. Antima Sharma	Assistant Professor
6	Mr. Shahid Khan Pathan	Assistant Professor
7	Mr. Osho Mathuria	Assistant Professor
8	Ms. Bindu Shree M	Assistant Professor

2) MCA- Online and BCA- Online

Sr. No.	Faculty Name	Designation
1	Dr. Pratik K Patel	Program Head & Assistant Professor
2	Mr. Jay Parmar	Program Coordinator (MCA – Online) & Assistant Professor
3	Dr. Prashant Sahatiya	Program Coordinator (BCA – Online) & Assistant Professor
4	Ms. Kinjal Patni	Assistant Professor
5	Ms. Hiral Thakar	Assistant Professor

3) M.Com- Online

Sr. No.	Faculty Name	Designation
1	Dr. Raj Pandit	Program Head & Assistant Professor
2	Ms. Preksha Dandvate	Assistant Professor

4) MA Journalism and Mass Communication- Online, MA Clinical Psychology- Online, MA English Language Teaching- Online

Sr. No.	Faculty Name	Designation
1	Dr. Mihir Dave	Program Head & Assistant Professor (ELT)
2	Dr. Nisha Mehta	Program Coordinator (Online ELT) Assistant Professor
3	Ms. Shweta Ghosh	Program Coordinator (BA- Online) Assistant Professor
4	Ms. Nahedabano Mohamad Yusuf Shaikh	Program Coordinator (JMC- Online) Assistant Professor
5	Dr. Preeti Chandra	Assistant Professor
6	Mr. Tatsam Tank	Assistant Professor

HEI-Exempted-U-0763 Name of HEI : Centre for Distance and Online Education, Parul University

7	Ms. Pritha Kansabanik	Assistant Professor
8	Mr. Sasidhar K	Assistant Professor

5) MSW- Online

Sr. No.	Faculty Name	Designation
1	Dr. Vimal Makwana	Program Head & Assistant Professor
2	Dr. Anjali Lakum	Assistant Professor
3	Mr. Raghul Santhosh	Assistant Professor

6) MSC Applied Mathematics- Online

Sr. No.	Faculty Name	Designation
1	Ms. Ranjana Yadav	Assistant Professor
2	Ms. Smit Desai	Assistant Professor

1.5 Details of Administrative staff.

a) Number of Administrative staff available exclusively for Online programmes

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

b) Number and details of Technical Support for Online Programmes as per Annexure -IV:

I. Technical Team for Development of e-Content as Self-Learning e- Modules:

Post	Required	Available
Deputy Manager - Content	1	1
Executive – Content	2	2
Technical Manager (Production)	1	1
Technical Associate (Audio-video recording and editing)	1	1
Technical Assistant (Audio-video recording)	1	1
Technical Assistant (Audio-video editing)	1	1

II. For Delivery of Online Programmes:

Post	Required	Available
Technical Manager (LMS and Data Management)	1	1
Technical Assistant (LMS and Data Management)	2	2
Academic Executive	1	1
Technical Executive	3	3
Teaching Assistant	1	1

III. For Admission and Examination for Online mode:

Post	Required	Available
Technical Manager (Admission, Examination and Result)	1	1
Technical Assistant (Admission, Examination and Result)	3	3

IV. Learner Support Center:

Post	Required	Available
Manager (Learner Support Centre)	1	1
Technical Executive (Learner Support Centre)	2	2
Student Support Executive	6	8

4. 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 centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	Not Applicable	
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	Not Applicable	
6.	Building and grounds of the examination centre must be clean and in good condition.	Not Applicable	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	Not Applicable	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Not Applicable	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water Facilities	Not Applicable	
10.	Safety and security of the examination centre must be ensured	Not Applicable	
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	Not Applicable	
12.	Provision of drinking water must be made for learners	Not Applicable	
13.	Adequate parking must be available near the examination centre	Not Applicable	
14.	Facilities for Persons with Disabilities should be available	Not Applicable	

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

SN. 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)	The university has conducted technology-mediated remotely proctored online examinations with all security precautions in place to ensure the examination's transparency and credibility in accordance with the guidelines of the UGC (Open & Distance Learning Programmes and Online Programmes) Regulations 2020.	
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	Yes Proctors were appointed to ensure the seamless conduct and monitoring of remotely proctored online examinations.	Annexure – 4.2.2
3.	Security arrangements in the testing centre (as mentioned in provision II (B)(13)(iii) of Annexure II)	The university has conducted technology-mediated remotely proctored online examinations with all security precautions in place to ensure the examination's transparency and credibility in accordance with the rules of the UGC (Open & Distance Learning Programmes and Online Programmes) Regulations 2020.	Annexure – 4.2.3
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iv) of Annexure II)	Yes	

4.3 Compliance status of 'Evaluation' and 'Certification' – As per Regulations 15 and 16 of

UGC (ODL Programmes and Online Programmes) Regulations, 2020

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.	Annexure – 4.3.1
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	Annexure -4.3.2
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	Yes, The assessment of online learners encompasses both formative and summative evaluation, as outlined in the evaluation process. The university is availing recorded and live sessions to learners as per the norms specified in the regulations. Examinations are schedule only after ensuring the complete 75% or more conduct of program delivery. Students need to have a minimum of 75% participation in academic activities as per norms.	Annexure - 4.3.2

	learner has minimum participation of 75 percent in all the activities of online programme prior to end semester examination or term end examination.		
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 Academic activities undertaken for the design, delivery and evaluation including assessment/passing criteria and credit framework for the award of degree in conventional mode programmes of university are also being adopted for the online mode programmes of the university.	Annexure -4.3.2 https://paruluniversity.online/
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	Annexure - 4.3.2/ 4.3.5

6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes https://lms.paruluniversity.online/	
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, A Sample copy of the mark sheet and degree certificate is attached herewith for reference. marksheets, degree certificate is issued as per regulation 16 of UGC (ODL programmes and online programems) Regulations, 2020.	Annexure – 4.3.7
8.	A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	Yes	Annexure – 4.3.8
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.	Not Applicable	

10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Not Applicable	
	(b) Availability of biometric system	Not Applicable	
	(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	Not Applicable	
	(d) In case of non-availability of the Closed- Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular in charge of examination centre to the Higher Educational Institution	Not Applicable	
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	Not Applicable	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Not Applicable	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	Not Applicable	

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	Annexure – 4.2.3
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, The university is entitled to offer OL mode programmes for national and international learners. Technology base proctored examination were conducted for all students.	
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.	Not Applicable	

	(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	Not Applicable	

4.1 Result and Student Progression**For UG and PG programs:**

Semester Beginning	Programme name	Semester	No. of students admitted	No. of students appeared in exams	No. of students progressed to the next year	% of students passed	% of students passed in first class
August 23	Master of Business Administration	Semester 1	1027	915	852	73.77	71.69
		Semester 2	852	798	811	94.23	97.07
		Semester 3	811	766	811	86.42	100
		Semester 4	844	758	NA	91.82	100

Semester Beginning	Programme name	Semester	No. of students admitted	No. of students appeared in exams	No. of students progressed to the next year	% of students passed	% of students passed in first class
Jan-24	Master of Arts (Journalism and Mass Communication)	Semester 1	3	2	2	100.00%	100%
	Master of Arts (English Language Teaching)		18	11	16	100.00%	100%
	Master of Arts (Clinical Psychology)		64	42	54	76.19%	100%

	Master of Social Works		32	24	29	70.83%	100%
	Bachelor of Business Administration		46	36	41	77.78%	100%
	Master of Business Administration		259	220	250	88.64%	98%
	M.Com		5	5	4	80.00%	100%
	Master of Science (Applied Mathematics)		27	18	25	77.78%	100%
	Bachelor of Computer Applications		37	28	29	57.14%	100%
	Master of Computer Application		33	26	32	76.92%	100%
	Master of Arts (Journalism and Mass Communication)	Semester 2	2	2	2	100.00%	100%
	Master of Arts (English Language Teaching)		16	15	16	100.00%	93%
	Master of Arts (Clinical Psychology)		54	45	50	86.67%	97%
	Master of Social Works		29	22	24	81.82%	100%
	Bachelor of Business Administration		41	36	39	91.67%	100%
	Master of Business Administration		250	231	236	95.24%	99%
	M.Com		4	4	4	100.00%	100%
	Master of Science (Applied Mathematics)		25	21	23	95.24%	95%

	Bachelor of Computer Applications		29	25	25	88.00%	100%
	Master of Computer Application		32	27	31	85.19%	100%
	Master of Arts (Journalism and Mass Communication)	Semester 3	2	2	2	100%	100%
	Master of Arts (English Language Teaching)		16	14	16	98%	100%
	Master of Arts (Clinical Psychology)		50	40	50	98%	97%
	Master of Social Works		24	19	24	95%	100%
	Bachelor of Business Administration		39	33	39	91%	100%
	Master of Business Administration		236	220	236	84%	100%
	M.Com		4	4	4	100%	100%
	Master of Science (Applied Mathematics)		23	19	23	100%	100%
	Bachelor of Computer Applications		25	22	25	100%	100%
	Master of Computer Application		31	28	31	100%	100%
	Master of Arts (Journalism and Mass Communication)	Semester 4	2	2	NA	100%	100%
	Master of Arts (English		14	14	NA	93%	100%

	Language Teaching)						
	Master of Arts (Clinical Psychology)		43	43	NA	84%	100%
	Master of Social Works		25	25	NA	60%	100%
	Bachelor of Business Administration		38	38	38	87%	100%
	Master of Business Administration		231	231	NA	87%	100%
	M.Com		4	4	NA	100%	100%
	Master of Science (Applied Mathematics)		23	23	NA	78%	100%
	Bachelor of Computer Applications		23	23	23	74%	100%
	Master of Computer Application		26	26	NA	100%	92%
	Bachelor of Business Administration	Semester -5	37	37	37	78%	100%
	Bachelor of Computer Applications		25	25	25	76%	76%

Semester Beginning	Programme name	Semester	No. of students admitted	No. of students appeared in exams	No. of students progressed to the next year	% of students passed	% of students passed in first class
Jul-24	Master of Arts (Journalism and Mass Communication)	Semester 1	31	28	29	80.95%	100%
	Master of Arts (English Language Teaching)		51	42	45	89.29%	97%

	Master of Arts (Clinical Psychology)		340	289	322	84.78%	99%
	Master of Social Works		63	49	60	81.63%	100%
	Bachelor of Business Administration		414	359	385	85.79%	98%
	Master of Business Administration		1756	1684	1723	92.93%	98%
	M.Com		44	43	44	93.02%	100%
	Master of Science (Applied Mathematics)		84	73	75	80.82%	98%
	Bachelor of Computer Applications		468	417	426	87.53%	99%
	Master of Computer Application		287	280	279	90.71%	100%
	Master of Arts (Journalism and Mass Communication)	Semester 2	26	26	26	84.62%	100%
	Master of Arts (English Language Teaching)		40	40	40	90.00%	100%
	Master of Arts (Clinical Psychology)		275	275	275	86.91%	99%
	Master of Social Works		46	46	46	82.61%	100%
	Bachelor of Business Administration		328	328	328	85.06%	96%
	Master of Business Administration		1658	1658	1658	92.46%	98%
	M.Com		43	43	43	88.37%	97%

	Master of Science (Applied Mathematics)		65	65	65	83.08%	100%
	Bachelor of Computer Applications		393	393	393	88.80%	100%
	Master of Computer Application		270	270	270	88.15%	100%
	Master of Arts (Journalism and Mass Communication)	Semester 3	26	26	26	88.46%	100%
	Master of Arts (English Language Teaching)		40	40	40	77.50%	97%
	Master of Arts (Clinical Psychology)		270	270	270	80.00%	100%
	Master of Social Works		43	43	43	53.49%	100%
	Bachelor of Business Administration		302	302	302	88.41%	98%
	Master of Business Administration		1634	1634	1634	81.21%	100%
	M.Com		42	42	42	90.48%	100%
	Master of Science (Applied Mathematics)		63	63	63	92.06%	98%
	Bachelor of Computer Applications		362	362	362	88.95%	100%
	Master of Computer Application		274	274	274	86.50%	100%
	Master of Arts (Journalism and Mass	Semester 4	26	26	NA	84.62%	100%

	Communication)						
	Master of Arts (English Language Teaching)		42	42	NA	73.81%	100%
	Master of Arts (Clinical Psychology)		272	272	NA	84.56%	100%
	Master of Social Works		49	49		69.39%	100%
	Bachelor of Business Administration		324	324	324	82.10%	98%
	Master of Business Administration		1656	1656		87.26%	100%
	M.Com		42	42		90.48%	100%
	Master of Science (Applied Mathematics)		65	65		87.69%	100%
	Bachelor of Computer Applications		382	382	382	84.29%	100%
	Master of Computer Application		270	270		100.00%	96%

Semester Beginning	Programme name	Semester	No. of students admitted	No. of students appeared in exams	No. of students progressed to the next year	% of students passed	% of students passed in first class
Jan-25	Master of Arts (Journalism and Mass Communication)	Semester 1	7	7	7	71.43%	100%
	Master of Arts (English Language Teaching)		9	9	9	88.89%	100%
	Bachelor of Arts		24	24	24	87.50%	95%

	Master of Social Works		36	36	36	88.89%	100%
	Bachelor of Business Administration		119	119	119	74.79%	99%
	Master of Business Administration		546	546	546	91.94%	99%
	M.Com		19	19	19	78.95%	93%
	Master of Science (Applied Mathematics)		28	28	28	85.71%	96%
	Bachelor of Computer Applications		92	92	92	84.78%	100%
	Master of Computer Application		39	39	39	84.62%	100%
	Master of Arts (Journalism and Mass Communication)	Semester 2	4	4	4	75.00%	100%
	Master of Arts (English Language Teaching)		8	8	8	100.00%	100%
	Bachelor of Arts		24	24	24	83.33%	95%
	Master of Social Works		35	35	35	71.43%	100%
	Bachelor of Business Administration		104	104	104	80.77%	98%
	Master of Business Administration		542	542	542	93.73%	98%
	M.Com		16	16	16	100.00%	94%
	Master of Science (Applied Mathematics)		26	26	26	84.62%	95%
	Bachelor of Computer Applications		87	87	87	88.51%	100%

	Master of Computer Application		38	38	38	81.58%	100%
	Master of Arts (Journalism and Mass Communication)		5	5	5	80.00%	100%
	Master of Arts (English Language Teaching)		9	9	9	88.89%	100%
	Bachelor of Arts		24	24	24	87.50%	95%
	Master of Social Works		35	35	35	68.75%	100%
	Bachelor of Business Administration		106	106	106	84.91%	98%
	Master of Business Administration		541	541	541	Result awaited	
	M.Com		18	18	18	88.89%	100%
	Master of Science (Applied Mathematics)		26	26	26	88.46%	100%
	Bachelor of Computer Applications		89	89	89	Result awaited	
	Master of Computer Application		41	41	41	53.66%	100%

Semester Beginning	Programme name	Semester	No. of students admitted	No. of students appeared in exams	No. of students progressed to the next year	% of students passed	% of students passed in first class
Jul-25	Master of Arts (Journalism and Mass Communication)	Semester 1	21	19	94.74	85.71%	94%
	Master of Arts (English Language Teaching)		42	35	42	94.29%	97%

	Bachelor of Arts		93	77	93	87.01%	100%
	Master of Social Works		104	88	104	65.91%	100%
	Bachelor of Business Administration		604	542	604	89.85%	87%
	Master of Business Administration		2310	2201	2310	93.55%	98%
	M.Com		61	58	61	87.93%	100%
	Master of Science (Applied Mathematics)		100	84	100	83.33%	99%
	Bachelor of Computer Applications		482	421	482	89.55%	99%
	Master of Computer Application		460	446	460	91.03%	100%
	Master of Arts (Journalism and Mass Communication)	Semester 2	19	19	19	Result awaited	
	Master of Arts (English Language Teaching)		39	39	39		
	Bachelor of Arts		86	86	86		
	Master of Social Works		88	88	88		
	Bachelor of Business Administration		575	575	575		
	Master of Business Administration		2291	2291	2291		
	M.Com		60	60	60		
	Master of Science (Applied Mathematics)		92	92	92		
	Bachelor of Computer Applications		448	448	448		

	Master of Computer Application		450	450	450	
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Semester Beginning	Programme name	Semester	No. of students admitted	No. of students appeared in exams	No. of students progressed to the next year	% of students passed	% of students passed in first class
Jan-26	Master of Arts (Journalism and Mass Communication)	Semester 1	18	18	18	Result awaited	
	Master of Arts (English Language Teaching)		25	25	25		
	Bachelor of Arts		26	26	26		
	Master of Social Works		74	74	74		
	Bachelor of Business Administration		202	202	202		
	Master of Business Administration		1200	1200	1200		
	M.Com		38	38	38		
	Master of Science (Applied Mathematics)		68	68	68		
	Bachelor of Computer Applications		126	126	126		
	Master of Computer Application		61	61	61		

5. 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

Programme Project Reports (PPRs) for the various programmes offered in the Online Learning (OL) mode are developed in strict accordance with the guidelines prescribed in Annexure-V of the UGC (ODL and Online Programmes) Regulations, 2020. These reports are initially prepared by the respective academic departments and submitted to the Board of Studies (BoS) of the relevant discipline for review and approval. Upon receiving approval from the BoS, the PPRs are forwarded to the Faculty Board of the Centre for Distance and Online Education. After the Faculty Board’s endorsement, the PPRs are presented to the Academic Council of Parul University for final institutional approval. Following approval by the Academic Council, the Centre for Internal Quality Assurance (CIQA) conducts a thorough review of the PPRs to ensure that they meet all regulatory and quality standards. The PPRs are considered finalized only after CIQA’s approval.

Each PPR is developed with inputs from relevant stakeholders and includes the following key components: the programme’s mission and objectives; relevance and need for the programme; identification of the prospective target learner group; suitability of delivering the programme in online mode for achieving specific competencies and skills; instructional design comprising curriculum development and review, teaching scheme, syllabus, programme duration, delivery mechanisms, and media selection; admission procedures; curriculum transaction and evaluation processes; requirement of laboratory support and library resources; estimated cost and provision of necessary resources; and the quality assurance mechanism along with the expected programme outcomes.

This structured and multi-level approval process ensures that all online programmes offered are academically sound, pedagogically effective, and fully compliant with UGC regulations.

5.2 Compliance status of ‘Quality Assurance Guidelines of Learning Material in Multi Media and Curriculum and Pedagogy’ – As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020

Learning material in Multimedia, curriculum and pedagogy are developed by University as per prescribed guidelines for OL programs

- **E-Learning material** : e-Learning materials are available for various courses, which are prepared by the University as per the prescribed guidelines for OL programs. In addition to containing the syllabus of the courses, each e-learning material is broken down into a suitable number of modules and chapters of the e-Learning material generally have the following features along with the suitable icons :
 - Chapter, objectives, introduction, section, sub sections, examples and figures, case and case studies (wherever applicable), summary, review questions, quiz, and further reading material.
- Academic resources like recorded lectures, PowerPoint presentation selection, notes, self-assessment craze, etc., relevant to various courses have also been made available to students through the online learning management system
- Live virtual classes are conducted through the use of a friendly interface available through LMS, with the provision of watching the recording of the live sessions later

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

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

Annexure 5.3.1 – [Sample e-Learning Material](#)

Annexure 5.3.2 – [Sample e-Learning PPT](#)

Annexure 5.3.3 – [Sample e-Learning Recorded Video](#)

6. Part – VI: Program Delivery through Learning Management System

6.1 Details of Learning Platform

Please provide link and details of Learning Platform opted by HEI

- *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,*

The University is using Non-SWAYAM platform for offering its Online Programmes.

Learner Registration, Payment Gateway and Learning Management System.

- *In case of Non – SWAYAM Learning platform, evidence to ensure that it is not used it 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.*

The Non-SWAYAM Learning Management System (URL: <https://lms.paruluniversity.online/>) has been internally developed by the University and is exclusively managed by the institution itself, without any involvement in franchise agreements with external service providers. Parul University's **Learning Management System (LMS)** for Online Learning programmes is managed by the University to support seamless delivery of academic activities and learner services. The LMS provides an integrated platform for access to **e-content, live classes, recorded sessions, assessments, academic resources, announcements, and learner support services.**

The LMS is regularly monitored and updated to ensure effective academic delivery, accessibility, and compliance with the applicable **UGC-DEB requirements for Online Learning programmes.**

6.2 Compliance status in respect of the Programme Delivery

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

Learner attendance, LMS activity, and academic progress are **systematically recorded and monitored**. Learners can access their attendance, e-content, recorded lectures, and other academic resources through the LMS. Their academic engagement is also monitored through **discussion forums, live sessions, doubt-clearing sessions, practical activities, online competitions and participations in curricular activities and assessments**, with participation contributing to continuous evaluation, wherever applicable.

The delivery of Online Learning courses follows the **applicable UGC-DEB guidelines**, ensuring appropriate use of live and recorded learning resources, e-content, and learner support activities in accordance with the prescribed course structure and credit requirements.

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

a. Provide details as under:

Sr No.	Programme Name	Courses allowed through OER/MOOC	Name of Platform	Name of HEI offering the course (If any)	Duration of the course	No. of credits assigned to the course	Percentage of total course in a particular programme in a semester (Semester-wise programme wise)
NO							

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

NA

7. 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. Reasons, thereof
1.	Joint declaration by authorized signatories, Registrar and Director of Centre for Internal Quality Assurance, has been displayed on HEI website, authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	Yes https://paruluniversity.online/wp-content/uploads/2025/08/Declaration_CIQA.pdf	
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://paruluniversity.online/wp-content/uploads/2025/04/I.-Establishing-Act-and-Statutes_Updated.pdf	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes https://paruluniversity.online/wp-content/uploads/2025/04/I.-Copies-of-the-letters-of-other-relevant-statutory-or-regulatory-authorities_6_11zon.pdf	
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://paruluniversity.online/wp-content/uploads/2026/07/II.-Programme-details-including-brochures-or-programme-guides-updated.pdf	

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	
		Credit Points: https://paruluniversity.online/wp-content/uploads/2026/08/II.-Programme-structure-with-credit-points-updated.pdf Syllabus: https://paruluniversity.online/wp-content/uploads/2026/08/II.-Syllabus-updated.pdf	
6.	Important schedules or date-sheets for admissions, registration, re-registration, counseling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes	
		https://paruluniversity.online/mandatory-disclosure/	
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	
8.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Online programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	Yes https://paruluniversity.online/wp-content/uploads/2025/04/IX.-Student-Feedback-Mechanism 14 11zon.pdf	
9.	Information regarding all the programmes recognised by the Commission	Yes	

10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Yes	
		https://paruluniversity.online/mandatory-disclosure/	
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	
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://paruluniversity.online/wp-content/uploads/2025/08/FAQs.pdf	
13.	List of the 'Examination Centres' along with the number of learners in each center, for Online programmes	Not Applicable	
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	Yes	
		Annexure 4.2.2	
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	
16.	Reports of the third party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance	Yes	
		https://paruluniversity.online/mandatory-disclosure/	

8. Part- VIII: Admission and Fees

1. Compliance status of 'Admissions and Fees' - As per Regulations 14 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

Sr. No.	Provision	Whether being complied Yes/No
1.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of the grant of recognition for offering a programme in Online mode, shall render the enrolment invalid.	Yes
2.	A Higher Educational Institution shall, for admission in respect of any programme in Online mode, accept payment towards admission fee and other fees and charges- a. as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; b. with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; c. Only by way of online transfer, bank draft, or pay order directly in favour of the Higher Educational Institution.	Yes
3.	It shall be mandatory for the Higher Educational Institution to upload the details of all kinds of payments or fees 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 the deprived section of society shall be in accordance with the instructions or orders issued by Central Government or the State Government: Provided that 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; c) Exhibit such records as permissible under law on its website; and (submitted to UGC and not on our website) d) Be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	Yes
7.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no.'8(a)' to '8(k)' below	
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 the 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 the test or examination for selecting such candidates for admission to each programme of study, and the amount of fee to be paid for the admission test	Yes
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	Yes
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	Yes
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres 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 a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such Advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	Yes

- 1. 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,

9. 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.)

Various mechanisms in place for Online Students to report and getting their grievances timely redressed are given :

- Develop and communicate clear, transparent grievance redressal policies and procedures, ensuring accessibility to all stakeholders through official communication channels and LMS notices.
- Ensure strict adherence to applicable educational regulations and institutional policies, regularly reviewing processes for compliance with statutory guidelines.
- Offer multiple user-friendly grievance submission options, including dedicated online portals, support email IDs, live chat support, and helpdesk contact numbers.
- Immediately acknowledge receipt of grievances, issuing a unique reference number and automated confirmation message to assure the complainant of action initiation.
- Promptly assess, categorize, and prioritize grievances based on their nature, urgency, and impact, using standardized evaluation criteria.
- Leverage digital tools for investigation, including secure document sharing, online interaction logs, virtual interviews, and relevant data analytics to ensure efficient fact-finding.
- Base decisions on comprehensive and unbiased investigations, and communicate resolutions clearly through formal email, LMS notifications, or grievance dashboards.
- Develop structured, time-bound action plans for grievance resolution, assigning accountability and enabling online tracking of resolution progress.
- Conduct timely follow-ups to verify resolution effectiveness, and gather user feedback through structured online surveys or feedback forms to improve future processes.

9.2 Details of Grievance received.

Number of Grievance received	Number of Grievance resolved
5	5

9.3 Complaint Handling Mechanism

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

The university has implemented a complaint resolution mechanism in accordance with the UGC standards and has made the information available on its website.

9.4 Details of Complaints received from UGC (DEB)

Number of Complaint received	Number of Complaint resolved	Whether Complaint was resolved in stipulated time i.e 60 days? (Yes/No)
0	0	-

10. Part – X_ Innovative and Best Practices

10.1 Innovations introduced during academic year :

To improve the overall learning experience and ensure that online learners receive adequate support along with meaningful opportunities for development, various innovative practices were implemented during the academic year. These initiatives focused on fostering a more interactive and effective virtual learning environment, offering supplementary academic resources, and addressing learning gaps in a timely manner.

- ✓ **Technology-Enabled Academic Delivery:** Strengthened LMS-based academic delivery through integration of admission and academic data systems to improve the learner experience and academic process management.
- ✓ **Strengthening of Digital Content:** Expanded the development of structured digital learning resources using the 4-Quadrant approach, and revised and developed the content during AY 2025–26.
- ✓ **Learner-Centric Support Mechanism:** Strengthened technology-enabled learner support and response mechanisms to improve accessibility and timely resolution of learner queries.
- ✓ **Continuous Academic Improvement:** Used learner retention, examination performance, content development, and learner-support data for monitoring and strengthening Online Learning academic processes.

10.2 Best Practices of HEI

- 10.2.1 AI & Proctored Based Examination Module:** The adoption of AI-enabled proctoring systems in online examinations enhances the integrity and credibility of the assessment process. These systems utilize artificial intelligence to monitor student activity in real time,

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thereby ensuring a secure and controlled examination environment. By reducing the likelihood of academic misconduct, supporting scalable monitoring for large groups of learners, and ensuring compliance with institutional academic standards, AI-based proctoring provides an efficient, reliable, and technologically robust approach to conducting online.

10.2.2 Live Chat / Real-Time Student Interactive LMS: An interactive Learning Management System (LMS) integrated with live chat and real-time communication features plays a vital role in enhancing student engagement and support. By facilitating instant interaction between learners and instructors, it enables timely clarification of doubts, promotes active participation, and contributes to a more dynamic and responsive learning environment. Additionally, it fosters a sense of virtual community—addressing a key challenge in online education—by encouraging continuous communication and collaboration.

10.2.3 Live Sessions Inbuilt in LMS: The incorporation of live session capabilities within the Learning Management System (LMS) facilitates seamless synchronous learning experiences. This feature enables learners to attend live lectures, participate in interactive discussions, and engage in real-time academic activities within a single integrated platform. By simulating essential aspects of the traditional classroom environment, it promotes active learning, enhances student engagement, and encourages continuous interaction between learners and instructors, thereby strengthening the overall effectiveness of online education.

10.2.4 Learner Support Centre: A dedicated Learner Support Centre (LSC) to provide comprehensive academic, technical, and administrative support to students enrolled in online and distance learning programmes. The centre serves as a single point of contact for resolving learner queries related to LMS access, assignments, examinations, academic guidance, and student services. Support is provided through multiple communication channels such as telephone, email, WhatsApp, and online platforms to ensure easy accessibility and timely response. The initiative has strengthened communication between learners and the institution and improved the efficiency of query resolution. It has also enhanced student engagement, satisfaction, and participation in academic activities.

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10.2.5 Admission Support: The Admission Support team provides continuous support to students for all the Admission and UGC – DEB queries till they receive The admission support assists learners with admission-related guidance, document verification, and DEB ID creation.

Support is offered through telephone, email, WhatsApp, and online platforms to ensure timely resolution of queries. This enhanced the overall student onboarding experience.

10.3 Details of the Job Fairs Conducted by HEI

During the academic year, Centre for Distance & Online Education (CDOE) facilitated career and professional development opportunities for Online Learning learners through institutional career initiatives and training activities.

- **Career Awareness:** Learners were provided information and guidance on career opportunities, industry requirements, and professional development.
- **Training & Skill Development:** Training initiatives like Impact training were undertaken to enhance learners' communication, professional, and job-readiness skills.
- **Industry Exposure:** Learners were encouraged to participate in relevant industry interactions and career-oriented activities.
- **Equal Opportunity:** CDOE worked towards providing Online Learning learners with access to career development and training opportunities available at the University.
- **Learner Participation:** Information regarding relevant career opportunities and activities was communicated to learners through appropriate sessions.

10.4 Success Stories of students enrolled in the Online mode of the HEI –

Centre for Distance & Online Education (CDOE) focuses on empowering Online Learning learners through training, skill development, and academic support, enabling them to build confidence and improve their professional capabilities.

- **Skill-Based Training:** Learners are provided opportunities to participate in training programmes focused on communication, professional skills, and other competency areas.

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- **Career Readiness:** Training initiatives are designed to strengthen learners' job-readiness, workplace skills, and professional confidence.
- **Continuous Learning:** Online learners are encouraged to participate in academic and skill-development activities alongside their regular programmes.
- **Holistic Development:** CDOE aims to complement academic learning with training and practical skill development, helping learners become more confident, capable, and future-ready professionals.

10.5 Initiatives taken towards conversion of e-LM into Regional Languages – No

10.6 Number of students placed through Campus Placements –

Quite a few learners from the first Online Learning batch expressed interest in campus placement opportunities. CDOE accordingly focused on training and skill development to enhance their employability and prepare interested learners for career opportunities.

10.7 Details of Alumni Cell and its activity – Initiated Alumni process for the 1st 2 pass out batches of CDOE.

10.8 Any other Information - NA



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DECLARATION

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

Dr. Hetal Thakar

Seal: **Director**
Centre for Distance and Online Education (CDOE)

Signature of the Registrar

Prof. Manish Pandya

REGISTRAR
PARUL UNIVERSITY



Date: 25/08/2026

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.

Centre for Distance and Online Education



2668-260117/110/105



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