

PARUL UNIVERSITY

Centre for Distance and Online Education

CENTRE FOR INTERNAL QUALITY ASSURANCE

INTERNAL QUALITY AUDIT REPORT

Academic Year 2025-26

Third Meeting of the CIQA Internal Audit Committee

9th June 2026 | 10:30 AM | Parul University

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Overview

The Centre for Distance and Online Education (CDOE) at Parul University serves as the cornerstone for ensuring excellence and continuous improvement across all facets of online education, research, and service within the institution. Its mission is to uphold the highest standards of quality, foster innovation, and promote a culture of excellence that empowers students, faculty, and staff to achieve their full potential and contribute meaningfully to society. To this end, the university has established the Centre for Internal Quality Assurance (CIQA), whose formation ensures the adoption of quality online education across all processes. The OL programs offered by CDOE, Parul University, aim to create a dynamic, technology-assisted, and learner-oriented model that is broad-based and designed to enhance the quality of online education.

The primary focus of CIQA is to generate and promote awareness of quality assurance and to develop procedural details. Specifically, CIQA works to improve and maintain the quality of education, identify and suggest new teaching aids, develop suitable infrastructure, and offer suggestions for curriculum revision and enhancement.

The Centre for Internal Quality Assurance Committee (CIQAC) of CIQA was constituted within the university as per the UGC (Open and Distance Learning Programs and Online Programs) Regulations, 2020, in fulfilment of a mandatory NAAC requirement. The third meeting of the CIQA Internal Audit Committee was held on 9th June 2026 at 10:30 am at Parul University.

Composition of Internal Audit Committee for Internal Quality Audit, Parul University

Category	Name and Designation	Position
Vice Chancellor	Prof. (Dr.) K. N. Madhusoodanan, Provost, Parul University	Chairperson
Pro Vice Chancellor	Dr. Kunjal Sinha, Pro Vice Chancellor	Member
Senior teachers of higher education institutions	Dr. Priya Swaminarayan, Dean, Faculty of IT and CS	Member
	Dr. Bijal Zaveri, Dean, Faculty of Management Studies	Member
	Dr. Ajay Trivedi, Dean, Faculty of Commerce	Member
	Dr. Digvijay Pandya, Dean, Faculty of Liberal Arts	Member
	Dr. Falguni Acharya, Director, IQAC	Member
Head of three departments or school of	Dr. Jitendra Patoliya, Assistant Director (Academics), Centre for Distance and Online Learning	Member

Category	Name and Designation	Position
studies offering recognized programs in open and distance learning and online mode	Dr. Pratik Patel, Assistant Director (Academics), Centre for Distance and Online Learning	Member
	Dr. Mihir Dave Program Head, MA Online Programs	Member
Two external experts in open and distance learning and/or online education	Dr. Manojkumar Nagasampige, Director, Directorate of Online Education, Manipal Academy of Higher Education (MAHE), Manipal.	Member
	Dr. Safia Farooqui, Director, Centre for Online Learning, DY Patil Vidyapeeth, Pimpri. Pune.	Member
Officials from the Administration and Finance Department of the Higher Educational Institute	Prof. Manish Pandya- Registrar	Member
	Dr. Divyang Joshi, Chief Finance and Accounts Officer	Member
Director-Centre for Internal Quality Assurance	Dr. Hetal Thakar Director, Centre for Internal Quality Assurance	Member Secretary

Report of the Internal Audit Committee

1. Governance, Leadership and Management

Parameter	Provision in UGC DEB Regulations 2020	Auditor's Observations / Remarks
Governance, Leadership and Management	This parameter relates to the institution's operational protocols and policies concerning human resource management, recruitment processes, strategic planning, performance evaluation frameworks, staff training initiatives, financial management protocols, and the overarching influence of leadership.	Key leadership positions, including Director and Deputy Director, are duly appointed, ensuring compliance with governance standards.
1.1 Organizational Structure	The institution of higher education shall appoint individuals to all authorized or mandated positions in accordance with the commission's guidelines and shall establish a system of credible governance.	All mandated positions are appropriately staffed, aligning with the organizational structure and governance norms.
1.2 Management	The institution's leadership and management shall endeavor to evaluate and measure the organizational culture in order to accomplish its mission, vision, and objectives.	The vision and mission for online learning are in sync with the university's overall goals and strategic direction.
1.3 Strategic Planning	The higher education institution must possess precisely articulated objectives that are both attainable and quantifiable, policies that are coherent with its strategic plan and also realistic and achievable, guidelines for the execution of its policies and plans that are unambiguous and transparent, and an accountability system for its policies and planning that is effectively communicated to its stakeholders.	The academic and administrative operations of the CDOE are aligned with the strategic plan adopted by the university.
1.4 Operational Plans, Goals and Policies	The higher education institution must possess precisely articulated objectives that are both attainable and quantifiable, policies that are coherent with its strategic plan and also realistic and achievable, guidelines for the execution of its policies and plans that are unambiguous and transparent, and an accountability system for its policies and planning that is effectively communicated to its stakeholders.	Standard operating procedures and clear guidelines are in place at CDOE, supporting effective implementation of policies and plans.

2. Articulation of Higher Education Institutions Objectives

Parameter	Provision in UGC DEB Regulations 2020	Auditor's Observations / Remarks
Articulation of higher educational institution objectives	The higher education institution must establish a comprehensive Mission, Vision, and strategy that align with its objectives for providing online learning programs.	The Vision and Mission of the university are aligned with the objective of providing online learning programs.

3. Program development and approval process

Parameter	Provision in UGC DEB Regulations 2020	Auditor's Observations / Remarks
Program development and approval process	This area of concern pertained to the program development and launch approval mechanism, with particular emphasis on the subsequent critical aspects:	Program development and approval for online learning follows established guidelines and prescribed regulatory procedures.
Curriculum planning, design and development	Curriculum planning, design, and development of academic programs are significant academic endeavors undertaken by higher educational institutions. Therefore, it is necessary to establish process mechanisms and organizations to effectively carry out these obligations.	CDOE has instituted a defined process for curriculum planning, design, and development, wherein each program is first deliberated at the CDOE level with the help of senior faculties and academicians, it will be taken further at Board of Studies, reviewed by the Faculty Board, and subsequently approved by the Academic Council. This mechanism ensures that online programs are academically equivalent to their conventional counterparts and meet regulatory requirements.
Curriculum implementation	In order to determine the amount of time to be devoted to each component of the implementation phase, the institution of higher education must develop detailed implementation plans. The overall effectiveness of the programs depends on this factor.	Curriculum implementation is carried out in strict adherence to the academic calendar, ensuring timely and structured delivery of program components.
Academic flexibility	The higher education institution must implement effective strategies to provide academic flexibility to its students. Academic flexibility encompasses the ability to choose the duration of courses, move verticals, and pursue interdisciplinary options through curricular transactions.	CDOE has implemented mechanisms to provide academic flexibility to learners through elective/choice-based courses, interdisciplinary learning opportunities, and flexible curricular giving specialization and elective options, as applicable to programme structures. Learners are supported through academic

Parameter	Provision in UGC DEB Regulations 2020	Auditor's Observations / Remarks
		counselling and digital platforms to make informed academic choices. The curriculum and academic processes are periodically reviewed to identify opportunities for enhancing learner choice, interdisciplinary exposure, and academic mobility while ensuring compliance with applicable regulatory
Learning resources	The institution of higher education shall ensure that its online education resources are of sufficient quality through the use of a learning management system, as specified in this regulation. When making decisions regarding instructional packages, higher education institutions must consider a range of factors. These include the compatibility of the technology and media utilized with the courses, which serves to expand and improve learning. Additionally, the packages should be accessible, practical, equitable, and cost-effective for the students.	Syllabus-aligned recorded lectures are available for all online courses, ensuring quality content delivery through the learning management system.
Feedback system	The curriculum shall be revised and redesigned in accordance with the input of all relevant stakeholders regarding its applicability and relevance in addressing the demands of society, the economy, and the environment.	Curriculum revisions suggested by stakeholder feedback will be initially presented to the Board of Studies, subsequently reviewed by the Faculty Board, and ultimately sanctioned by the Academic Council.

4. Program monitoring and review

Parameter	Provision in UGC DEB Regulations 2020	Auditor's Observations / Remarks
Program monitoring and review	The higher educational institution must establish and implement a program monitoring and review system to regularly assess and uphold the quality of academic programs. In addition to these reviews, the institution must also take into account the attainment of learning outcomes that are evaluated using a variety of direct and indirect assessment methods.	CDOE has established mechanisms for regular monitoring and review of academic programmes to ensure the quality and effectiveness of programme delivery. Academic programmes are reviewed periodically through feedback from learners and faculty, academic performance analysis, course reviews, and other quality assurance processes. The students performance is assessed through a combination of direct assessment methods, such as

Parameter	Provision in UGC DEB Regulations 2020	Auditor's Observations / Remarks
		examinations, assignments, quizzes, and other academic evaluations and indirect assessment methods like participation in live and doubt solving/practical sessions and submissions of projects/practicals.

5. Infrastructure Resources

Parameter	Provision in UGC DEB Regulations 2020	Auditor's Observations / Remarks
Infrastructure Resources	The higher educational institution must possess an e-library, Information and Communication Technology infrastructure, an AI system, and a proctor-based examination portal. These resources are necessary to uphold the quality of academic programs and provide high-quality support to all stakeholders involved.	The PU-LMS, designed for online programs using the UGC-recommended 4-Quadrant approach, offers e-resources, OERs, and self-assessment tools, supporting robust digital infrastructure for quality learning.

6. Learning Environment and Learner Support

Parameter	Provision in UGC DEB Regulations 2020	Auditor's Observations / Remarks
Learning Environment and Learner Support	Learner support services, such as library and academic counselling, shall be a primary precaution taken by institutions of higher education for their online learning mode students. Furthermore, in order to facilitate blended learning, a higher education institution has integrated Information and Communication Technology facilities into the learning environment through the pedagogical application of contemporary educational practices. Learner support services shall be delivered via the e-Learning platform and the campus white portal. The higher education institute shall take a more sophisticated approach to the use of ICT and expertise in e-learning. This approach shall provide a seamless, learner-centered environment.	Self-learning material has been developed and shared with learners, and e-library facilities are available with remote access, enabling faculty and students to access databases off-campus (Knimbus) and through SOUL 2.0, a library-based software. The 'Paraspar' Industry-Academia Partnership Series, Samvad, Hackathon, Experts Talk, Hands on Workshops, is conducted regularly to support the holistic development of online learners. Live and doubt-solving classes, along with hybrid interactions on Saturdays, are also arranged. Dedicated mentors and a technical and academic support team are available to address learners' queries. A Learning Support has also been set up to resolve technical, academic and examination issues.

7. Assessment and Evaluation

Parameter	Provision in UGC DEB Regulations 2020	Auditor's Observations / Remarks
Assessment and Evaluation	Each program's learning outcomes must be incorporated into its evaluation process. A variety of assessment instruments, such as term-end examinations, presentations, multiple-choice questions, projects, reports, and case studies, shall be utilized by the higher education institution to carry out the evaluation in accordance with the various learning outcomes anticipated of the course components. A suitable moderation and assessment system shall be in place at the institution of higher education to evaluate the learning outcomes of students.	Assessment is conducted through AI-enabled proctored examinations, with prompt result declaration reflected on the PU-LMS, ensuring alignment with course learning outcomes and timely feedback.

8. Teaching Quality and Staff Development

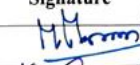
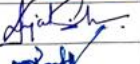
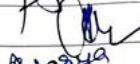
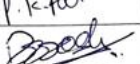
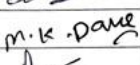
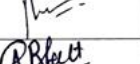
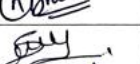
Parameter	Provision in UGC DEB Regulations 2020	Auditor's Observations / Remarks
Teaching Quality and Staff Development	It is mandatory for higher education institutions to establish a robust framework to facilitate interactive teaching and learning, capacity-building workshops and programs, and quality counselling. Additionally, these institutions should offer staff development programs and activities to inspire academic staff to consistently enhance their teaching and learning abilities.	Qualified and experienced teaching faculty are available in accordance with the prescribed norms. The Centre regularly organizes Faculty Development Programmes (FDPs), pedagogy sessions, and training programmes to enhance faculty competencies. Faculty teaching practices are periodically evaluated through micro-teaching sessions and learner feedback, and constructive feedback is shared with faculty members for continuous improvement in teaching effectiveness and pedagogy.

9. Process of Quality Audit

Parameter	Provision in UGC DEB Regulations 2020	Auditor's Observations / Remarks
Academic Planning	A higher education institution must implement appropriate academic planning procedures to ensure that its programs are pertinent to the national economy, align with the institution's strategic directives, and provide a superior value-added learner experience. The institution must maintain a proficient teaching staff, in addition to providing necessary infrastructure and technology	Academic planning at CDOE ensures adequate human resources and infrastructure are in place to effectively deliver online programs in alignment with institutional goals.

Parameter	Provision in UGC DEB Regulations 2020	Auditor's Observations / Remarks
	support, in order to ensure that the curriculum remains current and that the objectives of the institution are fulfilled.	
Validation	A validation mechanism shall be established by the institution of higher education to ascertain that its programs are academically viable, that academic standards are adequately defined, and that they provide the greatest opportunity for students to learn.	Validation of online programs is ensured through involvement of external experts in statutory bodies such as the Board of Studies, Faculty Board, and Academic Council.
Monitoring, Evaluation and Enhancement Plans	Effective implementation of online programs, achievement of desired results, and ongoing quality enhancement shall be guaranteed by the institution of higher education.	Monitoring and evaluation are effectively supported through regular analysis of LMS reports, proctoring and examination data, and student feedback, all of which were reviewed and found satisfactory.

Sign Document and Screenshot

Name and Designation	Position	Signature
Prof. (Dr.) K. N. Madhusoodanan, Provost	Chairperson	
Dr. Kunjal Sinha, Pro Vice Chancellor	Member	
Prof. Manish Pandya, Registrar	Member	
Dr. Priya Swaminarayan, Dean, Faculty of IT and CS	Member	
Dr. Ajay Trivedi, Dean, Faculty of Commerce	Member	
Dr. Falguni Acharya, Director, IQAC	Member	
Dr. Bijal Zaveri, Dean, Faculty of Management Studies	Member	
Dr. Ankit Shah, Deputy Director, Centre for Distance and Online Learning	Member	
Dr. Jitendra Patoliya, Assistant Director (Academics), Centre for Distance and Online Learning	Member	
Dr. Pratik K. Patel, Assistant Director (Academics), Centre for Distance and Online Learning	Member	
Mr. Ruturaj Doshi, Assistant Director (Academics and Examination), Centre for Distance and Online Learning	Member	
Dr. Mihir Dave, Program Head, MA Online Programs	Member	
Dr. Raj Pandit, Program Head, M.Com Online Programs	Member	
Dr. Ashish Bhatt, OSD to Pro VC	Member	
Prof. Naheda Shaikh, Assistant Professor, Online Liberal Arts Programs	Member	
Dr. Hetal Thakar, Director, Centre for Internal Quality Assurance (CIQA)	Member Secretary	

