

**HEI ID:** HEI-P-U-0190 **Name of HEI:** Shoolini University **Type of HEI:** Private University

# **Annual Report**

**OF**

**CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)**

**PROGRAMMES UNDER ONLINE MODE**

**<2024-25>**

## **Contents**

Part – I: General Information.....	2
Part – II: Requirements as per Centre for Internal Quality Assurance (CIQA) Functioning	8
Part – III: Human Resources and Infrastructural Requirements.....	27
Part – IV: Examinations.....	31
Part – V: Programme Project Report (PPR) and e-Learning Material (e-LM).....	42
Part – VI: Programme Delivery through Learning Platform.....	43
Part – VII: Self Regulation through disclosures, declarations and reports .....	45
Part – VIII: Admission and Fees .....	49
Part – IX: Grievance Redressal Mechanism.....	55
Part – X: Innovative and Best Practices .....	57
DECLARATION.....	59

## Part – I: General Information

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

[Click Here](#)

### 1.2 Details of Director, CIQA

- Name : Dr. Gaurav Gupta
- Qualification: PhD CSE
- Appointment Letter and Joining Report: [Click Here](#)

### 1.3 Details of CIQA Committee:

#### a. Composition as per Regulations

S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Prof. Atul Khosla	Management	6-10-2021
b.	Director, Shoolini University Centre for Distance and Online	Member	Dr. Amar Raj Singh Suri	Engineering	05-03-2025
c.	Three Senior teachers of HEI	Member 1	Prof. Sunil Puri PhD Botany	Botany	06-10-2021
		Member 2	Prof. Saurabh Kulshreshtha, PhD	Biotechnology	06-10-2021
		Member 3	Prof. Dinesh Kumar, PhD	Biotechnology	06-10-2021
d.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Dr. Purnima Bali,	Liberal Arts	21-04-2023
		Member 5	Mr. B. K. Kaul	Management Sciences	5-3-sss
		Member 6	Dr. Pankaj Vaidya,	CSE	6-10-2021
e.	Two External Experts of ODL	Member 7	Prof. S. D. Bhardwai, PhD	Forestry	5-12-2022

	and/or Online Education	Member 8	Prof. Rajinder Kaur Kalra, PhD	Education	21-04-2023
f.	Officials from departments of HEI <ul style="list-style-type: none"> <li>Administration</li> <li>Finance</li> </ul>	Member 9 Administration	Mr. Bijay Dhiman	Finance	05-03-2025
		Member 10 Finance	Mr. Shikhar Sharma,	HR	06-10-2021
g.	Director, CIQA	Member Secretary	Dr. Gaurav Gupta, PhD	CSE	06-10-2021

**b. Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N)**

If No, reason thereof

**1.4 Number of meetings held and its approval:**

**a. No. of meetings held every year: 01**

**b. Meeting details:**

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	09-05-2023	1. Prof. S.D. Bhardwaj (Former Dean, College of Forestry, UHF Nauni H.P) 2. Prof. Rajinder Kaur Kalra, (Rtd.) Head Department of Extension Education, PAU, Ludhiana, Punjab	<a href="#">Click Here</a>	<a href="#">Click Here</a>

**HEI ID:** HEI-P-U-0190 **Name of HEI:** Shoolini University **Type of HEI:** Private University

Meeting 2	10-05-2024	1. Prof. S.D. Bhardwaj (Former Dean, College of Forestry, UHF Nauni H.P) 2. Prof. Rajinder Kaur Kalra, (Rtd.) Head Department of Extension Education, PAU, Ludhiana, Punjab	<a href="#">Click Here</a>	<a href="#">Click Here</a>
Meeting 3	01-07-2025	1. Prof. S.D. Bhardwaj (Former Dean, College of Forestry, UHF Nauni H.P) 2. Prof. Rajinder Kaur Kalra, (Rtd.) Head Department of Extension Education, PAU, Ludhiana, Punjab	<a href="#">Click Here</a>	<a href="#">Click Here</a>

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

From <Month, Year> academic session:

S r . N o .	Na me of the Dep art men t	Certific ate Title	Durat ion (mont hs)	No. of Credi ts	Admissio n Eligibilit y	Fee (Rs.)	Approv al of statuto ry Authori ty (s) (DD - MM- YYYY) of HEI/Re gu latory authori ty (if require d)	Number of students admitted (Male/Female/Trans - gender)			
								M	F	T C	T o t a l
1											
N											

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

**HEI ID:** HEI-P-U-0190 **Name of HEI:** Shoolini University **Type of HEI:** Private University

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

From <Month, Year> academic session:

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority(if required)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.											
N.											

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

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

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

Sr. No.	Post Graduate Diploma Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.										
N.										

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

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

From <August, 2024>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	Bachelor of Business Administration	3	120	10+2	75000	F.No.2-1/2024(DE B-II)	298	119		417
2.	Bachelor of	3	120	10+2	75000	F.No.2-	555	94		649

**HEI ID:** HEI-P-U-0190 **Name of HEI:** Shoolini University **Type of HEI:** Private University

	Computer Applications					1/2024(DE B-II)				
3.	Bachelor of Arts (Journalism and Mass Communication)	3	120	10+2	60000	F.No.2-1/2024(DE B-II)	32	20		52

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

From <April, 2025>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	Bachelor of Business Administration	3	120	10+2	58000	F.No. 1-612025(D EB-NER)	379	75	0	454
2.	Bachelor of Computer Applications	3	120	10+2	83000	F.No. 1-612025(D EB-NER)	265	34	0	299
3.	Bachelor of Commerce (Hons) (General)	3	120	10+2	84000	F.No. 1-612025(D EB-NER)	2	1	0	3

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

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

From <Aug, 2024>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	Master of Arts (English Literature)	2	80	Graduation	40000	F.No.2-1/2024(DE B-II)	12	13		25
2.	Master of Business Administration	2	90	Graduation in any discipline or equivalent	120000	F.No.2-1/2024(DE B-II)	992	502		1494
3.	Master of Computer	2	80	Graduation with	80000	F.No.2-1/2024(DE	5	4		9

**HEI ID:** HEI-P-U-0190 **Name of HEI:** Shoolini University **Type of HEI:** Private University

	Applications			Computers and Mathematics		B-II)				
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**Note:** Mention details separately for <Month, Year>academic session, as applicable, as above.

From <April, 2025>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	Master of Arts (English Literature)	2	80	Graduation	40000	F.No. 1-612025( DEB-NER)	8	10		18
2.	Master of Business Administration	2	90	Graduation in any discipline or equivalent	118000	F.No. 1-612025(D EB-NER)	714	230		944
3.	Master of Computer Applications	2	80	Graduation with Computers and Mathematics	82000	F.No. 1-612025(D EB-NER)	28	12		40

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



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

### 2.1 Action taken on the functions of CIQA:-

S.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 SCDOE lays a great deal of emphasis on building an emotional bond with students when teaching courses online since there is no in-person interaction. In order to guarantee top-notch services, the SCDOE makes resources and course materials easily accessible by means of a suitable system that makes it simple for students to use the website. The IT department offers suitable training for this purpose, and a specialized staff is on call around-the-clock to assist students with any questions they may have about academics, admissions, and administration. Additionally tasked with forming an emotional bond with pupils and guiding them through the academic curriculum are committed program coordinators. Additionally, the IT staff is on call around-the-clock to guarantee that pertinent updates on academic calendars, schedules, results, curriculum, live lecture schedules, fees,	<p><i>Admission Counselling and Academic Processes</i> <a href="#">Click Here</a></p> <p><i>Induction Schedule and activities</i> <a href="#">Click Here</a></p> <p><b>Orientation and Training LMS video</b> <i>August 2024</i> <i>Induction</i> <a href="#">Click Here</a></p> <p>March 2025 Induction <a href="#">Click Here</a> <a href="#">Click Here</a></p> <p>LMS Tutorial <a href="#">Click Here</a> <a href="#">Click Here</a></p>

		extracurricular activities, and other information are updated.	
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	The SCDOE has established a standard practice of regularly auditing the quality of its videos, PowerPoint presentations, and Self-Learning Materials. Faculty members are provided with proper guidance and training to ensure that their content meets the highest standards of quality. Additionally, the SCDOE places significant emphasis on ensuring that course and program outcomes are mapped in accordance with the objectives of the respective programs. To promote the professional development of faculty members, the SCDOE encourages their participation in faculty development programs and workshops aimed at enhancing their skills and knowledge. Furthermore, the SCDOE regularly organizes workshops and webinars that cater to the professional development of faculty members	<i>How to submit assignment on Moodle.</i> <a href="#">Click Here</a>
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	The Shoolini University Centre for Distance and Online Education (SCDOE) prioritizes the teaching and learning process as the most crucial aspect of its operations. As part of this commitment, training programs are regularly organized for faculty members to maintain the standards of evaluation in accordance with university policies. The SCDOE encourages faculty members to publish papers in reputed national and international	Identification of Pedagogical Interventions  <a href="#">Click Here</a>  Report of Identification of Pedagogical Interventions  <a href="#">Click Here</a>

		journals and conferences and to develop high-quality research proposals. Additionally, faculty members are advised to provide guidance to postgraduate students engaged in research work.	
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 course curriculum in online education is entirely synchronized with the conventional mode of learning. The courses, syllabi, and credits offered in online education are mapped with those of conventional education. Highly qualified faculties with extensive teaching experience are recruited for online education courses. The syllabus is designed with the intention of achieving course outcomes and program outcomes in line with the expectations of international professors and industry experts. Online education courses are delivered through webinars, which not only provide value addition to the students but also help them gain a better understanding of the industry. The online education program emphasizes the highest levels of Bloom's taxonomy to provide the best possible education to students.	<i>Report on Teaching Learning Processes used in Formal Mode for adaptation for OL</i>  <a href="#">Click Here</a>
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	As part of its regular practice, the Shoolini University Centre for Distance and Online Education (SCDOE) conducts mid-semester feedback and end-semester feedback from various stakeholders, including students and faculty	SCDOE feedback form link.  <a href="#">Click Here</a> <a href="#">Click Here</a>  Feedback form Report

		members. Feedback analysis is carried out by the members of the feedback committee based on the curriculum and learning platform across various parameters. The committee ensures that rigorous action is taken on the issues and suggestions provided by the stakeholders on a priority basis. A dedicated team is available 24/7 to address student issues, ensuring their resolution within a defined time frame. The feedback analysis report is regularly uploaded to the website.	<a href="#">Click Here</a>
6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	The University is currently in the process of introducing new degree programmes and certifications for students. These programmes aim to provide more meaningful, skill-oriented education to students, which will help them secure jobs in their desired areas of interest/domain and also enable them to become entrepreneurs or industry experts	Processes to improve Quality in Teaching Learning Process  <a href="#">Click Here</a>  Consolidated Report to Suggest Innovative and Quality Teaching Learning Processes for ODL by the HEI  <a href="#">Click Here</a>
7.	Implementation of its recommendations through periodic reviews	In order to introduce new degree programmes and certifications, the Department Academic Committee assesses and evaluates the proposed programs. The committee reviews the syllabus and takes into consideration the current industry requirements, as well as	Implementation of CIQA recommendations and PPR implementation  <a href="#">Click Here</a>

		external expert feedback. Once evaluated, the proposal is forwarded to the Board of Studies and Board of Faculty for further recommendations and suggestions. The proposal is then presented to the Academic Council for additional suggestions and final approval by the council.	
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.	SCDOE regularly organizes expert talks, workshops, and training sessions for students, faculty and staff in various areas including training on learning platform and e-library resources.	Faculty Training Programme <a href="#">Click Here</a>  FDP organized by SCDOE <a href="#">Click Here</a> Orientation for New Joinee  <a href="#">Click Here</a>
9.	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution	SCDOE ensures that the best practices are followed from student admission queries to course completion, creating a friendly and supportive environment for students. The department follows a multi-disciplinary approach, academic flexibility, choice-based credit system, learning from industry experts and international professors, mentor-mentee approach, grievance redressal cell, feedback analysis committee, dedicated student facilitation centre, IT team and emotional connect with students. This helps students discover themselves through creative thinking, leading to success in a more diverse community.	<i>Roles and Responsibilities for Faculty to ensure best practices.</i>  <a href="#">Click Here</a>

10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	SCDOE maintains complete statistics on admissions, attendance in live lectures, recordings of faculty members, internal and external examinations, open house records, results, and grades. These records are available with the Director and Exam Superintendent with appropriate security arrangements.	Faculty feedback <a href="#">Click Here</a>
11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	Programme project reports are prepared according to the commission's norms and guidelines, pre-approved by the Programme Coordinators, followed by the Director, and further approved by the members and guidelines of the Academic Council.	Implementation of CIQA recommendations and PPR implementation <a href="#">Click Here</a>  PPR Link <a href="#">Click Here</a> <a href="#">Click Here</a> <a href="#">Click Here</a> <a href="#">Click Here</a> <a href="#">Click Here</a> <a href="#">Click Here</a>
12.	Mechanism to ensure the proper implementation of Programme Project Reports	The Academic Calendar, curriculum, fee structure, examination, and evaluation mechanism are implemented as per the programme project reports. Various committees are in place to ensure the implementation of PPR.	Duties and Responsibilities of Programme Coordinators  <a href="#">Click Here</a>
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	The SCDOE's annual report, reviewed and approved by the statutory body.	Annual Report of HEI <a href="#">Click Here</a> <a href="#">Click Here</a>

14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	Based on feedback from various stakeholders, senior academicians, and industry experts, SCDOE plans to enrich the curriculum with a set of elective baskets and collaborate with various academic partners to provide industry-oriented curriculum to students.	Stakeholders inputs were implemented and the same was incorporated in the Syllabus.  Syllabus  <a href="#">Click Here</a>
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	The SCDOE aims to establish a student-centered system that enhances the teaching-learning process through innovative methods and pedagogy to facilitate the development of each and every student. The curriculum incorporates research-oriented subjects to provide students with research-based skills.	Learner analytics <a href="#">Click Here</a>
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	The third party academic audit to be undertaken every five years and internal academic audit every year by the Centre for Internal Quality Assurance	Shoolini university has submitted for NAAC Accreditation for 2nd cycle and the desired documents from SCDOE has also been submitted. In furtherance of it, Shoolini University has been awarded NAAC "A+" accredited.

17.	Measures adopted to ensure internalisation and institutionalisation of quality enhancement practices through periodic accreditation and audit	The SCDOE conducted a Periodic Academic Audit by CIQA and the 2nd Annual Academic Audit for the Academic Year 2023-24 took place on February 8, 2024. Proper action was taken on the suggestions provided by experts and the report is available on the department's website.	Academic Audit <a href="#">Click Here</a>
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	The Director SCDOE are regularly coordinating with the commission regarding the discussion of various initiatives taken by the department based on the guidelines issued by the commission to maintain quality standards.	Academic Audit <a href="#">Click Here</a>
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	The SCDOE places tremendous emphasis on setting quality benchmarks to ensure that best practices are followed. As a result, a team from the SCDOE visits other institutions to understand the latest practices followed there. Additionally, student participation in inter-college competitions enables the department to learn from the best practices of other institutions	Study of other HEI offering OL programmes  <a href="#">Click Here</a>  Consolidated Report of Offerings and Functioning of other HEIs  <a href="#">Click Here</a>
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	The SCDOE conducts regular activities such as Departmental Academic Meetings, Board of Studies Meetings, Board of Faculty Meetings, Seminars, Workshops, Student Orientation Programs, Feedback Analysis, Action on Grievances, Review of E-Content, Academic Audit, and the Conduction of one	Annual report of the CIQA as collated presentation of the all the activities listed.



		CIQA meeting in a semester to ensure quality assurance.	
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 academic session will close on 14th August 2025 and the report will be compiled after the completion of the Academic session.	<a href="#">Click Here</a>
	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 academic session will close on 14th August 2025 and the report will be compiled after the completion of the Academic session.	<a href="#">Click Here</a>
22.	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	The statutory body approves all reports prepared by the Centre for Internal Quality Assurance.	The approved CIQA minutes are attached.  <a href="#">Click Here</a>
23.	Facilitated adoption of instructional design requirements as per the philosophy of the Online learning decided by the statutory bodies of the HEI for its different academic programmes	The online learning philosophy, which includes synchronous and asynchronous components, has been followed in creating the curriculum structure. Additionally, students can access the content in the form of SLMS, PPTs, assignments, and video lectures.	SLM Guidelines  <a href="#">Click Here</a>
24.	Promoted automation of learner support services of the Higher Educational Institution	Students have access to a dedicated online system from Learners have single sign-on to LMs which further has ERP and exam portal integrated Significant automation has	Admission Counselling and Academic Processes  <a href="#">Click Here</a>

		<p>been achieved in data flow and workflow processes between these platforms. Learners are urged to use these platforms for quick resolution of support needs. Additional training sessions were held to help learners adapt to the automated processes on the LMS and other platforms.</p>	<p>Orientation and Training LMS video August 2024 Induction <a href="#">Click Here</a></p> <p>March 2025 Induction <a href="#">Click Here</a></p> <p>Induction Plan and Orientation Report <a href="#">Click Here</a></p> <p>LMS Tutorial <a href="#">Click Here</a></p> <p>Best Practices of Synchronou s QA Sessions <a href="#">Click Here</a></p> <p>How to submit assignment on Moodle. <a href="#">Click Here</a></p>
25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	<p>External experts regularly advise the department on necessary changes to improve its functioning. These experts are members of various committees and visit the department frequently to suggest changes or additions that will enhance the department's operations.</p>	<p>Academic Audit Report <a href="#">Click Here</a></p>

26.	Coordinated with third party auditing bodies for quality audit of programme(s)	The department undergoes an annual audit with members from different university departments, as well as external academic and industry experts.	Academic Audit Report <a href="#">Click Here</a>
27.	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	Shoolini University, Solan has received an "A+" grade with a CGPA of 3.30 National Assessment and Accreditation Council (NAAC).	<i>The NAAC related required Documents were shared with HEI in 2024-25 and Shoolini University was awarded NAAC "A" Accreditation</i>
28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	The SCDOE is collaborating with various organizations and research bodies, in addition to academic-industry partnerships, to improve quality.	A report of Industry Requirement <a href="#">Click Here</a>
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	The SCDOE is working to provide industry oriented exposure to its students by partnering with organizations such as Microsoft, Association of Healthcare Providers (AHPI), Association of Chartered Certified Accountants (ACCA) UK, Bombay Stock Exchange, and others.	A report of Industry Requirement <a href="#">Click Here</a>

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

Sr. No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	<p>Governance, Leadership and Management:</p> <ul style="list-style-type: none"> <li>a. Organisation Structure and Governance</li> <li>b. Management</li> <li>c. Strategic Planning</li> <li>d. Operational Plan, Goals and Policies</li> </ul>	<p>Shoolini University Centre for Distance and Online Education (SCDOE), which falls under the purview of Shoolini University, has taken concrete measures to ensure the smooth running of its online programmes. The department has meticulously outlined the roles and responsibilities of its teaching and nonteaching staff in relation to online courses. To this end, the department has recruited a suitable number of academic staff possessing the requisite qualifications to effectively deliver online courses. The department's organizational structure comprises of a director, at the top level, followed by programme coordinators, academic and non-</p>	<p>Organogram of the HEI</p> <p><a href="#">Click Here</a></p> <p>Detailed Strategy</p> <p><a href="#">Detailed Strategy Plan</a></p>

		<p>academic staff. The department has a dedicated IT team that reports to the apex body and promptly addresses any technical issues encountered by students. Moreover, the department has established a state-of-the-art recording studio manned by a professional production team. This facilitates academic staff and professors to record video lectures in real time. As the department caters to the educational requirements of working professionals, it has devised operational strategies to remain available on weekends and public holidays to ensure that the department meets its stated goals and objectives.</p>	
2.	<p>Articulation of Higher Educational Institution Objectives</p>	<p>Shoolini University Centre for Distance and Online Education (SCDOE) has taken steps to provide clarity on its vision, mission, programme objectives, outcomes, study schemes, evaluation policy, and course matrix articulation in its curriculum booklets. These details are also accessible on the SCDOE 's official website. To ensure that the objectives of the university are met, each programme coordinator operates under the guidance</p>	

		of the Director. He works to facilitate the smooth delivery of every vertical. This approach ensures that the SCDOE consistently provides high-quality educational experiences to its students.	
3.	<p>Programme Development and Approval Processes</p> <ul style="list-style-type: none"> <li>a. Curriculum Planning, Design and Development</li> <li>b. Curriculum Implementation</li> <li>c. Academic Flexibility</li> <li>d. Learning Resource</li> <li>e. Feedback System</li> </ul>	<p>A systematic approval mechanism is in place for the approval of Programme Curriculum booklets. The curriculum booklets are first submitted to the Board of Studies and the Board of Faculty for review. After implementing the recommended suggestions and revisions, the booklets are forwarded to the Academic Council for final approval. The curriculum is designed based on a choice-based credit system, providing students with the flexibility to select courses from a multidisciplinary basket of electives. Students are given the option to choose courses based on their interests, even in the ongoing semesters. Additionally, students can earn credits from the basket of generic electives. To facilitate self-paced learning, the learning resources provided to students include videos, PPTs, self-learning materials, e-books, assignments, quizzes etc. These materials</p>	<p>SLM/ELM Guidelines</p> <p><a href="#">Click Here</a></p> <p>Orientation and Training LMS video August 2024 Induction</p> <p><a href="#">Click Here</a></p> <p>March 2025 Induction</p> <p><a href="#">Click Here</a></p> <p>Orientation Report</p> <p><a href="#">Click Here</a></p> <p>LMS Tutorial</p> <p><a href="#">Click Here</a> <a href="#">Click Here</a></p> <p>SCDOE feedback form</p> <p><a href="#">Click Here</a> <a href="#">Click Here</a></p>

		are designed by incorporating text, images, graphs, and illustrations to create comprehensive documents. All the topics covered in the particular module (unit) are taken from different sources to make it convenient for students to refer to. The department regularly collects mid-semester and end-semester feedback from students, faculty members, and subject experts to analyze the curriculum and the learning platform. The department ensures that the suggestions given by students are rigorously implemented within a stipulated time. The feedback analysis report is also uploaded on the department's official website	
4.	Programme Monitoring and Review	The smooth functioning of the programme in terms of e-content, recordings, live classes, curriculum updates, and follow-up of activities as per the academic calendar is the responsibility of the Academic Head, along with the dedicated programme coordinators. They are responsible for reviewing and ensuring the smooth functioning of the programme. Additionally, the Manager of IT is	<p><i>Program Monitoring Report</i></p> <p><a href="#">Click Here</a></p>

		responsible for the overall updating of the website, which is monitored by the Director of the Shoolini University Centre	
5.	Infrastructure Resources	Shoolini University Centre for Distance and Online Education (SCDOE) has an infrastructure in place to support student learning. This infrastructure includes an e-library with remote access for students, facilitating the use of digital resources such as e-books, e-journals, and databases. Additionally, the library provides plagiarism-checking facilities to faculty members for their academic purposes. To ensure high quality video lectures, the university has established a dedicated studio where faculty members can record lectures under the guidance of a dedicated production team.	<i>Infrastructure Resources</i>  <a href="#">Click Here</a>
6.	Learning Environment and Learner Support	SCDOE offers comprehensive support services to students enrolled in online programmes, including access to an e-library, online platforms, online admission facilities, and online proctored examinations. Students also can participate in webinars, workshops, and talks by academic and industry experts at	Orientation and Training LMS video August 2024 Induction <a href="#">Click Here</a>  March 2025 Induction <a href="#">Click Here</a> <a href="#">Click Here</a>  LMS Tutorial <a href="#">Click Here</a> <a href="#">Click Here</a>



		the national and international levels. Furthermore, SCDOE provides a round-the-clock student facilitation centre, help desk, and chatbot for addressing any queries related to admissions, academics, and administration. This student-centric approach offers a seamless and supportive learning environment	<p>Induction Plan and Report <a href="#">Click Here</a></p> <p>Modes of Communication Email WhatsApp Website (Zoom Link is shared)</p>
7.	Assessment and Evaluation	The assessment tools such as question papers, assignments, quizzes, and other forms of evaluation at SCDOE are meticulously designed to align with the course outcomes and program outcomes. The centre has a well-established evaluation mechanism for both continuous and end-semester examinations, which is also made available on the website	<p>Assessment and Evaluation <a href="#">Click Here</a></p> <p>Sample Question Paper format <a href="#">Click Here</a></p>
8.	Teaching Quality and Staff Development	Faculty members willingly undergo regular reviews in the event of any concerns, while an open environment is cultivated to foster the professional growth of the educators.	<p>Peer Feedback <a href="#">Click Here</a></p>

**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 :**

<b>Sr. No.</b>	<b>Provisions in Regulations</b>	<b>Action taken in respect of online programmes</b>	<b>Upload relevant document</b>
1.	Academic Planning	The University creates timetables for admissions, teaching, and examinations, adhering rigorously to the academic calendar.	<i>Academic Calendar</i>  2024-25 <a href="#">Click Here</a>  2025-26 <a href="#">Click Here</a>
2.	Validation	Program proposals are formulated through the utilization of assessment and need analysis reports, drawing insights from academic audits and recommendations provided by committees responsible for suggesting relevant courses. Shoolini University has consistently prioritized upholding academic standards and delivering vital student services, showcasing its leading position in these aspects.	Program Monitoring Report <a href="#">Click Here</a>  Academic Audit <a href="#">Click Here</a>

3.	<p>Monitoring, Evaluation and Enhancement Plans</p> <p>a. Reports from Examination Centres</p> <p>b. External Auditor or other External Agencies report</p> <p>c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels</p> <p>d. Reporting and Analytics by the Higher Educational Institution</p> <p>e. Periodic Review</p>	<p>The SCDOE carries out academic audits to ensure quality assessments. The progress is overseen by Programme Coordinators, while Committees established by the CIQA make recommendations for improvements in the courses.</p>	<p>Academic Audit</p> <p><a href="#">Click Here</a></p> <p>Observer Report</p> <p><a href="#">Click Here</a></p>
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### **Part – III: Human Resources and Infrastructural Requirements**

**3.1 Name and details of Director of Centre for Distance and Online Education (Dual Mode University)** - Regular, full time, atleast Associate Professor

Or

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

Dr. Amar Raj Singh, Director Shoolini University Centre for Distance and Online,  
Regular, Full Time, Qualification PhD, Salary  
(Attach appointment letters and joining report)- [Click Here](#)

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

Or

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

*Dr. Kamal Kant Vashisht, Deputy Director Shoolini University Centre for Distance and Online, Regular, Full Time, Qualification PhD, Salary  
(Attach appointment letter and joining report)- [Click Here](#)*

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

Or

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

*Dr. Pooja Verma, Assistant Director Shoolini University Centre for Distance and Online, Regular, Full Time, Qualification PhD, Salary- /month  
(Attach appointment letter and joining report)- [Click Here](#)*

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

*HEI shall mention compliance details against the requirements in terms of Staffing norms, as mentioned in the*

*Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:*

*Shoolini University complies with requirements in terms of Staffing norms, as mentioned in the Annexure-IV of the Regulations.*

**i. Programme name:**

**a. Programme Coordinator**

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
Details in the Document attached: <a href="#">Click here</a>					

**b. Course Coordinator**

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
Details in the Document attached: <a href="#">Click here</a>						

**c. Course mentor**

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
Details in the Document attached: <a href="#">Click here</a>					

Any other details

### 3.4 Details of Administrative staff

#### a. Number of Administrative staff available exclusively for Online programmes

Admin Staff	Required	Available	
Deputy Registrar	1	1	<a href="#">Click Here</a>
Assistant Registrar	1	2	
Section Officer	1	2	
Assistants	3 (2 for DM Universities)	5	
Computer Operator	2	3	
Multi Tasking Staff	2	3	

(Attach duly attested photocopy of appointment letter with salary details)

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

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

Post	Required	Available
Technical Manager (Production)	1	1
Technical Associate (Audio-Video recording and editing)	1	1
Technical Assistant (Audio-Video recording)	1	1
Technical Assistant (Audio- Video)	1	1

editing)

ii.

**For Delivery of Online Programmes:**

Post	Required	Available
Technical Manager (LMS and Data Management)	1 (per Centre)	1
Technical Assistant (LMS and Data Management)	2	3

iii.

**For Admission and Examination for Online mode:**

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

[Click Here](#)

## Part – IV: Examinations

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

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	Yes	
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, Computer based test is conducted	
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.	Yes	



5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	Yes	
6.	Building and grounds of the examination centre must be clean and in good condition.	Yes	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	Yes	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Yes	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	Yes	
10.	Safety and security of the examination centre must be ensured	Yes	
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	Yes	
12.	Provision of drinking water must be made for learners	Yes	
13.	Adequate parking must be available near the examination centre	Yes	
14.	Facilities for Persons with Disabilities should be available	Yes	

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

<b>S. No</b>	<b>Provisions in Regulations</b>	<b>Whether being complied Yes/No</b>  <b>If yes, please provide details and upload relevant documents</b>	<b>If No, Reason thereof</b>
1.	Requirements at Test Centres  (as mentioned in provision II (B)(13)(i) of Annexure II)	NA	Online Exams are conducted via remote proctoring
2.	Requirement of proctors  (as mentioned in provision II (B)(13)(ii) of Annexure II)	Yes <a href="#">Click Here</a>	Remote Proctoring takes place.
3.	Security arrangements in the testing centre  (as mentioned in provision II (B)(13)(iii) of Annexure II)	NA	Online Exams are conducted via remote proctoring
4.	Remote Proctoring  (as mentioned in provision II (B)(13)(iii) of Annexure II)	<a href="#">Yes. Click Here</a>	

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

<b>S.No.</b>	<b>Provisions in Regulations</b>	<b>Whether complied Yes/No If Yes, Upload relevant document</b>	<b>If No, Reason thereof</b>
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Yes <i>Exam Guidelines</i> <a href="#">Click Here</a>	
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 <i>Evaluation Mechanism</i> <a href="#">Click Here</a>	

3.	<p>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:</p> <p>Provided that no semester or year-end examination shall be held unless:</p> <p>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;</p> <p>For Online mode: the learner has minimum participation of 75 per cent. in all the activities of Online programme prior to end semester examination or term end examination.</p>	<p>Yes</p> <p><a href="#">Click Here</a></p> <p><i>Live lectures, webinars, seminars, internal exams, the submission of papers and quizzes, and involvement in extracurricular activities make up the 75% of engagement required of online students.</i></p>	
4.	<p>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</p>	<p><i>Yes, the curriculum, including the courses and their credits, is completely mapped to the conventional mode curriculum. The format of the conventional mode is also used while setting the question papers in order to attain the required course outcomes.</i></p> <p><b>Common Provisions</b></p>	

		<p>or conventional mode</p> <p><a href="#">Click Here</a></p>	
5.	<p>The weightage for different components of assessments for Online mode shall be as under:</p> <p>continuous or formative assessment (in semester): Maximum 30 per cent.</p> <p>summative assessment (end semester examination or term end examination): Minimum 70 per cent.</p>	<p>Yes,</p> <p>Assesment Criteria.</p> <p><a href="#">Click Here</a></p> <p>Sample Question Paper</p> <p><a href="#">Click Here</a></p> <p>Sample Assignment</p> <p><a href="#">Click Here</a></p>	
6.	<p>The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments</p>	<p>Yes, _</p> <p>The LMS Platform's Notifications option is used to notify users when assessments have been submitted, whether they are subjective or objective. The LMS platform is</p>	

		utilized for the end-of-semester exams.  <a href="#">Click Here</a>	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	Yes  <i>Sample Marksheet</i>  <a href="#">Click Here</a>	
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.	<b>Yes</b>  <b>Process is followed</b>  <a href="#">Click Here</a>	
9.	The examination of the programmes in Online mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	Yes  <i>Date sheet</i>  <a href="#">Click Here</a> <a href="#">Click Here</a>	
10.	a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	All Online exams are conducted via remote proctoring	

	(b) Availability of biometric system	All Online exams are conducted via remote proctoring	
	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	Face Id recognition is created at the time of registration and at the time of exam it is authenticated by face id <a href="#">Click here</a>	
	d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution	All Online exams are conducted via remote proctoring.	
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	All Online exams are conducted via remote proctoring	
12.	a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	All Online exams are conducted via remote proctoring. <a href="#">Click Here</a>	
	b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	All Online exams are conducted via remote proctoring	

13.	An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination and in conformity with any other norms for such examination as may be laid down by the Commission	Proctored Exam Methodology <a href="#">click here</a>	
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognised to enroll international learners shall endeavour to conduct proctored examinations for such learners	Proctored Exam Methodology <a href="#">click here</a>  Remote Proctoring <a href="#">Click Here</a>	
15.	a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have Photograph Aadhaar number or other government recognised identifier or Passport number, as applicable, Other relevant details of the learner along with the Programme name.	Yes  <i>Sample Degree</i>  <a href="#">Click Here</a>	
	(b) Each award shall also be uploaded on the National Academic Depository	Yes, All students now have ABC accounts, and awards have been submitted to the National Academic	



		Depository.	
16.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres	Yes  <i>Sample Degree</i>  <a href="#">Click Here</a>	

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

Semester beginning	Program name	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year *(5.2.4)	% of students passed	% of students passed in first class
November, 2022	B. Com(H)	4	1	1	100%	100%
	BBA	15	3	3	100%	100%
	MA English	4	3	3	100%	100%
April, 2023	BBA	15	8	8	62.50%	50%
	MBA	117	71	-	98.59%	97.18%
August, 2023	BAJMC	13	10	10	90%	70%
	BBA	309	218	218	72.09%	59.17%
	MA English	17	12	12	100%	100%
	MBA	827	645	645	92.55%	82.48%
	BAJMC	7	6	6	100%	100%

April, 2024	BBA	160	122	122	77.04%	57.37%
	MA English	8	6	6	100%	100%
	MBA	682	560	560	86.96%	76.42%
	BCA	74	62	62	90.32%	77.42%
August, 2024	BAJMC	54	48	48	77.08%	64.58%
	BBA	422	398	398	70.10%	59.79%
	MA English	25	23	23	86.95%	86.95%
	MBA	149 4	1392	1392	83.97%	78.23%
	BCA	654	617	617	72.45%	67.09%
	MCA	13	12	12	75%	75%

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

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

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

**Program Project Report:** [Click Here](#)

Statutory Bodies: [Click Here](#)

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

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

Compliance status of ‘Quality Assurance Guidelines: [Click Here](#)

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

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

Compliance status in respect of Self-Learning Material: [Click Here](#)

## **Part – VI: Programme Delivery through Learning Platform**

### **6.1 Details of Learning Platform**

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

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

N.A

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

Non Swayam Learning Platform :- [Click Here](#)

### **6.2 Compliance status in respect of the Programme delivery**

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

Active engagement in Online or virtual class is monitored via participation in asynchronous or synchronous discussions, assignment activity and Programme involvement and the analytics of Learning Management System shall be used for ensuring the learner's participation at least for two hours every fortnight:-  
[Click Here](#)

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

NA

a. Provide details as under:

S. 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 courses in a particular programme in a semester (Semester wise – programmes wise)

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

*Upload*

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

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

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	Yes it is Complied <a href="#">(Joint Declaration link)</a>	
Uploading of the following on HEI website <a href="#">(Mention link)</a>			
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	<i>Shoolini Act</i> <a href="#">Click Here</a>	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	<i>Approval Letter of Programs</i> <a href="#">Click Here</a> <a href="#">Click Here</a>  <i>Statutory Approval</i> <a href="#">Click Here</a>	
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	<i>Program Information:</i> <a href="#">Click Here</a>	

5.	Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programm eststructure with credit points, programme-wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule	<i>Syllabus 2024</i> <a href="#">Click Here</a>  <i>Syllabus 2025</i> <a href="#">Click Here</a>	
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	<i>Academic Calendar</i>  2024-25 <a href="#">Click Here</a>  <b>2025-26</b> <a href="#">Click Here</a>	
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	<i>Quality Assurance Practices</i> <a href="#">Click Here</a>  <i>Report to Suggest Innovative and Quality Teaching Learning Processes for OL by the HEI</i>  <a href="#">Click Here</a>	

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	<i>Feedback mechanism</i> <a href="#">Click Here</a>	
9.	Information regarding all the programmes recognised by the Commission	<i>Approval Letter of Programs</i> <a href="#">Click Here</a> <a href="#">Click Here</a>	
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	<i>3 batches passed out. Degrees to be awarded in the coming convocation.</i>	
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;	<i>SLM Update Information</i> <a href="#">Click Here</a>	
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	<i>Frequently Asked Questions</i> <a href="#">Click Here</a>	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Online programmes	We operate through HQ via remote proctoring.	



14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	<i>Exam were held via Remote Proctoring</i> <a href="#">Click Here</a>	
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	<i>Academic Calendar</i>  2024-25 <a href="#">Click Here</a>  <b>2025-26</b> <a href="#">Click Here</a>	
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	<i>Academic Audit</i>  <a href="#">Click Here</a>	

## **Part – VIII: Admission and Fees**

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

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

	<p>deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government:</p> <p>Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners</p>	
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.	<p>Every Higher Educational Institution shall–</p> <p>(a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner;</p> <p>(b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years;</p> <p>(c) exhibit such records as permissible under law on its website; and</p> <p>(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.</p>	Yes
7.	<p>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</p> <p>purposes of informing those persons intending to seek admission to</p>	

	such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	
8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in online mode, and the other terms and conditions of such payment	Yes
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
8. (c)	The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources	Yes
8. (d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	Yes
8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates	Yes

	for admission to each programme of study and the amount of fee to be paid for the admission test	
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	Yes
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	Yes
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	Yes
8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	Yes
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 <b>sr. no. '8'</b> 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	Yes

	in the Commission Order	
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	Yes

	Educational Institution	
14.	<p>No Higher Educational Institution shall, issue or publish-</p> <p>(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;</p> <p>(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</p>	Yes

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

Yes.

## **Part – IX: Grievance Redressal Mechanism**

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

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

The purpose of the Student Grievance Policy is to provide equitable and orderly processes to resolve grievances by students against any employee of the Shoolini University Centre for Distance and Online Education (SCDOE). However, this policy does not include issues related to student's discipline, Academics like examination, absence from classes, etc. A student may file a grievance in the cases of an unresolved difference or dispute between themselves and the University (office or individual) related to services rendered or non-academic decisions. The policy covers matters outside the scope of other policies given from time to time by regulators/SCDOE. The student is strongly encouraged to seek informal resolution of a grievance by bringing it to the attention of the relevant individual, administrator, or office. An attempt at informal resolution should begin no more than 10 working days after the service or decision is rendered. If the student is unsatisfied with the response, the student may make a formal, written grievance to the relevant administrator. Any formal grievance must be submitted by the student within 20 working days after the service or decision is rendered. The student must state the nature of the grievance and the remedy s/he is seeking and describe any previous attempts to resolve the issue grievance. The administrator reviews the situation and should provide a written response, including appeal information within 15 days of receiving the complaint, copying the primary mentor/academic advisor. Students will be informed if extenuating circumstances require additional time.

[Ombudsman Appointment Info](#)

UGC E-Samadhan Link-

<https://samadhaan.ugc.ac.in/Home/Index>

### **9.2 Details of Grievance received**

<b>Numbers of Grievance Received</b>	<b>Numbers of Grievance Resolved</b>
NIL	NIL



### 9.3 Complaint Handling Mechanism

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

Complaints about sexual harassment and discrimination based upon protected class are addressed via the Discrimination Complaint Procedure (University Grant Commission (Prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015); complaints about services related to disabilities are addressed through Rights of Students with Disabilities Policy (The Rights of Persons with Disabilities Act, 2016), complaints about student behavior are addressed through the Student Conduct Policy and Procedures and student academic appeals including grading are addressed through Academic Regulations (First Ordinance).

SCDOE has a well-defined mechanism for addressing examination-related grievances of students. Such grievances are classified into six categories, including result updating, verification or revaluation of answer books, copy case or misconduct, verification of degrees, transcript or marksheet, and migration. To cater to these grievances, the University offers four redressal mechanisms, including online redressal through the web portal, online redressal through email, redressal through letter via normal postal services, and personal visit to the University's headquarters.

NAME OF THE NODAL OFFICER: PROF ROHIT GOYAL

### 9.4 Details of Complaints received from UGC (DEB)

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

## **Part – X: Innovative and Best Practices**

### **10.1 Innovations introduced during academic year**

- **Microsoft Teams Integration for Online Classes:** A significant stride in facilitating remote and blended learning environments has been the seamless integration of Microsoft Teams for conducting online classes. This platform offers robust features for virtual lectures, collaborative activities and real-time communication, providing a comprehensive virtual classroom experience for both educators and students.
- **Student Support Ticket System (LMS-Integrated):** To address student queries and concerns more efficiently, a dedicated Student Support Ticket System has been implemented. This system, integrated directly into the Learning Management System (LMS), allows students to generate and track their queries conveniently. This centralized approach ensures that student issues are logged, routed to the appropriate department, and resolved in a timely and transparent manner, significantly improving student support services.
- **DEB ID Integration with UGC for Smooth Data Transfer:** A crucial innovation for regulatory compliance and data management is the integration of the DEB (Distance Education Bureau) ID with the University Grants Commission (UGC). This integration facilitates the smooth and accurate transfer of data to the UGC, ensuring adherence to regulatory requirements and simplifying reporting processes for distance education programs. This reduces manual effort and potential discrepancies in data submission.
- **Course Progress & Exam Analytics** represents a more holistic and ongoing approach to understanding student learning and engagement throughout a course. While exam analytics focus on summative assessments, course progress analytics aims to provide a continuous, real-time picture of a student's journey.

### **10.2 Best Practices of the HEI**

**Gamified Learning :** Gamified learning blends familiar games, AI assistance, and interactive tools to make online learning more dynamic.

**Sikandar.ai – AI-Powered Interview Coach:** Sikandar.ai is an innovative tool by Shoolini University that helps students prepare for job interviews and viva voce. It provides personalized feedback, builds communication skills, and boosts confidence through intelligent AI-driven guidance.

### **10.3 Details of Job Fairs conducted by the HEI**

N.A.

**10.4 Success Stories of students of Online mode of the HEI**

[Click Here](#)

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

A cornerstone of our educational strategy is the **provision of all formal course content in English**, ensuring adherence to academic standards and preparing students for global opportunities. Complementing this, **live classes are conducted in Hinglish also**, a pragmatic approach that bridges the linguistic gap, enhances comprehension, and fosters a more inclusive and comfortable learning environment for students who may be more comfortable with a blend of Hindi and English in spoken communication. This dual-language strategy aims to maximize learning effectiveness while maintaining academic rigor.

We have initiated the process of converting our e-LM into Regional Language.

**10.6 Number of students placed through Campus Placements**

100

**10.7 Details of Alumni Cell and its activity**

3 Batches passed out. Degrees have not yet been awarded. We are in the process of creating the Alumni Cell once the degrees are awarded.

**10.8 Any other Information**

The Shoolini University Campus, located on 150 acres of hilly area in 2009, has transformed into a lush oasis of natural forests, evergreen trees, shrubs and exotic plant species, with the highest level of biodiversity in specially landscaped gardens, thanks to the dedicated efforts of the Horticulture Cell. Extensive green cover is present throughout the campus, with diverse creepers, climbers, shrubs, and trees providing beautiful vistas and salubrious surroundings. The campus also boasts a huge nursery which is maintained using organic manures, natural pesticides. The whole campus is solar-powered and rainwater harvesting system. For recycling sewage water, the University has Sewage Treatment Plants (STPs).

## DECLARATION

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

Signature of the Director:

Name: **AMAR RAJ SINGH**  
Director

Seal: Shoolini University Centre for

Date: Distance and Online Education (SCDOE)

29-08-2025

Signature of the Registrar:

Name: **Prof. Sunil Puri**  
Registrar

Seal: Shoolini University of Biotechnology

Date: & Management Sciences

- Solan (H.P.)

29/8/25

**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.