

HEI ID:DEB-U-0737

Name of HEI: Swami Rama Himalayan University (SRHU)

Type of HEI: Private University

Annual Report

OF

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

PROGRAMMES UNDER

ONLINE MODE

<2025-26>

Surya
21/08/2026

W. S. R.
21/08/2026

W. S. R.
21/08/2026

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Part – I: General Information

1.1 Date of notification of the Centre: 28th October 2025 (vide Office Order No. SRHU/Reg/OO/2025-305)

(attach a copy of the notification):

Link: [Date of Notification](#)

1.2 Details of Director, CIQA

- Name : Dr. Som Aditya Juyal
- Qualification: Ph.D.
- Appointment Letter and Joining Report: Upload (PDF)
Link:
[Appointment Letter of Director CIQA](#) and [Joining Report](#)

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	Dr. Rajendra Dobhal	Science & Technology / Admin	15/11/2025
b.	Three Senior teachers of HEI	Member 1	Prof. (Dr.) Vijendra D. Chauhan	Medical Sciences / Academics	15/11/2025
		Member 2	Prof. (Dr.) Ashok Kumar Deorari	Medical Education / Admin	15/11/2025
		Member 3	Dr. Rajat Praveen Dimri	Management Studies	15/11/2025
c.	Head of three Departments or School of Studies	Member 4	Dr. Sanjay Gupta Ph.D	Biosciences	15/11/2025
		Member 5	Dr. Pramod Kumar Ph.D	Engineering & Tech	15/11/2025
		Member 6	Dr. Ritvik Dubey Ph.D	Management Studies	15/11/2025
d.	Two External Experts of ODL / Online Education	Member 7	Professor Subhash Dhuliya (Former VC, UOU)	Open & Online Learning	15/11/2025
		Member 8	Professor Shachi Shah (Director, COE, IGNOU)	Distance & Online Education	15/11/2025
	Officials from	Member 9	Commander Challa	University	15/11/2025

e.	departments of HEI	(Administration)	Venketshwar (Retd.) (Registrar)	Administration	
			Dr. Archana Prakash, (Controller of Examination)		
			Dr. Mukesh Bijalwan, (Director CDOE)		
		Member 10 (Finance)	Mr. Avinash Salya (Finance Officer)	Financial Governance	15/11/2025
f.	Director, CIQA	Member Secretary	Dr. Som Aditya Juyal	Management & Quality Systems	15/11/2025

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

If No, reason thereof

Yes

1.4 Number of meetings held and its approval:

a. No. of meetings held every year: 1/2 (Approval Received in the month February 2026, Under Entitled Category)

b. Meeting details:

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	26-Aug-2026	02	Minutes of 1st Meeting of CIQA	Approved Minutes of 1st Meeting of CIQA
Meeting 2	----	----	----	----

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

From <Month, Year> academic session:

Sr. No.	Name of the Department	Certificate 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.	NA										
N.											

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

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

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.	NA										
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:

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.	NA									
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 <Month, Year>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 Hons. (BBA Hons.)	4 Years	160	The candidate must have passed 12th or an equivalent examination from a recognized board.	₹ 97,000	F.No. 1-10/2025(DEB-SR), 10 April 2026	NIL	NIL	NIL	NIL
2.	Bachelor of Computer Applications Hons. (BCA Hons.)	4 Years	160	The candidate must have passed 12th or an equivalent examination from a recognized board.	₹ 97,000	F.No. 1-10/2025(DEB-SR), 10 April 2026	NIL	NIL	NIL	NIL
3.	Bachelor of Commerce Hons. (B.Com Hons.)	4 Years	160	The candidate must have passed 12th or an equivalent examination from a recognized board.	₹ 61,000	F.No. 1-10/2025(DEB-SR), 10 April 2026		NIL	NIL	NIL
N.										

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 <Month, Year>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 Business Administration (MBA)	2 Years	80	The candidate must have passed any graduation degree or an equivalent degree and has obtained at least 50% marks (45% marks in case of candidates belonging to reserved category) in qualifying examination. OR The Candidate must have completed professional qualifications viz. CA, CS, ICWA or CMA.	₹ 75,000	F.No. 1-10/2025(D EB-SR), 10 April 2026	35	8	NIL	43
2.	Master of Computer Applications (MCA)	2 Years	80	The candidate must have Passed BCA/ B.Sc. (Computer Science)/ B.Sc. (IT) / B.E. (CSE)/ B.Tech. (CSE) / B.E. (IT) / B.Tech. (IT) or equivalent Degree OR Passed any graduation degree (B.E. / B.Tech. / B.Sc / B.Com. / B.A./ B.Voc./ etc.,) preferably with Mathematics at 10+2 level or at Graduation level.	₹ 69,000	F.No. 1-10/2025(DEB-SR), 10 April 2026	NIL	NIL	NIL	NIL

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 CDOE-SRHU follows a learner-centric, accessible, transparent, and technology-enabled approach to delivering services for its Online Programmes. Throughout the learner journey, from admission and induction to academic delivery, assessment, examinations, grievance redressal, and programme completion, well-defined processes and multiple communication channels are in place to ensure effective and timely learner support. Regular orientation and LMS training, academic counselling and interaction, continuous assessment, examination support, learner grievance redressal, and feedback and quality-monitoring mechanisms are implemented to facilitate a seamless learning experience. These initiatives ensure that learner-support services remain responsive, inclusive, accessible, transparent, and continuously improved based on learner needs and feedback, while maintaining compliance with the applicable UGC regulations and the quality standards prescribed for Online Programmes.	

2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	The CDOE-SRHU follows a systematic process of self-evaluation and reflection to ensure continuous quality improvement across all academic and administrative systems of its Online Programmes. Curriculum, course content, teaching-learning practices, assessment methods, digital resources, and learner-support services are periodically reviewed for quality, relevance, and effectiveness. Faculty and subject experts contribute to the review and validation of course content and learning resources. Learner feedback, assessment performance, academic interactions, and identified gaps are used as important inputs for improvement. Existing video and digital resources are reviewed periodically, with recommendations for updating and developing new resources wherever required. Academic and administrative processes are standardized through documented policies and procedures and monitored for effective implementation. Corrective and preventive measures are undertaken based on review findings, thereby establishing a continuous Plan-Implement-Monitor-Review-Improve cycle in alignment with applicable Regulations and quality standards.	
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	The CDOE-SRHU has identified key quality areas covering course content, SLMs, digital learning resources, learner support, live/contact sessions, assessment, grievance redressal, and timely communication. Quality of four-quadrant learning resources is ensured through expert review, internal audits, and periodic SLM evaluation. Learners are supported through the Student Portal, WhatsApp, e-mail, and telephone, along with revision sessions and mock examinations. Regular monitoring and feedback help identify gaps and implement continuous quality improvement.	
4.	Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional mode	The CDOE-SRHU ensures that the quality Online programmes remains at par with corresponding conventional programmes through aligned curricula, PPRs, teaching-learning practices, and learning outcomes. Experienced faculty develop and deliver quality audio-visual and textual learning resources, supported by live interactive sessions for effective learner engagement. Assessment and examination processes follow	

	(For Dual Mode HEIs)	rigorous and transparent evaluation standards, comparable to the conventional mode, with proper academic record management. The quality of Online programmes is periodically reviewed through CIQA meetings, ensuring compliance, consistency, and continuous quality improvement.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	Feedback is consistently collected through the Learner Portal, providing a regular and accessible platform for learners to share their views, suggestions, and concerns. The feedback mechanism includes online feedback forms, LMS-based feedback, contact-class evaluations, counselling sessions, help-desk and live-chat facilities, academic meetings, open forums and consultations with external stakeholders. Feedback received through these multiple channels is systematically reviewed by the concerned academic and administrative teams, and appropriate actions are taken for improvement.	

6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	Based on the feedback received from learners and stakeholders, new elective courses will be introduced from the upcoming academic session to provide students with greater academic flexibility, enhance their learning opportunities, and cater to emerging educational and industry requirements.	
7.	Implementation reviews	CIQA ensures compliance with quality standards and maintains action-taken reports to monitor the progress of quality initiatives. Periodic faculty meetings are conducted to communicate recommendations, review implementation status, and discuss feedback and suggestions. This systematic process promotes continuous improvement, effective compliance, and sustained enhancement of institutional quality practices.	
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.	The University regularly conducts orientations, seminars, workshops, webinars, and FDPs to familiarize new learners and faculty with the LMS and enhance effective online teaching-learning practices. The Centre engages with internal and external faculty to plan sessions aligned with international standards, while lectures and webinars promote academic engagement.	

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	The institution follows learner-centric and contemporary teaching methodologies suited to working professionals, supported by industry interactions and guest lectures. It also provides technology-enabled 24×7 learner support and mentoring, along with structured feedback mechanisms to continuously improve learning materials and outcomes.	
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	The University collects, collates, analyses, and disseminates accurate and reliable programme-quality statistics through student and faculty feedback, project evaluations, and need-assessment studies, ensuring alignment with UGC norms.	
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	A mandatory need-assessment study is undertaken before introducing each new programme, and the PPR is prepared in accordance with the UGC regulations and applicable guidelines. It is duly reviewed and approved by the competent statutory bodies of the University before implementation.	

12.	Mechanism to ensure the proper implementation of Programme Project Reports	The concerned departments and University committees regularly monitor the implementation of each approved PPR to ensure that the programme is carried out as planned and follows UGC and other applicable guidelines. Periodic reviews and feedback are used to track progress and make necessary improvements.	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	The CIQA maintains detailed records of quality assurance activities. These are then submitted to the University's statutory authorities, as well as to external regulatory bodies and commissions, in accordance with their requirements.	
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	The curriculum for online programmes is designed to develop relevant technical and professional skills based on industry needs. Inputs from the Board of Studies (BOS) help ensure that the courses remain aligned with current market trends. The curriculum is reviewed periodically to keep it relevant and support better career opportunities for learners.	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	Student feedback was collected and analyzed to identify areas for improvement in the teaching-learning process. Based on the feedback and learner analytics, doubt-clearing sessions and remedial classes were strengthened to address students' learning needs and provide additional academic support.	

16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	SRHU is NAAC A+-accredited, and, as part of its ongoing quality enhancement and accreditation processes, regular updates on the initiatives and actions undertaken are presented to the CIQA and Academic Council for review, monitoring, and guidance.	
17.	Measures adopted Of quality enhancement practices through periodic accreditation and audit	Academic programmes at the University are systematically benchmarked against leading national and international standards, including QS, Times Higher Education, NIRF rankings, and NAAC A+ accredited institutions, to foster academic excellence, global competitiveness, and continuous improvement. Comprehensive reports are maintained to ensure the systematic documentation, monitoring, and quality assessment of departmental activities. CIQA meetings are conducted periodically to review academic and administrative processes, evaluate quality parameters, monitor institutional performance, and identify areas for continuous improvement.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	All University policies and procedures are formulated in accordance with the applicable UGC Guidelines and Regulations and are reviewed and updated periodically to ensure continued compliance.	
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or	The University actively collaborates with peer institutions to study and adopt effective practices in teaching, learning, and academic administration. Best practices are suitably adapted and integrated into the University's systems and processes. For curriculum design and programme development, systematic benchmarking is undertaken against highly ranked and reputed institutions, including	

	parameters and best practices.	those recognized by QS, Times Higher Education, NIRF, and NAAC, to ensure academic excellence, global relevance, and adherence to the highest quality standards.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	The CDOE-SRHU regularly undertakes and documents various quality assurance activities, including departmental academic meetings, Board of Studies meetings, seminars, workshops, student orientation programmes, feedback analysis, grievance redressal meetings, and CIQA meetings. These activities are reviewed periodically, and their outcomes are consolidated in the Annual Report of the CIQA to support continuous quality improvement.	
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.	Yes, the CDOE-SRHU, commenced its Online Programmes with the admission of learners for the January 2026 academic session, following the receipt of approval during February–March 2026. The CIQA has prepared the Annual Report for the January 2026 academic session in the format prescribed by the Commission. The Annual Report has been submitted to the Board of Management for consideration and approval.	
	(b) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	Yes.	

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 CIQA periodically reviews the quality assurance systems and processes through Core Committee meetings. It is crucial to incorporate the recommendations and suggestions discussed during these meetings into subsequent academic sessions to ensure the continuous improvement and enhancement of academic activities.	
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 instructional designs were developed in accordance with the Online Learning philosophy and standards prescribed by the UGC and statutory bodies of the HEI for different academic programmes. Course content was structured as Self-Instructional Material in the prescribed Block-Unit format, ensuring systematic and learner-centric delivery. The designs were implemented after due approval, with prescribed audio-video guidelines followed to maintain consistency, quality, and alignment with the Four-Quadrant Approach.	
24.	Promoted automation of learner support services of the Higher Educational Institution	The institution provides 24×7 automated chatbot support to assist learners throughout the admission process. Comprehensive learner support is also offered through multiple platforms, including the Student Portal, WhatsApp, email, and telephone services, ensuring timely and accessible assistance. In addition, mock tests are conducted for newly enrolled learners to familiarize them with the examination process and enhance their preparation and academic performance.	

25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	The University facilitates meaningful industry-academia interaction by inviting professionals from diverse sectors to engage with students through expert lectures, knowledge-sharing sessions, and departmental programmes. In addition, external experts and reputed organizations are represented on CIQA and academic committees, contributing their expertise to the systematic evaluation, validation, and continuous enhancement of institutional processes and academic quality.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	As of now, no third-party agency has been empaneled to conduct the audit.	
27.	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	The CIQA Cell works closely with key functional units of the University, such as IQAC, the Research & Ranking Division, and the Innovation & Incubation Cell, to strengthen coordination and promote continuous quality improvement. It supports proper documentation, regularly monitors the progress of activities, and provides guidance to ensure adherence to institutional policies and applicable regulatory requirements.	
28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	The University undertakes diverse initiatives to enhance the quality of online education and research through projects, mini-projects, and internships supported by academic and industry professionals. Discussion forums, research forums, live webinars, and topic-based industry interactions further promote collaborative learning, innovation, knowledge exchange, and a strong research culture.	
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	The University fosters strong industry-academia partnerships to provide learners with practical exposure and enhance employability across disciplines. The CDOE-SRHU works closely with the Training and Placement Cell to facilitate placement opportunities and collaborates with external organizations to offer short-term, skill-based courses aligned with industry needs.	

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.	Governance, Leadership and Management: a. Organisation Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	The University has established a well-defined organisational structure and credible governance framework in accordance with applicable statutory and regulatory requirements, ensuring transparency, accountability and participative decision-making. All required academic and administrative positions are duly provided for to ensure the effective functioning of the University. The Vice Chancellor is supported by the Pro-Vice Chancellor, Heads of Constituent Academic Units and other officers in ensuring effective institutional governance and management. The leadership and management periodically review institutional systems, processes and organisational culture to ensure alignment with the University's Vision, Mission and goals, while stakeholder participation and feedback contribute to informed planning and decision-making. The University follows systematic strategic and operational planning mechanisms, aligning its academic and administrative activities with clearly defined, realistic and measurable institutional goals. Well-defined policies, procedures and implementation guidelines support the effective implementation and monitoring of these plans. Financial management and budgetary controls are maintained to ensure the efficient, transparent and accountable utilisation of resources, thereby supporting the continuous improvement of institutional quality and the achievement of its strategic objectives.	
2.	Articulation of Higher Educational Institution Objectives	The University has well-articulated and clearly defined Vision and Mission statements, with its online programmes closely aligned to the mission of transforming lives through excellence in education, research, innovation, and technology, and the vision of providing holistic, inclusive, and progressive higher education. These objectives are translated into	

		accessible, technology-enabled learning opportunities that promote academic excellence, lifelong learning, innovation, and holistic development.	
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	CDOE-SRHU follows a systematic and participatory process for programme development and approval, beginning with comprehensive need assessment and stakeholder consultation. Programmes are designed in accordance with prescribed norms and are formally approved by the competent authorities, with details documented in the Programme Project Report, including NEP 2020 based curriculum, syllabi, and learning resources. e-Learning Materials are developed following established guidelines and the Four-Quadrant Approach, subjected to quality review, and uploaded on the LMS for effective learner support. Continuous feedback through the website, LMS, online forms, and social media platforms facilitates active stakeholder engagement and a responsive academic environment. The curriculum and ELMs are reviewed periodically, particularly through Board of Studies and faculty meetings, ensuring continuous improvement, relevance, innovation, and alignment with learner and academic requirements.	
4.	Programme Monitoring and Review	Programme monitoring is undertaken at regular intervals through systematic reviews conducted by the Programme Coordinators. These reviews evaluate the effectiveness, relevance, and overall quality of the programmes, while identifying areas that require improvement. Feedback received from learners, faculty members, industry experts, and other stakeholders is analysed alongside the mapping of Programme Outcomes (POs), Course Outcomes (COs), and the actual learning outcomes achieved. The outcomes of this comprehensive review process are used to introduce appropriate revisions and strengthen the curriculum and programme delivery on a continuous basis.	
5.	Infrastructure Resources	The CDOE-SRHU is equipped with adequate and robust physical, digital, and ICT infrastructure to support the effective delivery of online programmes.	

		The infrastructure includes recording studios, AV facilities, e-library resources, computer laboratories, adequate servers, NAS storage, and other essential digital resources. Infrastructure facilities and digital resources are reviewed periodically, and any additional requirements are addressed by the concerned University departments to ensure quality and uninterrupted online programme delivery.	
6.	Learning Environment and Learner Support	The CDOE-SRHU provides a robust online learning environment through its LMS, enabling access to e-content, recorded lectures, live interactive sessions, and ELM for all enrolled learners. Learner support is extended through academic counselling, dedicated faculty mentors, a grievance redressal mechanism, and a responsive helpdesk for technical and administrative queries. Regular interaction between learners and academic counsellors is ensured through discussion forums, webinars, scheduled contact sessions, and other electronic communication platforms, including email and WhatsApp. These mechanisms facilitate continuous academic engagement, timely communication, and effective interaction throughout the programme.	
7.	Assessment and Evaluation	Assessment for online programmes comprises Continuous Internal Assessment and End Semester Examinations, conducted strictly in accordance with the approved Examination SOP and applicable Examination and Academic Regulations. End Semester Examinations are conducted in Online Remote-Proctored Mode, with question papers designed in alignment with Bloom's Taxonomy and the prescribed Course Outcomes. Evaluation and moderation are carried out through a defined approval and quality assurance matrix involving Examiners, Moderators, Evaluators, and Tabulators. The assessment process is objective, transparent, secure, and timely, with results processed and notified in accordance with the approved academic calendar.	Exam and Academic Regulation OLP SOP ESE ORPE
8.	Teaching Quality and Staff	Faculty engaged in online programmes are trained in ICT-enabled pedagogy, content development, and	

	Development	online teaching-learning methodologies to ensure effective learning outcomes. Regular faculty online training and development programmes, orientation sessions, training programmes, and refresher courses are conducted to enhance competencies in online instructional design, LMS usage, and digital assessment tools. The technical team is also encouraged and provided opportunities to acquire new technological skills and learn emerging digital and design tools to support the continuous improvement and enhancement of the University's digital platforms and online learning environment. Teaching quality and programme delivery are monitored through structured learner feedback, peer review, periodic academic audits, and recommendations of CIQA members, with appropriate corrective and quality enhancement measures implemented as required.	
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2.3 Compliance of Process of Internal Quality Audit – As per Annexure–I (Part V (3)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020:

Sr.No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	Academic Planning	Prior to the commencement of every academic session, the Academic Calendar is prepared, finalized, and approved, outlining the schedule of academic and examination-related activities, which is published on its official website to ensure transparency and compliance. Academic activities and curriculum delivery are planned in a systematic and timely manner, backed by adequate teaching resources, infrastructure, and technological support. This structured approach ensures a high-quality learning experience while keeping the curriculum current and closely aligned with the University's academic goals.	
2.	Validation	A comprehensive programme validation mechanism is in place to ensure academic quality, viability, and relevance prior to finalization of the PPR and throughout programme implementation. Curriculum structure, learning outcomes, academic standards, and programme feasibility are reviewed by external subject experts, industry professionals, and CIQA representatives. Their feedback is appropriately incorporated to ensure alignment with regulatory requirements, industry needs, and learner expectations, thereby strengthening academic rigour and the overall quality of programme delivery.	

3.	Monitoring, Evaluation and Enhancement Plans a. Reports from Examination Centres b. External Auditor or other External Agencies report c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels d. Reporting and Analytics by the Higher Educational Institution e. Periodic Review	A structured and periodic monitoring and evaluation mechanism is followed at the University to assess and continuously enhance academic, examination, and administrative processes. Examination-related reports, system-generated data, and stakeholder feedback are reviewed to assess compliance, effectiveness, and areas for improvement. Inputs and observations from external experts, stakeholders, industry experts, and other external agencies are considered wherever applicable. Performance data is systematically analysed at the programme, faculty, and institutional levels through appropriate reporting and analytics. Periodic reviews are undertaken by the concerned academic authorities and CIQA to identify gaps and recommend corrective and quality enhancement measures. The recommendations are appropriately implemented and followed up to ensure continuous improvement in the quality and effectiveness of online programme delivery.	
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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, at least Associate Professor

Regular Employee, Designation, Qualification, Salary (Attach appointment letters and joining report)

Dr. Mukesh Bijalwan, Director, Centre for Distance and Online Education

Link: [Appointment Letter Director, CDOE](#) and [Joining Report](#)

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

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

Dr. Ashutosh Bhatt, Deputy Director, Centre for Distance and Online Education

Link: [Appointment Letter of Deputy Director](#) and [Joining Report](#)

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

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

Dr. Gaurav Sharma, Assistant Director, Centre for Distance and Online Education

Link: [Appointment Letter of Assistant Director](#) and [Joining Report](#)

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

HEI shall mention compliance details against the requirements in terms of Staffing norms, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

i. Programme name:

a. Programme Coordinator

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining program me
1.	Dr. Ritvik Dubey, Professor, MBA	MBA, PhD, UGC NET	10 Years	Regular	06-08-2025
2.	Mr. Shailendra Singh Sainwal, Assistant Professor, BBA	MBA, USet, PhD Pursuing	13 Years	Regular	11-08-2025
3.	Mr. Upendra Saxena, Assistant Professor, B.Com	M.Com, PGDM, UGC Net, Ph.D Pursuing	16 Years	Regular	06-08-2025
4.	Dr. Anupama Mishra, Assistant Professor, MCA	Ph.D. (Computer Science), M.Tech (CSE), MCA,	14 Years	Regular	27-08-2025
5.	Dr. Swati Rawat, Assistant Professor, BCA	B.Tech(I.T)M.Tech (CSE) , Ph.D	14 Years	Regular	10-09-2025

b. Course Coordinator

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1.	Management/ Business Administration	Dr. Rajat Praveen Dimri Associate professor	MBA, PhD.	14 Years	Regular	11-08- 2025
2.	Management/ Business Administration	Dr. Apurva Trivedi Associate Professor	Ph.D., M.B.A., MA (Psychology), UGC NET (Management)	13 Years	Regular	18-09- 2025
3.	Commerce	Dr. Priyanka Sharma, Assistant Professor	Ph.D, M.Com. (Finance), UGC NET and JRF, CMA Intermediate: ICMAI	5 Years	Regular	28-08- 2025
4.	Computer Application	Dr. Shiv Preet, Assistant Professor	Ph.D. (Computer Science), M.Tech (CSE), MCA, UGC- NET	6 Years	Regular	15-09- 2025
5.	Computer Application	Dr. Shefali Khatri, Assistant Professor	B.Tech. (IT), M.Tech. (CSE), Ph.D. (CSE, Pursuing)	7 Years	Regular	17-09- 2025
6.	Computer Application	Ashish Bhauntyal, Assistant Professor	MCA	6 Years	Regular	09-10- 2025

c. Course Mentor

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1.	Ankit Kukrety Assistant Professor	MBA, PhD Pursuing, UGC NET	13 Years	Regular	17-09-2025

3.5 Details of Administrative staff**a. Number of Administrative staff available exclusively for Online programmes**

Admin Staff	Required	Available
Deputy Registrar	1	1
Assistant Registrar	1	1
Section Officer	1	1
Assistants	3 (2 for DM Universities)	2
Computer Operator	2	2
Multi-Tasking Staff	2	2

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

Link : [Administrative Staff Appointment Letters](#)**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

HEI ID: DEB-U-0737

Name of HEI: SRHU

Type of HEI: Private University

Technical Assistant (Audio- Video editing)	1	1
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ii. **For Delivery of Online Programmes:**

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

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

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

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

Link: [Technical Staffs Appointment Letters](#)

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 center with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examination through technology mediated proctoring.	Yes, Online Remote Proctored Examination	
4.	The examination center must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	Not Applicable	
5.	The number of examination centers in a city or State must be proportionate to the student enrolment from the region	Not Applicable	

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
6.	Building and grounds of the examination center must be clean and in good condition.	Not Applicable	
7.	The examination center must have an examination hall with adequate seating capacity and basic amenities	Not Applicable	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Not Applicable	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	Not Applicable	
10.	Safety and security of the examination centre must be ensured	Not Applicable	
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	Not Applicable	
12.	Provision of drinking water must be made for learners	Not Applicable	
13.	Adequate parking must be available near the examination centre	Not Applicable	
14.	Facilities for Persons with Disabilities should be available	Not Applicable	

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

S. No.	Provisions in Regulations	Whether being complied Yes/No If yes, please provide details and upload relevant documents	If no, Reason thereof
1.	Requirements at Test Centres (as mentioned in provision II (B)(13)(i) of Annexure II)	No.	Examinations were conducted in Online Remote Proctored Mode.
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	Yes, Proctors were appointed to ensure the seamless conduct and monitoring of remotely proctored online examinations.	
3.	Security arrangements in the testing centre (as mentioned in provision II (B)(13)(iii) of Annexure II)	No	Examinations were conducted in Online Remote-Proctored Mode, with requisite security measures in place to ensure transparency, integrity, and credibility. The examination process is conducted in accordance with the UGC (ODL and Online Programmes) Regulations, 2020 and applicable norms.
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iv) of Annexure II)	Yes, the examinations were conducted in Online Remote-Proctored Mode with continuous remote monitoring and robust security features. These measures ensured transparency, integrity, fairness, and credibility throughout the examination process.	

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

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Yes, SOP for conducting End Semester Examination in Online Remote Proctored mode (Section 5.4) Link: SOP ESE ORPE	
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, SOP for conducting End Semester Examination in Online Remote Proctored mode (Section 5.5) Link: SOP ESE ORPE	

3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: i) The Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted; ii) For Online mode: the learner has minimum participation of 75 per cent. in all the activities of Online programme prior to end semester examination or term end examination.	Yes, Examination and Academic Regulations for Online Learning Programmes (Section 17) Link: Exam and Academic Regulation OLP	
4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through online mode shall be evolved by adopting same standards as being followed in conventional mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	Yes,	

5.	The weightage for different components of assessments for Online mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination or term end examination): Minimum 70 per cent.	Yes. Upload sample question paper Link: ESE OLP Sample Question Paper	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes. Examination and Academic Regulations for Online Learning Programmes (Section 16 and 17) Link: Exam and Academic Regulation OLP	Exam and Academic Regulation OLP SOP ESE ORPE
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	No	
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	Yes, SOP for conducting End Semester Examination in Online Remote Proctored mode Upload Process Link: SOP ESE ORPE	

	study by a learner.		
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9.	The examination of the programmes in Online mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	Not Applicable. Examinations were conducted in Online Remote Proctored Mode.	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Examinations were conducted in Online Remote Proctored Mode.	
	(b) Availability of biometric system	Examinations were conducted in Online Remote Proctored Mode.	
	(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	Examinations were conducted in Online Remote Proctored Mode.	
	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular in charge of examination center to the Higher Educational Institution	Examinations were conducted in Online Remote Proctored Mode.	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
11.	The Higher Educational Institution shall retain all such Closed-Circuit Television recordings in archives for a minimum period of five years	Examinations were conducted in Online Remote Proctored Mode.	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Not Applicable	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	Not Applicable	
13.	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	Examinations were conducted in Online Remote Proctored Mode.	
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognized to enroll international learners shall endeavor to conduct proctored examinations for such learners.	Examinations were conducted in Online Remote Proctored Mode.	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
15.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognized identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	Yes. Upload samples Link: Online Degree Sample	
	(b) Each award shall also be uploaded on the National Academic Depository	Yes.	
16.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres.	Yes.	

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

Semester Beginning	Programme Name	No. of Students admitted	No. of students appeared in exams	No. of students progressed to next year	% of students passed	% of students passed in first class
April 2026.	MBA	43	40	Examination, evaluation, and result declaration are currently in progress as per the Academic Calendar for the January 2026 session.	NA	NA

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.

All Programme Project Reports have been prepared in accordance with the guidelines prescribed under Annexure-V of the UGC (ODL and OL) Regulations, 2025, and have been duly approved by the Academic Council of the University.

Link PPR's of approved programmes. 1. [MBA PPR](#), 2. [MCA PPR](#), 3. [BBA PPR](#), 4. [BCA PPR](#), 5. [B.Com PPR](#)

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.

CDOE-SRHU complies with the requirements of Annexure-VI of the UGC Regulations by adopting a learner-centric Four-Quadrant Approach covering print/e-learning resources, audio-video content, online learning materials, computer-based resources, and appropriate curriculum and pedagogy. E-Learning Materials (ELM) are developed in a structured, self-contained and learner-friendly format, with clear learning objectives, outcomes, examples, case studies, FAQs, and study guidance aligned with the approved curriculum. Audio-video resources include e-tutorials, live lectures, recorded sessions, and relevant online video resources, enabling flexible and self-paced learning through the LMS. Online and computer-based learning is supported through the LMS, virtual classrooms, discussion forums, digital resources, and interactive academic activities that facilitate learner engagement and academic support. The curriculum and pedagogy are strengthened through subject-expert inputs, case-based learning, FDPs, workshops, periodic content reviews, feedback, and necessary revisions to ensure quality and relevance. Student learning is assessed through continuous internal and end-term assessments, including MCQs, subjective questions, quizzes, assignments, seminars, workshops, and graded discussion forums, in accordance with the prescribed academic framework. Link : 1. [ELM Sample](#) 2. [E-Video Sample](#)

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

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

The curriculum development process for the online programmes follows a structured three-tier framework comprising the Programme Design Committee, Course Design Committee, and Course Preparation Team of authors and reviewers. The committees, constituted with BoS members, external subject experts, industry representatives, and special invitees, finalize the curriculum and self-instructional Block–Unit structure. Course content is then developed as e-Content and e-Videos in accordance with the UGC-prescribed Four-Quadrant Approach, supported by in-house production and technical teams. A structured post-development quality review is undertaken through feedback from the concerned committees using the CIQA-developed feedback mechanism. The feedback is systematically analyzed and necessary academic, instructional, and technical revisions are incorporated. The finalized materials are placed before the respective committees for approval and subsequently hosted on the LMS.

Approval Link: [ELM Approval](#)

Part – VI: Programme Delivery through Learning Platform

6.1 Details of Learning Platform

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

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

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

- 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*

The Non-SWAYAM Learning Platform has been developed, owned, and managed by the Centre for Distance Education (CDOE), Swami Rama Himalayan University (SRHU), to facilitate effective digital learning, seamless academic engagement, and enhanced student support. The link to the University's dedicated Student Learning Management System (LMS), which serves as the primary platform for the delivery, management, and support of online learning, is provided below:

<https://lms.srhuonline.com/>

6.2 Compliance status in respect of the Programme delivery

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

The CDOE-SRHU has established a structured mechanism through its LMS to ensure effective learner participation and seamless course delivery. Learner engagement is monitored through ELM, multimedia-based learning resources(e-videos/audios), Personal Contact Programme (PCP) sessions, discussion forums, assignments, quizzes, and other interactive academic activities. LMS-based reports are used to track learner participation and activity completion, ensuring the prescribed minimum engagement of at least **02 hours** every fortnight. Course delivery is undertaken as per the approved academic calendar and Teaching-Learning Scheme, while learner progress is continuously monitored through participation records, assessment performance, and faculty interventions.

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

a. Provide details as under:

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)
	No	No	No	No	No	No	No

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

Upload:

Not Applicable.

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

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

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. Link: Self-Regulation through Disclosures, Declarations and Reports	
Uploading of the following on HEI website (Mention link)-Yes. Link above			
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Online mode	Yes Link: SRHU Establishing Act	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes Link: UGC Approval	
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	Yes https://srhuonline.com/online-programs.html Program-wise Brochure- 1.MBA https://srhuonline.com/mba-ol.html 2. MCA https://srhuonline.com/mca-ol.html 3.BBA https://srhuonline.com/online-bba-hons.html 4. BCA https://srhuonline.com/online-bca-hons.html 5. B.Com https://srhuonline.com/online-bcom-hons.html	

		line-bcom-hons.html	
5.	Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme-wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule	Yes i. MBA PPR , ii. MCA PPR , iii. BBA PPR , iv. BCA PPR , v. B.Com PPR	
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes https://srhuonline.com/academic-calendar.html	
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	CDOE-SRHU follows a comprehensive strategy for effective online programme delivery, integrating curriculum design, ELMs, learner engagement, assessment, and quality assurance. Curricula are aligned with current and emerging market trends and Bloom's Taxonomy, with clearly defined course objectives, outcomes, and structured learning units. Delivery is through the LMS using synchronous and asynchronous modes, supported by learner-friendly ELMs, AV content, discussion forums, and interactive assessments. Learners are assessed through quizzes, assignments, peer evaluations, and continuous assessment with timely feedback. Quality	

		is assured through regular content review, learner monitoring, stakeholder feedback, faculty mentoring, and continuous improvement of online learning practices.	
8.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Online programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	Yes, Learner's feedback is collected through student portal (https://portal.srhuonline.com/)	
9.	Information regarding all the programmes recognised by the Commission	Yes. https://deb.ugc.ac.in/Uploads/Notices Upload/UGC 2026 0820125924 1.pdf	
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Not Applicable. 1st batch is admitted in January 2026.	
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;	Available under student portal under LMS. https://lms.srhuonline.com/	
12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes	Yes. https://srhuonline.com/faq.html	
13.	List of the 'Examination Centres' alongwith the number of learners in each centre, for Online programmes	Not Applicable	
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	Yes. All examinations are conducted in remote proctored mode.	
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations	Link https://srhuonline.com/academic-calendar.html	

	or term end examinations, etc		
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	Only Six (06) months had elapsed after getting Approval of UGC-Entitled Online Programs.	

Part – VIII: Admission and Fees**8.1 Compliance status of ‘Admissions and Fees’ – As per Regulations 14 of UGC (ODL Programmes and Online Programmes) Regulations, 2020**

S.No.	Provision	Whether being complied Yes/No
1.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in online mode, shall render the enrolment invalid	Yes, it is complied
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, it is complied
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, it is complied
4.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialization of education in any manner whatsoever, and shall provide for equity and access to all deserving learners	Yes, it is complied

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, it is complied
6.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; (b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; (c) exhibit such records as permissible under law on its website; and (d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	Yes, it is complied
7.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	

8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in online mode, and the other terms and conditions of such payment	Yes, it is complied
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, it is complied
8. (c)	The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources	Yes, it is complied
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, it is complied
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, it is complied
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	Yes, it is complied

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, it is complied
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	Yes, it is complied
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, it is complied
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, it is complied
8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	Yes, it is complied
9.	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	Yes, it is complied

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, it is complied
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, it is complied
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, it is complied
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	Yes, it is complied

14.	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; (b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	Yes, it is complied
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8.2 Whether Higher Educational Institution provided the details of all International learners enrolled immediately after the beginning of the academic session to the Ministry of External Affairs, Ministry of Education and University Grants Commission: Yes/No

If No, reason thereof:

No, International Learner Enrolled for the Online Programme, immediately after the beginning of the academic session January 2026.

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.

Swami Rama Himalayan University has constituted a duly authorized Grievance Redressal Committee to ensure that grievances are addressed promptly, fairly, and transparently. The Committee is responsible for receiving, reviewing, and redressing grievances in accordance with the applicable institutional policies, procedures, and regulatory guidelines.

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
No Grievance Received	None

9.3 Complaint Handling Mechanism

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

Swami Rama Himalayan University (SRHU) has established a well-defined and transparent online grievance redressal mechanism that enables students to conveniently file their grievances and track the status of their complaints. The system provides an accessible and systematic platform for registering, monitoring, and resolving student concerns in accordance with applicable UGC guidelines. The online mechanism ensures timely handling, transparency, and effective communication throughout the grievance resolution process.

Link: <https://srhuonline.com/student-grievance.html>

9.4 Details of Complaints received from UGC (DEB)

Numbers of Complaint Received	Numbers of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/No)
No Complaint Received	None	Not Applicable

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

SRHU Online has adopted several learner-centric practices to enrich the online learning experience beyond routine academic delivery. Industry–Academia interaction is promoted through guest sessions by corporate professionals and subject experts, while experiential learning is supported through virtual labs, case studies, practical exercises and project-based activities. Learners are provided access to digital library resources, including e-books, e-journals, databases, reference materials and course-specific resources through the digital library portal and LMS. Peer-to-peer knowledge sharing through online discussion forums further promotes collaborative learning and exchange of professional experiences. Going forward, the **“Connect with Campus”** initiative will facilitate access to selected seminars, workshops and academic sessions of the main campus through recorded sessions on the LMS. These initiatives collectively aim to make online learning more interactive, practical, collaborative and industry-oriented.

10.2 Best Practices of the HEI

SRHU Online Education has adopted several proactive and learner-centric practices beyond prescribed regulatory requirements to enhance the overall online learning experience. These include regular faculty–learner interaction and individual query-resolution sessions, continuous monitoring of learner participation and academic progress through the LMS, and timely identification of learners requiring additional academic support. Personalized feedback on assignments and assessments, along with application-oriented pedagogies such as case studies, simulations, programming exercises, mini-projects and virtual activities, promotes deeper understanding and practical application of knowledge. The Centre also systematically uses learner and stakeholder feedback through periodic surveys to identify gaps and continuously improve academic delivery and support services. In addition to scheduled mock tests, technical-support-guided mock-test sessions are conducted to familiarize learners with the virtual remote-proctored examination environment and enhance their confidence and preparedness. Flexible access to learning resources, responsive communication and individualized academic guidance further support the diverse needs of online learners, including working professionals. Collectively, these initiatives demonstrate SRHU's commitment to continuous improvement, personalized learner support, experiential learning and an engaging, accessible and outcome-oriented online education ecosystem beyond mere regulatory compliance.

10.3 Details of Job Fairs conducted by the HEI

The University commenced its Online Programmes with Jan 2026 Academic Session. Consequently, no cohort of online learners has yet reached the stage of programme completion or final placement. Accordingly, during the reporting period, no dedicated placement drive or job fair was conducted exclusively for learners enrolled in the Online Mode Programmes.

10.4 Success Stories of students of Online mode of the HEI

Not Applicable, as the first batch of online learners under CDOE-SRHU was admitted in the academic session commencing in January 2026.

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

The University will plan and implement the same in the coming years, as per the requirements and academic needs.

10.6 Number of students placed through Campus Placements

Not Applicable

10.7 Details of Alumni Cell and its activity

The University has a well-established Alumni Cell for students enrolled in conventional-mode programmes. The Alumni Cell conducts regular activities and engagement programmes throughout the year. Online learners will also be registered with the Alumni Cell, enabling them to participate in its activities and benefit from the opportunities and networking facilitated by the Cell.

10.8 Any other Information

Nil.

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: Dr. Som Aditya Jyoti****Seal:****Date: 31/08/2026****Signature of the Registrar:****Name: Commander Challa Venkateswar (Retd.)****Seal:****Date: 31/08/2026****Signature of the Director:****Name: Dr. Mukesh Bijalwan****Seal:****Date: 31/08/2026**

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