

HEI ID: U-0702

Name of HEI: Shree Guru Gobind Singh Tricentenary University

Type of HEI: Private

ANNUAL REPORT

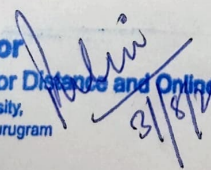
OF

CENTRE FOR INTERNAL QUALITY ASSURANCE
(CIQA)

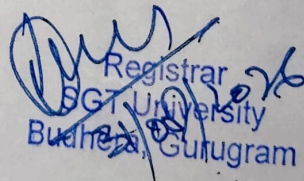
PROGRAMMES UNDER
ONLINE MODE

Academic Session 2025-26

Director
Centre for Distance and Online Education
SGT University,
Budhera, Gurugram



Registrar
SGT University
Budhera, Gurugram



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DECLARATION

HEI ID:**Name of HEI:****Type of HEI:****Part – I: General Information****1.1 Date of notification of the Centre(attach a copy of the notification):**

Notification Dated: 18-7-2025

Annexure 1.1

1.2 Details of Director, CIQA

- Name : Prof. (Dr.) Pulin Saluja
- Qualification: MDS
- Appointment Letter and Joining Report: Annexure 1.2

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. (Dr.) Hemant Verma	English Literature	02.05.25
b.	Three Senior teachers of HEI	Member 1	Prof. (Dr.) Joginder Yadav, Registrar	Physiotherapy	02.05.25
		Member 2	Prof. (Dr.) Waheeda Khan, Advisor	Psychology	02.05.25
		Member 3	Prof. (Dr.) Suman Vij, Director IQAC	Economics	02.05.25
		Member 4	Prof. (Dr.) Ajay Bamba, Deputy Director	Management	02.05.25
		Member 5	Dr. Sunil Verma, Associate Professor, FCAM	Management	02.05.25
		Member 6	Dr. Amit Asthana, Associate Professor, FEAT	Computer Applications	02.05.25
c.	Head of three Departments or	Member 7	Prof. (Dr.) Kirti Dutta, Dean, FCAM	Management	02.05.25

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	School of Studies from which programme is being offered in ODL and Online mode	Member 8	Prof. (Dr.) S Krishna Mohan Rao, Dean FEAT	Computer Applications	02.05.25
					02.05.25
d.	Two External Experts of ODL and/or Online Education	Member 9	Prof. (Dr.) Mallikarjuna Gadapa, Director, CDOE, Manipal University, Jaipur	Engineering	02.05.25
		Member 10	Prof. (Dr.) Nasib Singh Gill, Director, CDOE, M.D. University, Rohtak	Computer Applications	02.05.25
e.	Officials from departments of HEI	Member 12 Controller of Examination	Dr. Pradeep Malik	Mathematics	02.05.25
		Member 13 IT	Mr. Anand Ruhela	IT	02.05.25
		Member 14 Finance	Mr. Ramesh Semwal	Finance	02.05.25

S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
f.	Director, CIQA	Member Secretary	Prof. (Dr.) Pulin Saluja	MDS (Oral Pathology)	01.06.24

HEI ID:**Name of HEI:****Type of HEI:****Due to change in the membership of the Committee, it was reconstituted on 13th September 2025**

S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Prof. (Dr.) Hemant Verma	English Literature	13.09.25
b.	Three Senior teachers of HEI	Member 1	Prof. (Dr.) Subodh Kumar, Registrar	Psychology	13.09.25
		Member 2	Prof. (Dr.) Waheeda Khan, Advisor	Psychology	13.09.25
		Member 3	Prof. (Dr.) Suman Vij, Director IQAC	Economics	13.09.25
		Member 4	Prof. (Dr.) Ajay Bamba, Deputy Director	Management	13.09.25
		Member 5	Dr. Sunil Verma, Associate Professor, FCAM	Management	13.09.25
		Member 6	Dr. Amit Asthana, Associate Professor, FEAT	Computer Applications	13.09.25
c.	Head of three Departments or	Member 7	Dr. Nikhil Monga, Dean, FCAM	Management	13.09.25
		Member 8	Dr. Ashima, Dean FEAT	Computer Applications	13.09.25
	School of Studies from which programme is being offered in ODL and Online mode				13.09.25

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d.	Two External Experts of ODL and/or Online Education	Member 9	Prof .(Dr.) Mallikarjuna Gadapa, Director, CDOE, Manipal University, Jaipur	Engineering	13.09.25
		Member 10	Prof .(Dr.) Nasib Singh Gill, Director, CDOE, M.D. University, Rohtak	Computer Applications	13.09.25
e.	Officials from departments of HEI	Member 12 Controller of Examination	Dr. Raghavendran V.	Engineering	13.09.25
		Member 13 IT	Mr. Anand Ruhela	IT	13.09.25
		Member 14 Finance	Mr. Ramesh Semwal	Finance	13.09.25
f.	Director, CIQA	Member Secretary	Prof. (Dr.) Pulin Saluja	MDS (Oral Pathology)	01.06.24

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

Yes

1.4 Number of meetings held and its approval:**a. No. of meetings held every year: 2****b. Meeting details:**

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	15-5-2025	2	upload	upload
Meeting 2	17-12-2025	2	upload	upload

• CIQA Meeting minutes MOM - Refer to *Annexure 1a* & *Annexure 1b***1.5 Number of programmes started at Certificate level as per Regulation 24 of UGC (ODL Programmes and Online Programmes) Regulations, 2020:***Not Applicable*

HEI ID:**Name of HEI:****Type of HEI:****1.6 Number of programmes started at Diploma level as per Regulation 24 of UGC(ODL Programmes and Online Programmes) Regulations, 2020:***Not Applicable***1.7 Number of programmes started at Post Graduate Diploma level as per Commission Order:***Not Applicable***1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:**From **<July, 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.	BCA	03	128	10 + 2 / Diploma	94000	F.No. 1-IO/202s(DEB-SR) Date: 3 rd October 2025	06	01	0	07
2.	BBA	03	128	10 + 2 / Diploma	89500	F.No. 1-IO/202s(DEB-SR) Date: 3 rd October 2025	06	06	0	12
3.	B.Com	03	128	10 + 2 / Diploma	70000	F.No. 1-IO/202s(DEB-SR) Date: 3 rd October 2025	05	02	0	07

From **<January, 2026>**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
1.1.	BCA	03	128	10 + 2 / Diploma	94000	F.No. 1-IO/202s(DEB-SR) Date: 3 rd October 2025	09	02	0	11
2.	BBA	03	128	10 + 2 / Diploma	89500	F.No. 1-IO/202s(DEB-SR) Date: 3 rd October 2025	18	05	0	23
3.	B.Com	03	128	10 + 2 / Diploma	70000	F.No. 1-IO/202s(DEB-SR) Date: 3 rd October 2025	02	01	0	03

Type of HEI:

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

From **<January, 2026>**academic session: TO BE EXTRACTED FROM WEBPORTAL

[illegible]

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

2.1 Action taken on the functions of CIQA:-

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	Internal quality assurance in the services CDOE provides to its learners covers the following: • CDOE provides learners with a fully online, paperless admission process, covering registration, document verification and fee payment, so that a learner can enrol without a single physical visit or form. • D2L/Brightspace, CDOE's Learning Management System — approved by the applicable regulatory authorities — gives every learner a single, well-organised space for lectures, e-content, assignments and assessments. Learner feedback rates D2L among the more intuitive and dependable LMS platforms they have used, and it is the backbone that the rest of the services below run on. • Course delivery follows the four-quadrant approach mandated by UGC for online and ODL programmes — e-tutorials, e-content, self-assessment, and discussion forums/additional resources — applied consistently across every module rather than left to individual course design. • A structured onboarding process walks new learners through LMS, the academic calendar and the support channels available to them before their first live session. • Dedicated student-support managers, backed by a CRM-based helpdesk, handle queries raised through SMS, email, phone or the student portal — each query is logged, routed to the concerned team and tracked through to resolution. • Faculty remain directly reachable through a dedicated 'Message button' and course discussion forums, so doubt resolution does not wait for a scheduled class. • Course content and syllabi are revised periodically to stay current with industry practice. • Live virtual sessions are conducted for every unit supplemented by Personal Contact Programme (PCP) sessions, with learner feedback collected time to time. • Proctored examinations are conducted jointly by the CDOE team and the Centre for Examinations, ensuring the highest standards of academic integrity and sanctity.	• Minutes of Internal Review quality-review meeting 24.09.2025 Annexure 2.1.1.1a • Minutes of Internal Review quality-review meeting 18.03.2026 Annexure 2.1.1.1b - Annexure 2.1.1.2 CRM-helpdesk query resolution - Annexure 2.1.1.3 - LMS learner-dashboard

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		Mock tests are also conducted to familiarize students with the examination process and technology. The examinations are administered through CodeTantra, a robust and tried-and-tested online examination portal that is also used by SWAYAM for conducting online examinations. The platform incorporates secure proctoring, CCTV monitoring, and biometric verification to ensure transparency, authenticity, and credibility throughout the examination process. • Value-added and academic/professional-enhancement courses are built into the curriculum, with related orientation and enhancement workshops scheduled in online mode specifically so that working-professional learners can attend. These measures are intended to produce the following outcomes: • Enhanced learning experience — structured courses, a current curriculum and multi-channel support keep learners engaged through the programme. • Stronger academic performance — assessment design kept aligned to learning outcomes supports better learner results. • Growing institutional reputation — consistent service quality strengthens CDOE's standing with learners and partners alike. • Regulatory recognition — CDOE's quality processes were a direct contributor to its UGC-DEB recognition in July 2025. • Continuous improvement — learner feedback and LMS usage data are fed back into policy and process revisions on an ongoing basis. CDOE's first batch of learners, admitted after this July 2025 recognition, is still progressing through the programme and has not yet reached convocation; the services above are what the department relies on to carry that first batch through to it.	
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and	SGT University's CDOE builds its self-evaluative and reflective quality practice around how each unit of study is designed, not only around administrative processes. Self-learning material for every course is developed to be self-explanatory in its own right, and is made available to learners in soft-copy form so that remote study is not held up by physical delivery. Every unit closes with a structured comprehension check, built consistently across courses: • 5 to 10 MCQs per unit, framed across Bloom's Taxonomy so that both easier and more difficult cognitive levels are represented, not just recall-based questions. • 3 short-answer and 3 long-answer questions per unit, so learners are also assessed through written responses of varying depth, not objective testing alone.	• Sample ELM Annexure 2.1.2.1 - Assessment design guideline circular issued to course co-ordinators - Annexure 2.1.2.2

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	processes of the Higher Educational Institution	• A glossary of key terms at the end of every unit, so unfamiliar terminology does not itself become a barrier to comprehension. • Case studies and simulation-based exercises, built in wherever the subject matter allows, so learners get a chance to apply concepts to realistic scenarios rather than relying on recall. Continuous assessment is treated as central to how learners actually absorb the material through a course, not as a formality attached at the end of a unit. Before a session begins, every course coordinator is issued detailed assessment-design guidelines to work against — covering how many assignments are to be set across the course, the criteria each assignment must satisfy, and specific instructions on framing questions against Bloom's Taxonomy so that the mix of easier and more demanding questions is deliberate rather than incidental. Assessments are accordingly designed and checked against these guidelines ahead of the session, rather than being put together once teaching is already under way. This design is not left to individual course coordinators to interpret independently. SGT runs its own Centre of Excellence for Andragogical and Pedagogical Sciences (CEAPS), through which course coordinators are trained in andragogical and pedagogical methods.	• CEAPS training circular/schedule <i>Annexure 2.1.2.3</i> • Sample case study/simulation exercise <i>Annexure 2.1.2.4</i>
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	CIQA, working through committee-level deliberation and CDOE's own operating data, has settled on the following key areas: 1. Curriculum Design and Delivery — Course content for CDOE's online programmes is placed before and approved by the same Boards of Studies and Academic Council that govern the corresponding on-campus programmes, so it stays current with academic and industry developments. Delivery follows the UGC-mandated four-quadrant structure through D2L, CDOE's LMS, rather than a flat set of recorded lectures. 2. Faculty and Course-Coordinator Capability — Beyond subject-matter expertise, course coordinators are trained through SGT's own Centre of Excellence for Andragogical and Pedagogical Sciences (CEAPS) in andragogical methods and Bloom's Taxonomy-based assessment design, so that teaching quality does not depend on individual initiative alone. 3. Learner-Centred Support — Dedicated student-support managers, a CRM-based helpdesk, and direct faculty access through 'Message Button' keep learners from being left to navigate the programme unsupported, from onboarding through to course completion. 4. Assessment and Evaluation — A continuous-assessment system — MCQs, short- and long-answer questions, glossaries, case studies and simulations, all built to assessment-design guidelines issued to course coordinators before each session — is treated as central to learning outcomes, not an administrative add-on.	• Minutes of Internal Review quality-review meeting 24.09.2025 <i>Annexure 2.1.1.1a</i> • Minutes of Internal Review quality-review meeting 18.03.2026 <i>Annexure 2.1.1.1b</i> • Internal strategy/roadmap note from CIQA, IRC meetings <i>Annexure 2.1.3.2a &</i>

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		5. Digital Infrastructure — Since the entire learner experience runs through D2L LMS, the CRM helpdesk and supporting ERP systems, CDOE continues to invest in this infrastructure as a direct driver of academic and service quality, rather than treating it as a background utility. 6. Research and Innovation — SGT University is committed to contributing to societal development through impactful research, innovation, and knowledge creation. The University encourages faculty and students to actively engage in research, promotes interdisciplinary collaboration, and fosters partnerships with industry, research institutions, and other stakeholders. 7. Regulatory Compliance and Quality Assurance — Direct coordination with UGC-DEB — through timely Annual Report submissions, updates to the Scheme of Examination and SOPs, and CIQA's own internal review cycle — keeps CDOE's practice aligned with the Commission's evolving requirements rather than reactive to them. 8. Ethical and Professional Conduct — Secure, proctored examinations and transparent grading are treated as matters of integrity as much as process, so that learners results reflect their own work and effort. 9. Industry Engagement — CDOE has been building a structured corporate-tie-up framework across the IT, manufacturing, retail, banking and CA-firm sectors, both to keep curriculum relevant to employer expectations and to open placement/internship exposure for learners in the coming times. 10. Access for Working Learners — Since a large share of CDOE's learners study alongside employment, orientation and enhancement workshops are scheduled in online mode specifically to allow their participation. These ten areas were arrived at by weighing CDOE's own process data against the practices observed among comparable online-education providers during partner and industry discussions, rather than being assumed in the abstract.	<i>Annexure 2.1.3.2b</i> • CEAPS charter/training schedule <i>Annexure 2.1.2.3</i>
4.	Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in	SGT University runs its online programmes as an extension of, its conventional-mode academic governance. Curricula for CDOE's online programmes are placed before and approved by the same Boards of Studies and Academic Council that govern the corresponding on-campus programmes, so course content and credit structure track the on-campus version by design rather than by later reconciliation. Examination policy is likewise held to a common standard: the CDOE Scheme of Examination, along with the Standard Operating Procedures governing conduct of online examinations, was placed as a formal annexure before the Academic Council specifically so that evaluation rigour — question-paper setting, invigilation/proctoring, evaluation and result processing	• Academic Council agenda/minutes carrying the CDOE Scheme of Examination <i>Annexure 2.1.4.1</i> SOP_Equivalence_Management_MBA_BBA_BCom <i>Annexure 2.1.4.2a</i>

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	conventional mode (For Dual Mode HEIs)	— mirrors the on-campus process rather than running to a separate, looser standard. This mechanism has been put into practice since CDOE's UGC-DEB recognition in July 2025: Semester I of the July 2025 admission drive has been examined and its result declared under it, while Semester II of that drive and Semester I of the January 2026 drive are progressing through the same evaluation process, with results to follow on the applicable examination calendar. Faculty deployed on online programmes are drawn from the same qualified pool as conventional-mode teaching, and the LMS-based delivery is designed to reproduce, as far as the online medium allows, the pedagogic structure of the classroom — recorded and live sessions, assessments, and doubt-resolution channels.	<i>SOP_Equivalence_Computer Applications_MCA_BCA</i> <i>Annexure 2.1.4.2a</i>
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	CDOE keeps feedback simple and tied to the group it comes from, rather than running one common survey for everyone. Learners can raise feedback through the LMS feedback form which are periodically evaluated. Semester I of the July 2025 drive has been closed, with its result declared, so this is also the first point at which post-semester learner feedback is actually available to CDOE — it is being looked at alongside the ongoing LMS/CRM/WhatsApp input as later semesters and drives complete. Faculty raise feedback during the periodic reviews of the content-creation workflow; this is what led to the revised e-content model. On the employer side, feedback comes mainly through the corporate outreach CDOE has been building with a few sectors — IT, manufacturing, retail, banking and CA firms — which also gives some sense of how employers view curriculum relevance and learner readiness. Government and regulatory expectations reach CDOE through UGC-DEB's own reporting and compliance cycle.	<i>MoM_Feedback_Based_Action_Feedback Form Responses DATA-Online Education Programs</i> <i>Annexure 2.1.5</i>
6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	CIQA keeps a close watch on CDOE's academic and administrative processes, and pushes for a fix wherever a gap is found rather than waiting for the next scheduled review. Some of the concrete measures placed before CDOE and University leadership include: • Regular review of academic and administrative processes, with gaps discussed and resolved with the concerned team — the review of the content-creation workflow that led to CDOE's revised e-content model is one example. • Mechanisms for student feedback on academic and administrative matters, facilities and resources, through the LMS feedback form and the CRM helpdesk. • Review of programme structure, schemes and syllabi as per Board of Studies recommendations, placed before the Academic Council for approval. • A grievance-handling mechanism for students, with queries and complaints raised by phone, email or portal	• Approved rewards/incentive policy document <i>Annexure 2.1.6</i>

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		logged, routed to the concerned team, and tracked through to closure. • A structured rewards and incentive policy for teaching and non-teaching staff, including a Director's Award category with a defined evaluation rubric, to link recognition to performance rather than tenure alone. • Continued investment in LMS/CRM infrastructure, including exploratory work on adaptive-learning features, to keep pace as enrolment grows.	
7.	Implementation of its recommendations through periodic reviews	CDOE implements its recommendations through a review mechanism that is built into the content-creation process itself, not a separate check applied afterward. - Course coordinators prepare the core content for each course, and it is then reviewed at two levels — by an internal reviewer within CDOE, and by an external subject reviewer — before it is treated as final. PPT experts and transcript experts, who prepare the accompanying material, have their work reviewed in turn by the concerned course coordinator, so nothing goes out on the strength of a single reviewer's sign-off. - This runs against defined SOPs for ELM creation and video recording, which are strictly followed so that content quality does not depend on how carefully any one person happens to be working on a given day. Teaching Assistants were recently brought into this workflow to help it move faster, with their output reviewed the same way as before. Recognition is extended across the board — to non-teaching staff, teaching staff and learners alike — so that this rigour and quality is something everyone has a stake in maintaining, not only those directly reviewing content.	• ELM creation and video-recording SOP document <i>Annexure 2.1.7</i>
8.	Workshops/seminars/symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all	CDOE plans workshops around themes that matter specifically to online delivery, rather than generic training. Sessions conducted so far include ‘Do’s and Don’ts of Delivery’, ‘Advanced PowerPoint Applications and their Role in Education’, and ‘Enhancing Effectiveness in Live Online Class Delivery’. Alongside these, faculty attend periodic CEAPS training — every new faculty joiner goes through it as part of onboarding, and continuing faculty attend it on a recurring basis — so that readiness for online teaching is built deliberately rather than assumed. These programmes are open to teaching and non-teaching staff alike, and faculty are further encouraged to attend external conferences and Faculty Development Programmes to stay current on the broader challenges online education faces in India.	• Events Details <i>Annexure 2.1.8</i> • CEAPS training circular/schedule <i>Annexure 2.1.2.3</i>

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	the stakeholders in Higher Educational Institution.	Regular-mode academic events organised at SGT University are also made available in online mode, so CDOE's online learners are not left out of institutional programming built primarily around the on-campus calendar. In addition, CDOE conducts at least one dedicated talk, discussion or seminar for its online learners every semester. Each session is planned with the concerned coordinators, communicated in advance through circulars, and followed by a short report shared with the participating group, so that those who could attend and those who could not are equally informed of the outcomes. This runs as a defined process end to end rather than an informal arrangement: a proposal for the event is placed before IQAC/CIQA for approval before it is scheduled, and once conducted, a report of the session — attendance, discussion points and outcomes — is submitted back to IQAC/CIQA to close it out. No workshop, seminar or symposium under this head proceeds without that initial approval, and none is treated as complete until its report has been submitted.	
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	Developing a best practice at CDOE starts with a plain look at how a process is actually working, drawn from committee-level review and day-to-day operating data, rather than a search for improvement in the abstract. Faculty, course coordinators and support staff are the ones who typically surface where a process is falling short, since they are closest to it. Once a gap is confirmed, the practice that addresses it is formulated on the evidence at hand and checked against CDOE's own goals for the programme concerned — not adopted because it is common elsewhere. Two examples from the review period: the unit-level assessment design — the mix of MCQs set against Bloom's Taxonomy, short- and long-answer questions, glossaries and case studies — was arrived at this way, as was the structured staff-incentive framework built around the Director's Award rubric. Once formulated, a practice is written up as a short reference note or circular rather than left as an informal understanding among the people who developed it — set out plainly enough that a coordinator onboarding a new course, or a staff member new to the process, does not have to rediscover the same lessons independently. These notes are then shared with everyone the practice concerns — course coordinators, faculty and relevant staff — through circulars and, where the practice changes how a session is run, through the training sessions covered earlier, rather than being filed and left for people to find on their own.	

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10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	CDOE tracks a set of internal performance and engagement statistics on an ongoing basis. One strand covers the staff directly involved in day-to-day learner-facing delivery — Academic Counsellors, video editors and the interns posted with CDOE — where counsellor call/query handling, video-editing turnaround on recorded lectures, and task completion by interns are logged and reviewed periodically against the workload each role is expected to carry. A second strand covers academic delivery itself — Course Coordinators' turnaround on content preparation and video recording under the revised e-content workflow, reviewed coordinator-wise rather than only at the department level. A third strand covers learner engagement in real time: attendance and participation in live (synchronous) sessions is recorded session-wise through the LMS, so that a session with unusually low attendance is visible immediately rather than surfacing only at the end of a course. This data is compiled into periodic internal reports shared with CDOE leadership, and is used to flag where an individual counsellor, editor, intern or coordinator is falling short of the expected turnaround or workload, and where live-class attendance needs follow-up with the concerned coordinator or the learners themselves.	• Enrolment/MIS report <i>Annexure 2.1.10.1 - Enrollment report</i> • LMS engagement analytics extract or dashboard screenshot <i>Annexure 2.1.10.2 LMS engagement analytics extract or dashboard screenshot</i>
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	CDOE's Programme Project Reports are drafted by the Programme Coordinator for the concerned programme, in discussion with the Deputy Director, CDOE, and the concerned Dean(s) and Head(s) of Department of the school offering the corresponding regular-mode programme. This is a deliberate design choice: the PPR is not written by CDOE in isolation, since an online programme's credits, courses, curriculum and industry relevance have to sit alongside the regular-mode programme rather than diverge from it. The drafting itself follows the UGC-DEB Guidelines on Programme Project Reports, and is checked specifically for alignment between the CDOE and regular-mode programme on credit structure, course composition, curriculum content, and current industry demand/relevance. Where the regular programme has moved ahead on any of these — a revised course, an added credit, an industry-aligned elective — the CDOE PPR is reviewed against it rather than being left as drafted at the point of original approval. This alignment is checked periodically by CIQA together with the Internal Review Committee, against both UGC-DEB norms and the regular-programme comparison described above. Wherever this review points to a change — to credits, course structure, curriculum content or any other PPR element — the change is placed before the Board of Studies of the	CIQA Meeting minutes MOM - Refer to <i>Annexure 1a & Annexure 1b</i> • Minutes of Internal Review quality-review meeting 24.09.2025 <i>Annexure 2.1.1.1a</i> • Minutes of Internal Review quality-review meeting 18.03.2026 <i>Annexure 2.1.1.1b</i> • Board of Studies agenda/minutes approving

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		concerned school for approval before it is implemented, so that no PPR revision takes effect without the same academic body that governs the regular-mode programme having signed off on it.	<i>Annexure 2.1.11.2</i>
12.	Mechanism to ensure the proper implementation of Programme Project Reports	Once a PPR is approved, the commitments it makes — faculty strength, LMS/infrastructure features, learner-support services, assessment structure — are not left unchecked until the next renewal cycle. CDOE tracks these commitments against what is actually in place through periodic internal review, comparing, for instance, sanctioned faculty positions against actual appointments, or committed LMS features against what learners can access on the dashboard. Where a gap is found — a support service not yet live, a staffing shortfall — it is flagged to the concerned coordinator with a defined timeline for closure, and re-checked at the next review rather than left to surface only during an external audit.	• Internal strategy/roadmap note from CIQA, IC meetings <i>Annexure 2.1.3.2a & 2.1.3.2b</i>
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	CDOE received UGC-DEB recognition for its online programmes in July 2025, and maintains its Annual Plans and Annual Reports on file in a consistent format from the outset, so that this year's report and each one following it remain comparable rather than standalone documents. These records are reviewed periodically — with the current cycle checking what was committed against what has actually been delivered so far, whether in enrolment numbers, infrastructure additions, or process changes such as the e-content workflow revision — and this review will extend year-on-year as CDOE completes further cycles. Where the review shows a planned item was not completed, it is either carried forward into the next Annual Plan with a reason noted, or dropped with a documented rationale, rather than silently disappearing from the record.	

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14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market	CDOE is at an early but deliberate stage of building the industry-linked inputs that will keep its online programmes relevant to the job market. The first batch of CDOE learners has only just completed its first semester, so this work is still being put in place rather than fully operational — the inputs being developed are as follows: 1. Curriculum alignment with the regular-mode programme: CDOE's Programme Project Reports are prepared jointly by the Programme Coordinator, the Deputy Director, CDOE, and the concerned Dean/HOD, and are checked against the regular-mode programme's credits, courses and curriculum (see point 11 above). Industry-informed curriculum decisions taken by the Board of Studies for the on-campus programme therefore flow through to the CDOE programme by design, rather than needing a separate industry-input channel from day one. 2. Industry partnerships and advisory input: a corporate tie-up framework has been developed and CDOE is in the process of bringing industry experts on board — for guest sessions, curriculum feedback and, in due course, placement support — sector by sector rather than all at once. 3. Placement and internship support: placement drives have not yet begun for CDOE, since the first cohort has only just completed its first semester of study. This is a natural next step as the cohort progresses, and CDOE is working on it now rather than waiting until it becomes urgent. The intent is that online learners will have access to the same placement and career-services facilities offered to regular-mode students — not a reduced or separate version of them — once this is operational for the online mode.	• Corporate tie-up framework document <i>Annexure 2.1.14.1</i> • Placement and career-services planning note (in progress) <i>Annexure 2.1.14.2</i>
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	CDOE's principal vehicle for this is CEAPS — the Centre of Excellence for Andragogical and Pedagogical Sciences — set up by SGT specifically to study how adult, online learners engage differently from a conventional classroom cohort, and to translate that understanding into a standard delivery practice across CDOE rather than leaving it to individual preference. The premise CEAPS works from is that a learner-centric online environment cannot be left to good intentions at the individual coordinator level — it has to be designed into how every course is built and delivered, from content structure through to the live classroom. Before a Course Coordinator is assigned to deliver a live session, they go through structured CEAPS training covering andragogical (adult-learning) technique, live-class delivery skills — pacing, keeping a remote audience engaged, and effective use of the interactive tools available on the platform	• CEAPS training module <i>Annexure 2.1.15.1</i> • CEAPS charter training schedule Course Coordinator training completion/attendance record in <i>Annexure 2.1.2.3</i>

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		— and a defined set of do's and don'ts for online delivery, such as avoiding a one-directional, monologue-style session and building in periodic checks for understanding rather than lecturing straight through. This training is completed in advance of a coordinator's first live session, not after the fact, so learner-centric delivery is the starting point rather than something corrected once a course is already running. This research-based approach also shapes how course content itself is structured. Delivery follows the UGC-mandated four-quadrant approach — e-tutorial, e-content, discussion/self-assessment, and reference/enrichment resources — so that a learner has more than one route into a topic rather than a single linear video. Assessment design is calibrated the same way: each unit carries 5 to 10 MCQs set across easy and difficult levels of Bloom's Taxonomy, alongside three short-answer and three long-answer questions, a glossary, and case studies or simulation exercises wherever the subject allows. Course Coordinators are issued these assessment-design guidelines — covering assignment counts, evaluation criteria and the Bloom's-Taxonomy framing — before each session, so assessment is matched to the level a learner has actually reached rather than testing recall alone. All of this is delivered to learners through D2L, CDOE's learner-facing LMS, which is what makes the CEAPS-trained delivery and the four-quadrant content structure something a learner actually experiences rather than an internal design principle — lectures, e-content, assessments and reference material are all accessed from the same learner dashboard, with study material provided in soft-copy form so it is available on demand rather than tied to a physical resource.	• CEAPS Aligned Assessment design guideline circular issued to course co-ordinators <i>Annexure 2.1.2.2</i> • Sample four-quadrant course structure on LMS <i>Annexure 2.1.15.4</i> - <i>Sample four-quadrant course structure on LMS</i>
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	As CDOE's role in institutional accreditation grows alongside its enrolment, CIQA is putting in place a structured coordinating mechanism for this function rather than continuing to respond to accreditation-related requests on an ad hoc basis. The committee will be formed along the following lines: 1. Formation of the Committee: CDOE will constitute a dedicated CIQA-led coordinating committee comprising the Deputy Director, CDOE, the concerned Programme Coordinators, a representative of the University's central IQAC/accreditation cell, and administrative and quality-assurance staff — so that online-programme accreditation inputs are handled by a defined group rather than by whichever coordinator is available when a request arrives.	

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		2. Awareness and Orientation: The committee's first task will be to orient CDOE's own faculty, Teaching Assistants and support staff to what institutional accreditation actually requires from them — the kind of data, documentation and day-to-day practice each will need to be able to demonstrate. 3. Data and Self-Assessment Support: the committee will work with Programme Coordinators to compile CDOE-specific data — enrolment figures, LMS infrastructure, PPR status, examination SOPs, and learner outcomes — into the format the University's central IQAC needs for its own self-assessment exercise. 4. Criterion-wise Documentation: evidence and policy documents specific to CDOE's online delivery will be organised against the relevant accreditation criteria, so they can be handed to the central IQAC/accreditation cell. 5. Internal Review before Submission: before CDOE's material goes into the University's central submission, the committee will run an internal check against the accreditation criteria, so that any gap is flagged early enough to be corrected rather than surfacing only during the external review itself. 6. Ongoing Coordination: the committee will remain the single point of contact between CDOE and the University's central IQAC/accreditation cell for the duration of an accreditation cycle.	
17.	Measures adopted to ensure internalisation and institutionalisation of quality enhancement practices through periodic accreditation and audit	CDOE conducts periodic internal review of its admission, examination and content-delivery processes, and treats the findings as an input to policy or SOP revision rather than a closed audit exercise. The University Academic Council provides institutional oversight of this cycle, examining review findings alongside the resulting policies and SOPs to ensure quality, relevance and integrity are maintained across teaching, learning and evaluation. This is how the revised e-content model, the examination SOPs annexed to the Academic Council agenda, and the staff-incentive framework all originated — each began as a finding from an internal review that was then written into a standing policy or SOP, so the improvement becomes the new normal rather than a one-time correction.	

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18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	CDOE maintains direct coordination with UGC-DEB through its regular compliance cycle — timely submission of Annual Reports, updates to the Scheme of Examination and related SOPs, and responses to any compliance communication received from the Commission. This being the first Annual Report submitted by CDOE following its UGC-DEB recognition in July 2025, CIQA has set out to establish this coordination as a disciplined, standing practice from the very outset rather than build it up gradually — every submission going forward will adhere strictly to the Commission's prescribed timelines and formats, and CIQA will apply the same stringent scrutiny to CDOE's underlying processes in every reporting cycle. Where a Commission guideline requires a process change at CDOE's end (for instance, examination-conduct SOPs), the change is drafted, placed before the Academic Council for approval, and then implemented, so that Commission guidelines translate into an actual internal document rather than remaining a standalone circular on file.	
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	From the very design stage of its online programmes, CDOE has benchmarked itself against existing universities already offering online education, rather than building its curriculum in isolation. Before finalising its own syllabi, CDOE undertook an extensive survey of the syllabus structure, curriculum design, course offerings and specialisations offered by comparable universities in the online space — examining how these institutions had structured their programmes, sequenced their courses, and positioned their specialisations, so that CDOE's own offerings were designed with this comparative picture in view rather than developed independently of it. This benchmarking exercise was not confined to curriculum alone. To ensure that CDOE's programmes remain aligned with evolving industry needs, the comparison was extended to how other universities structure their offerings to meet employer expectations — the specialisations they prioritise, the skill-oriented courses they build in, and the way they position programmes for employability — so that CDOE could adopt and adapt the best practices observed, rather than relying solely on internal assumptions about what the market requires. The same comparative approach has since extended into CDOE's operational and support functions. CDOE leadership draws on ongoing interactions with admission, financing and industry partners — engagements that regularly involve comparison of how other online-education providers structure their channel partnerships, LMS/CRM infrastructure and	• Curriculum/syllabus benchmarking note or comparison chart <i>Annexure 2.1.19</i>

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		EMI-financing arrangements — to benchmark CDOE's own model on an ongoing basis. This benchmarking directly shaped the design of CDOE's tiered admissions-channel strategy and its choice of EMI-financing partners, both arrived at after comparing terms and structures observed elsewhere in the sector.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	All quality-assurance activity undertaken by CIQA during the year — the self-evaluative reviews, the recommendations issued and tracked, the workshops/orientations conducted, the PPR reviews, and the statistics compiled — is consolidated into a CIQA Annual Report summarising the action taken against each regulatory function. The report is compiled from the underlying meeting minutes, circulars and data records maintained through the year rather than reconstructed from memory at year-end.	• CIQA Annual Report <i>Annexure</i>
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 CIQA Annual Report is placed before SGT University's statutory bodies — including the Academic Council — at the close of the academic session, for information and, where required, formal approval. This has been set up as a standing agenda item rather than an ad hoc submission, so that CIQA's activities receive institutional visibility and endorsement each session going forward, beginning with this first report following CDOE's July 2025 UGC-DEB recognition.	<i>40th AC Minutes Annexure 2.1.21a</i>
	(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.	Once the CIQA Annual Report has statutory approval within the University, it is recast into the format prescribed by UGC-DEB and submitted to the Commission on the applicable annual timeline. The submission is checked against the Commission's format requirements before filing, so that the version submitted matches what has actually been approved internally rather than a differently structured working draft.	

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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 University has established a structured mechanism for overseeing the functioning of the Centre for Internal Quality Assurance (CIQA) and for ensuring effective implementation of quality assurance measures across its Online Education programmes. The functioning of CIQA is periodically reviewed by the competent authorities and the recommendations arising from such reviews are considered for appropriate action and continuous quality enhancement. The following measures are undertaken to ensure effective functioning of CIQA: • Regular review of CIQA activities: The functioning of CIQA and the progress of quality assurance initiatives are reviewed periodically. The meetings of CIQA are conducted as per the prescribed requirements, wherein academic, administrative, learner-support, examination and other quality-related processes are reviewed. • Monitoring of academic processes: CIQA reviews the quality of programme delivery, curriculum implementation, learner engagement, teaching-learning practices, assessment and evaluation mechanisms, development of Self-Learning Material (SLM), learner support services and other academic processes to ensure that they remain aligned with the prescribed regulatory and institutional standards. • Compliance with regulatory requirements: CIQA ensures that the University's Online Education programmes adhere to the applicable UGC and other regulatory guidelines. Compliance requirements are periodically examined and necessary corrective and preventive measures are recommended wherever required. • Review of quality assurance reports: Reports and outcomes generated through various quality assurance activities, including feedback analysis, academic reviews, learner-support reviews, examination processes and other institutional quality initiatives, are examined by CIQA. The observations and recommendations are appropriately documented and placed before the competent authorities for consideration and approval. • Documentation and record maintenance: Proper minutes of CIQA meetings, action taken reports, quality-	Academic Council MOM 38th 27.12.2024 _ Establishment of CDOE CIQA Annexure: 2.1.22 DONE
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		related data, feedback reports, compliance documents and supporting evidence are maintained systematically to ensure transparency, accountability and traceability of quality assurance processes. ● Stakeholder feedback and continuous improvement: Feedback received from learners, faculty members and other stakeholders is reviewed and analysed to identify gaps and areas requiring improvement. The feedback is used as an important input for strengthening academic delivery, learner support and institutional processes. ● Capacity building and quality awareness: Faculty and staff are encouraged to participate in workshops, training programmes, orientation sessions and other capacity-building initiatives related to quality assurance, Online Education regulations, technology-enabled teaching-learning and best practices. ● Institutionalisation of quality practices: Quality enhancement measures recommended by CIQA are progressively integrated into the academic and administrative systems of the University. This ensures that quality assurance is not treated as a compliance activity alone but becomes an integral part of institutional planning, implementation and review. ● Accreditation and audit preparedness: CIQA coordinates and facilitates the preparation of relevant documents, data and evidence required for regulatory reviews, accreditation, audits and other external quality assessments. Periodic internal review helps the University remain prepared for such assessments. ● Follow-up and corrective action: Recommendations emerging from CIQA reviews are followed up through designated departments/officials. The status of implementation is monitored and corrective measures are initiated wherever gaps or deviations are identified. Through these mechanisms, the University ensures that CIQA functions as an effective internal quality assurance body and contributes to the continuous improvement of Online Education programmes.	
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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 Centre for Distance and Online Education (CDOE), SGT University has adopted a structured and learner-centric instructional design framework for its Online programmes, in alignment with the applicable UGC-DEB regulations and the academic policies approved by the competent statutory authorities of the University. The instructional design process focuses on making the learning experience self-directed, interactive, accessible and outcome-oriented. The course content is developed in a systematic manner with clearly defined learning outcomes, appropriate instructional strategies, learner engagement activities and varied assessment components. The following measures have been undertaken: • Structured course design: Courses are designed with clearly defined learning objectives, learning outcomes, course modules and units, ensuring systematic progression of learning. • Self-Learning Material (SLM): Digital SLM and e-content are developed following prescribed instructional design principles, incorporating explanations, examples, illustrations, activities, case studies and references wherever appropriate. • Multimedia-based learning: Learning resources are supplemented with recorded video lectures, presentations, interactive learning resources and other digital materials to cater to different learning preferences. • Learner engagement: Discussion forums, live interactive sessions, quizzes, assignments and other activities are incorporated to promote active participation and facilitate interaction between learners and faculty. • Continuous assessment: Formative and summative assessment components are incorporated to assess achievement of learning outcomes and provide opportunities for learners to monitor their progress. • Technology-enabled delivery: The LMS and virtual learning platforms are used for systematic delivery of course content, communication, learner engagement, assessment and academic support. • Quality review and approval: Course content and instructional materials undergo academic review and quality checks before	• Guidelines for creating ELM, PPT, Video Lecture Recording Annexure 2.1.23 • Sample ELM Annexure 2.1.2.1
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		being made available to learners, ensuring consistency with the approved curriculum and institutional quality standards. • Continuous improvement: Learner feedback, faculty inputs, academic reviews and performance data are used to identify areas for improvement and refine instructional strategies and learning resources. Through these measures, CDOE ensures that the instructional design and delivery of its Online programmes remain learner-centric, technology-enabled, outcome-based and compliant with the applicable regulatory and institutional requirements, thereby supporting effective and meaningful learning in the Online mode.	
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24.	Promoted automation of learner support services of the Higher Educational Institution	The Centre for Distance and Online Education (CDOE), SGT University has promoted the systematic use of technology and digital platforms for automation of learner support services, with the objective of providing learners with efficient, accessible, transparent and timely academic and administrative support throughout their learning journey. The following measures have been undertaken: • Technology-enabled learner support: The LMS and other integrated digital platforms are used to provide learners with access to course materials, recorded lectures, announcements, academic activities, assignments and other learning resources from a single digital environment. • Online admission and onboarding: The admission and enrolment processes are supported through digital systems, enabling online submission of applications, document verification, fee-related processes and learner onboarding. • Learner tracking and monitoring: Learner participation, academic progress, course engagement, assignment submission and other academic activities are monitored through technology-enabled systems to facilitate timely academic intervention. • Online academic communication: Learners are provided with digital channels for communication with Course Coordinators, faculty members and designated learner-support teams for addressing academic and administrative queries. • Automated assessment and examination support: Technology platforms are used for conducting assessments, assignments, quizzes and examinations, along with systematic recording and monitoring of learner performance. • Feedback and grievance mechanisms: Digital mechanisms are provided for collecting learner feedback and receiving queries/grievances, enabling the concerned teams to monitor, respond and take appropriate action. • Integration of academic systems: CDOE is progressively integrating its	• CRM/ERP process note <i>Annexure 2.1.24</i> • <i>Student Support Query Resolution Process</i> <i>Annexure 2.1.24.2</i>
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		LMS, examination, CRM and ERP systems to minimise manual intervention, improve data accuracy and provide a seamless learner experience. Through these initiatives, CDOE is strengthening the automation and integration of learner support services and moving towards a technology-enabled, learner-centric and responsive Online Education ecosystem.	
25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	SGT University engages external subject experts as members of Board of Studies (BoS) and Academic Council, who validate curriculum design, e-content, and assessment frameworks for online/ODL programmes before roll-out. External domain experts are also invited through the Centre of Excellence for Andragogical and Pedagogical Sciences (CEAPS) to review course-delivery and assessment methodology (Bloom's Taxonomy-based design) followed by Course Coordinators. In-house processes — e-content creation, LMS delivery, and quality checks — undergo periodic internal review, with external academicians' feedback incorporated during annual curriculum revision. CDOE, SGT University engages external subject experts and relevant professional/academic experts for periodic validation and review of its academic and learner-support processes. Their inputs are used to assess the relevance, effectiveness and quality of programme delivery, instructional content, assessment practices and other key processes. The recommendations received through such reviews are considered by CDOE/CIQA for continuous improvement and strengthening of institutional quality processes.	BOS <i>Annexure 2.1.11.2</i> <i>External review committee report Annexure 2.1.25</i>
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	SGT University's Internal Quality Assurance Cell (IQAC), in coordination with CDOE, conducts periodic quality audits of online programmes covering curriculum delivery, e-content, and assessment processes. Findings and gaps identified during these audits are reported to the University's Academic Council/competent authority, and corrective actions are incorporated into subsequent programme cycles to ensure continuous quality improvement.	

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27.	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	SGT University's IQAC, in coordination with CDOE, oversees preparation of the Self-Appraisal Report (SAR) for online programme accreditation. A dedicated committee comprising faculty, academic administrators, and CDOE representatives coordinates data collection across departments — covering programme delivery, e-content, assessment processes, and student support — and consolidates it into the SAR. The report is reviewed internally before submission to the concerned assessment and accreditation body within the stipulated timeline.	
28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	SGT University promotes inter-institutional collaboration to strengthen quality in online delivery. Under the SYNERGY Gyanotsav initiative, cross-disciplinary faculty collaborations are undertaken — for instance, the project "AI-driven Semantic Intelligence for Academic Lectures" (SOET-CSE and CDOE), exploring AI applications for academic lecture delivery. CDOE regularly conducts workshops and Faculty Development Programmes (FDPs) with resource persons invited from other universities, enabling exchange of best practices in pedagogy, assessment, and technology-enabled teaching. Through the Centre of Excellence for Andragogical and Pedagogical Sciences (CEAPS), faculty are trained in andragogy and Bloom's Taxonomy-based assessment design, often with external experts as resource persons. Faculty and course coordinators are also encouraged to attend conferences and FDPs at other institutions, bringing back insights that inform continuous improvement of SGT's online programme delivery.	
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	CDOE, SGT University, facilitates industry linkages to enhance learner employability through expert talks, webinars, and interactions with industry professionals as part of the curriculum. Students are exposed to real-world practices via guest sessions and mentorship inputs from industry practitioners integrated into course delivery. These linkages help align programme content with industry requirements and strengthen learners' readiness for the job market, fostering a collaborative relationship between academia and industry.	• Corporate tie-up framework document <i>Annexure 2.1.14.1</i>

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

Sr.No.	Provisions in Regulations	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	<u>Organisation Structure and governance</u> a. A well-defined governance structure has been established, outlining clear roles, responsibilities, reporting mechanisms, and decision-making processes within the department. b. The department has appointed qualified and experienced faculty and administrative personnel with the requisite expertise to effectively address the specific requirements and emerging needs of Online and Distance Education. c. Effective communication and coordination mechanisms have been established among the leadership, faculty, staff, and students to promote collaboration, transparency, and timely resolution of academic and administrative matters. d. Regular professional development and capacity-building opportunities are provided to the programme team to strengthen their competencies in Online and Distance Education management, digital learning practices, and emerging technologies. <u>Management</u> CDOE's organisational structure is anchored by the Director, Deputy Director, Assistant Director, Programme Coordinators, Course Coordinators, Course mentors, and a dedicated Technical team providing round-the-clock support for the LMS, CRM, and ERP infrastructure. Clear lines of authority, reporting, and accountability have been established across academic, administrative, and technical	Organization Structure Annexure 2.2.1 Articulation of higher edu institution objectives https://sgtonline.in/about-sgtu Operational SOPs Annexure 2.2.1.1 Annexure 2.2.1.2 Annexure 2.2.1.3 SOP - Student Support SOP - Student Support Internal Assessment Management SOP - ELM Review Annexure 2.1.7

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		functions to ensure smooth day-to-day operations. <u>Strategic Planning</u> SGT University has developed a structured strategic approach for Online Education aligned with its vision, mission, institutional goals, and learner requirements. The Centre for Distance and Online Education (CDOE) initially undertook benchmarking of leading Online Education institutions to identify best practices in programme design, technology, learner support, academic delivery, and quality assurance. Based on this benchmarking and stakeholder needs, strategic priorities and measurable goals have been defined to strengthen the quality, accessibility, learner experience, and sustainability of SGT Online. The strategic priorities are periodically reviewed to remain responsive to emerging technologies, pedagogical practices, and industry requirements. <u>Operational Plans, Goals and Policies</u> Comprehensive operational plans and policies are developed and periodically reviewed to ensure quality delivery and continuous improvement in academic and administrative functions, implemented in strict alignment with statutory and regulatory requirements to ensure transparency, accountability, and effective governance. Operations remain active through weekends and holidays to ensure uninterrupted academic and administrative support for learners.	
2.	Articulation of Higher Educational Institution Objectives	CDOE's institutional objectives are centred on delivering quality, accessible, and flexible online education that empowers learners across diverse geographies and backgrounds, and prepares them for a rapidly evolving global and professional environment. Emphasis is placed on practical skills, industry relevance, interdisciplinary knowledge, and lifelong learning, with	Articulation of higher edu institution objectives https://sgtonline.in/about-sgtu

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		the Centre committed to academic excellence, innovation, and holistic learner development. These objectives — together with programme-specific outcomes, study schemes, credit structures, and evaluation policy — are clearly articulated in curriculum booklets, programme brochures, and the University website, ensuring transparency for prospective and enrolled learners alike. Programme Coordinators, under the guidance of the Director and CDOE leadership team, translate these objectives into day-to-day academic delivery, ensuring every course and activity remains aligned with the University's broader mission of accessible, high-quality online education. Vision - To reimagine higher education for the digital age by translating SGT University's legacy of academic greatness into premium online experiences—where innovation meets inclusivity, and learners from every corner of the world are empowered to grow, and lead the future on their own terms Mission - Democratize access to world-class education by delivering intellectually rigorous, industry-responsive programs through immersive digital platforms. We aim to cultivate agile minds, entrepreneurial thinking, and real-world preparedness—bridging the gap for learners who dare to dream beyond boundaries.	
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	A structured, multi-stage process governs programme development and approval to maintain rigorous academic standards. Curriculum Planning, Design and Development begins with Course Coordinators drafting content in consultation with subject-matter experts, mapping course objectives to learning outcomes and industry requirements; these drafts are then reviewed by the Board of Studies, which includes external subject experts, before formal approval by the Academic Council. Curriculum Implementation follows UGC's mandated four-quadrant approach, blending e-tutorials, e-content, discussion	<i>Annexure 2.1.11.2</i> ELM creation and video-recording SOP document <i>Annexure 2.1.7</i>

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		forums, and assessments — video lectures, PPTs, transcripts, self-learning material (SLMs), assignments, quizzes, and case studies are developed under CEAPS guidance, following Bloom's Taxonomy across easy and difficult levels. Academic Flexibility is supported through elective and skill-enhancement course options within the credit-based structure. Learning Resources span video content, e-resources, glossaries, and simulation exercises wherever the subject allows, designed for self-paced, visually engaging learning. A robust Feedback System captures structured input from learners and faculty at multiple touchpoints — post-session surveys, end-semester feedback, and informal mentor interactions — which is systematically reviewed to refine curriculum relevance, content quality, and platform usability each academic cycle.	
4.	Programme Monitoring and Review	Online programme delivery — spanning video content, live classes, curriculum updates, discussion-forum activity, and learner follow-ups — is regularly reviewed by CDOE leadership through systematic monitoring processes involving Programme and Course Coordinators. The Technical team ensures timely LMS updates, conducts training sessions for learners and faculty on portal navigation and digital tools, and provides ongoing technical support to facilitate smooth, self-paced learning. Review outcomes are documented and fed back into subsequent curriculum revisions, course-delivery adjustments, and coordinator training, ensuring consistent, high-quality delivery aligned with defined learning outcomes and stakeholder feedback across every semester.	

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5.	Infrastructure Resources	Adequate physical and digital infrastructure is maintained in alignment with the academic and operational requirements of online delivery. This includes a comprehensive e-library offering remote, round-the-clock access to e-books, e-journals, and academic databases, along with plagiarism-checking facilities made available to faculty for content and research quality assurance. A dedicated in-house recording studio, supported by a trained production team, enables high-quality video-lecture recording under expert supervision, following a structured production workflow from scripting to post-production editing. Systematic monitoring of infrastructure utilisation and periodic upgrades ensure optimum resource availability as learner enrolment scales, supporting uninterrupted delivery across all programmes.	Infrastructure Resources Annexure 2.2.5
6.	Learning Environment and Learner Support	CDOE is committed to creating a supportive, inclusive, and responsive learning environment that promotes active learner engagement and academic success. Comprehensive learner support is delivered through 24/7 access to the e-Library and LMS, dedicated Course Coordinators and Course Mentors assigned to every learner for guidance on curriculum understanding, course planning, and resolution of academic queries, and continuous IT support that enhances digital learning experience. Regular training sessions, expert-led webinars, and orientation programmes familiarise learners with the online learning ecosystem from admission through course completion. A structured escalation and grievance-resolution mechanism ensures that learner queries — academic or administrative — are	Annexure 2.2.6 Learning Environment and Learner Support

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		addressed promptly, with mentors maintaining ongoing contact to track individual learner progress and wellbeing throughout the programme.	
7.	Assessment and Evaluation	The Assessment and Evaluation system is strategically designed to align with and measure the intended learning outcomes of each course and programme. A multi-dimensional, per-unit assessment approach is employed — comprising 5 to 10 Multiple Choice Questions mapped to Bloom's Taxonomy across easy and difficult levels, 3 short-answer questions, 3 long-answer questions, a glossary, and case studies or simulation exercises wherever the subject matter permits. Course Coordinators are issued detailed assessment-design guidelines before every session, specifying assignment counts, evaluation criteria, and Bloom's Taxonomy mapping, ensuring consistency and rigour across programmes. This structured, outcome-based evaluation framework enables comprehensive assessment of learner performance while maintaining transparency and academic integrity.	Assessment design guideline circular issued to course co-ordinators <i>Annexure 2.1.2.2</i>
8.	Teaching Quality and Staff Development	A well-established institutional framework promotes teaching quality and continuous staff development at CDOE. The Centre of Excellence for Andragogical and Pedagogical Sciences (CEAPS) trains Course Coordinators in andragogy, pedagogy, and Bloom's Taxonomy-based assessment design, along with live-class delivery technique and the do's and don'ts of online delivery — training that is mandatorily completed before coordinators conduct live sessions.	

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		Faculty are further encouraged and supported to participate in external workshops, Faculty Development Programmes, and conferences, bringing back industry and academic insights that continuously inform teaching practice. This structured, ongoing capacity-building approach fosters a culture of innovation, pedagogical excellence, and accountability across all levels of programme delivery.	
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HEI ID:**Name of HEI:****Type of HEI:****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	The Academic Calendar for CDOE is meticulously prepared and approved prior to the commencement of each academic session, covering admission timelines, teaching schedules, continuous and end-semester assessments, and examination dates. · It is published on the University website to ensure transparency and is made available to all learners and faculty at the start of the session. All academic activities are conducted in strict alignment with this calendar, ensuring a structured and predictable learning experience across the academic year.	Academic Calendar Annexure 2.3.1 Annexure 2.3.2
2.	Validation	A robust validation mechanism is in place to ensure that all academic programmes offered by CDOE are academically viable, aligned with prescribed UGC standards, and appropriately structured to provide learners with optimal learning outcomes. Before implementation, curriculum booklets, e-content designed on the four-quadrant approach, fee structure, and scholarship policy are reviewed and approved by the respective statutory bodies. External subject-matter experts, as members of the Board of Studies, are actively involved in this validation process and in the annual review of programmes, ensuring continued relevance, academic rigour, and alignment with evolving industry and regulatory requirements.	

HEI ID:**Name of HEI:****Type of HEI:**

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	Quality remains a prime focus at CDOE and is ensured through continuous monitoring, evaluation, and enhancement mechanisms overseen by the Director and academic leadership. Examinations are conducted through a secure remote AI-proctored platform, with sessions recorded and daily reports submitted and verified by the examination team, ensuring the integrity of the assessment process in the absence of physical learner-support or examination centres. Academic audits are conducted annually, providing independent evaluations of curriculum delivery, e-content quality, and learner-support processes, with recommendations systematically implemented to drive continuous improvement. Performance data — spanning learner results, feedback scores, and faculty delivery metrics — is periodically reviewed at the programme, faculty, and institutional levels to identify strengths and areas requiring attention. Periodic reviews of academic processes are conducted with follow-up actions on curriculum updates, faculty training, and learner-support enhancements duly documented and implemented.	
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HEI ID:

Name of HEI:

Type of HEI:

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

Name - Dr. Pulin Saluja

Highest Qualification – MDS (Oral Pathology)

Nature of Appointment - Regular

Date of Joining - 18.12.2024

Pay Scale-37400-67000

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

Name - Dr. Ajay Bamba

Highest Qualification - Ph.D.

Nature of Appointment - Regular

Date of Joining - 21.05.2024

Pay Scale-37400-67000

Relieved on - 24.12.2025

On 12.01.2026 Dr. Yogesh Mehta (Professor) was assigned as Deputy Director for the CDOE by the Vice Chancellor of the university.(Notification attached in 3.2) Refer to Annexure 3.2

HEI ID:

Name of HEI:

Type of HEI:

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

Name - Mr. Vishal Kumar Poddar

Highest Qualification - M.Tech.

Nature of Appointment - Regular

Date of Joining - 23.05.2025

Pay Scale- 15600-39100

Refer to Annexure 3.3

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>Program Names - Bachelor of Computer Applications(BCA), Bachelor of Business Administration (BBA), Bachelor of Commerce (B.Com), Master of Computer Applications (MCA), Master of Business Administration (MBA)</i>
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Annexures related to appointment of human resources

Annexure 3.1, 3.2, 3.3, 3.4, 3.5

HEI ID:**Name of HEI:****Type of HEI:****i. Programme name:****a. Programme Coordinator**

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1	Dr. Yogesh Mehta-Professor(MBA)	Ph.D.	22.7	Regular with gross salary 52000 per month	17.03.25
2	Dr. Sunil Kumar Verma-Associate Professor((BBA)	Ph.D.	11.3	Regular with gross salary 80000 per month	17.03.25
3	Dr. Niyati-Associate Professor(B.Com)	Ph.D.	7.4	Regular with gross salary 80000 per month	17.03.25
4	Dr. Jyoti Godra-Associate Professor(BCA)	Ph.D.	4.2	Regular with gross salary 125000 per month	17.03.25
5	Dr. Amit Asthna-Associate Professor(MCA)	Ph.D.	16	Regular with gross salary 100000 per month	17.03.25

HEI ID:**Name of HEI:****Type of HEI:****b. Course Coordinator**

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1	Artificial Intelligence For Everyone	Mr. Nandan Kumar Jha- Assistant Professor	MBA	3.4	Regular with gross salary 68000 per month	17.03.25
2	Business Environment	Dr. Alka Sanjeev- Associate Professor	Ph.D.	17.8	Regular with gross salary 75000 per month	17.03.25
3	Design Thinking & Innovation	Dr. Yogesh Mehta- Professor	Ph.D.	22.7	Regular with gross salary 52000 per month	17.03.25
4	Environmental Science	Dr. Vikram- Assistant Professor	Ph.D.	8.7	Regular with gross salary 60000 per month	18.03.25
5	Financial Accounting	Dr. Niyati Chaudhary- Associate Professor	Ph.D.	7.4	Regular with gross salary 80000 per month	17.03.25
6	Foundational Course: Communicative English	Dr. Shivangi Chaturvedi- Assistant Professor	Ph.D.	1.7	Regular with gross salary 75000 per month	18.03.25
7	Management Concepts & Organizational Behaviour	Dr. Manju Dagar- Assistant Professor	Ph.D.	12.7	Regular with gross salary 52000 per month	17.03.25
8	Introduction to Programming Methodology using C	Mr. Manpreet Singh Bajwa- Assistant Professor	M.Tech	8.6	Regular with gross salary 128900 per month	18.03.25
9	WEB PROGRAMMING	Mr. Sandeep Singh- Assistant Professor	M.Tech	7.5	Regular with gross salary 48500 per month	17.03.25
10	Accounting for Managers	Dr. Niyati Chaudhary- Associate Professor	Ph.D.	7.4	Regular with gross salary 80000 per month	17.03.25
11	AI for Business	Dr. Priyadeep- Assistant Professor	Ph.D.	5.7	Regular with gross salary 75000 per month	17.03.25
12	Business Statistics and Research Methods	Dr. Mohan Kumar- Assistant Professor	Ph.D.	5	Regular with gross salary 68000 per month	17.03.25

HEI ID:**Name of HEI:****Type of HEI:**

13	Management Principles & Organisational Behaviour	Dr. Manju Dagar-Assistant Professor	Ph.D.	12.7	Regular with gross salary 52000 per month	17.03.25
14	Managerial Economics	Dr. Suman Vij-Professor	Ph.D.	24.4	Regular with gross salary 144200 per month	18.03.25
15	Marketing Management	Dr. Priyadeep	Ph.D.	5.7	Regular with gross salary 75000 per month	17.03.25
16	Professional Communication for Business	Dr Arvinder Kaur Pabla-Assistant Professor	Ph.D.	9.8	Regular with gross salary 96000 per month	18.03.25
17	Fundamentals of Artificial Intelligence And Machine Learning	Ms. Manisha-Assistant Professor	M.Phill	6.0	Regular with gross salary 60000 per month	17.03.25
18	Mathematical and Statistical Foundations	Dr. Sonu Mehla-Assistant Professor	Ph.D.	7.0	Regular with gross salary 70000 per month	17.03.25
19	Operating System	Ms Mamta Sharma-Assistant Professor	M.Tech	4.3	Regular with gross salary 75000 per month	17.03.25
20	Programming in C	Dr. Jyoti Godara-Associate Professor	Ph.D.	11.7	Regular with gross salary 125000 per month	17.03.25
21	Python programming	Prof. Susanta Kundu-Professor	Ph.D.	37.0	Regular with gross salary 117800 per month	18.03.25
22	Advanced Course: Communicative English	Ms. Monika Sharma-Master Coach	B.Com	14	Regular with gross salary 64000 per month	18.03.25
23	Basics of Entrepreneurship Skills	Dr. Yogesh Mehta-Professor	Ph.D.	22.7	Regular with gross salary 52000 per month	17.03.25
24	Business Laws	Dr. Preeti Rustagi-Assistant Professor	Ph.D.	16.7	Regular with gross salary 60000 per month	17.03.25
25	Business Statistics	Dr. Sunil Verma-Associate Professor	Ph.D.	11.3	Regular with gross salary 80000 per month	17.03.25
26	Human Resource Management	Ms. Ritu Gupta-Assistant Professor	MBA	2.0	Regular with gross salary 35000 per month	17.03.25
27	Human Values & Ethics	Dr. Archana Chaudhary-Associate Professo	Ph.D.	19.6	Regular with gross salary 85000 per month	18.03.25
28	Principles of Marketing	Dr. Mohan Kumar-Assistant Professor	Ph.D.	5	Regular with gross salary 68000 per month	17.03.25

HEI ID:**Name of HEI:****Type of HEI:**

29	MATHEMATICS	Dr. Rekha-Assistant Professor	Ph.D.	8.1	Regular with gross salary 65000 per month	17.03.25
30	PYTHON PROGRAMMING	Prof. Susanta Kundu-Professor	Ph.D.	37.0	Regular with gross salary 117800 per month	18.03.25
31	Business Analytics	Dr. Sunil Kumar-Associate Professor	Ph.D.	11.3	Regular with gross salary 80000 per month	17.03.25
32	Digital and Social Media Marketing	Dr. Chand Saini-Professor	Ph.D.	14.3	Regular with gross salary 173400 per month	18.03.25
33	Entrepreneurship Skills	Dr. Yogesh Mehta-Professor	Ph.D.	22.7	Regular with gross salary 52000 per month	17.03.25
34	Financial Management	Dr. Gunjan Tripathi-Associate Professor	Ph.D.	28	Regular with gross salary 70000 per month	17.03.25
35	Human Resource Management	Dr. Renu Yadav-Assistant Professor	Ph.D.	8.4	Regular with gross salary 85000 per month	07.01.26.
36	Operations and Supply Chain Management	Dr. Alka Sanjeev-Associate Professor	Ph.D.	17.8	Regular with gross salary 75000 per month	17.03.25
37	Advanced Data Structures	Ms. Manisha-Assistant Professor	M.Phill	6.0	Regular with gross salary 60000 per month	17.03.25
38	Cloud Computing	Dr. Amit Asthana-Associate Professor	Ph.D.	16.0	Regular with gross salary 100000 per month	17.03.25
39	Critical Reasoning And Systems Thinking	Dr. Priyadeep-Assistant Professor	Ph.D.	5.7	Regular with gross salary 75000 per month	17.03.25
40	Data Warehousing And Data Mining	Mr. Manpreet Singh Bajwa-Assistant Professor	M.Tech	8.6	Regular with gross salary 128900 per month	18.03.25
41	Object Oriented Programming With Java	Dr. Ashima-Associate Professor	Ph.D.	14.6	Regular with gross salary 132000 per month	18.03.25
42	Software Engineering And Project Management	Ms. Prashansa Taneja-Assistant Professor	M.Tech	5.1	Regular with gross salary 70000 per month	17.03.25
43	Applied AI	Ms. Shagun-Assistant Professor	M.Tech	2.3	Regular with gross salary 50000 per month	18.03.25
44	Probability and Statistics	Dr. Sonu Mehla-Assistant Professor	Ph.D	7.0	Regular with gross salary 70000 per month	17.03.25
45	Fundamentals of	Ms. Rashmi Singh-Assistant Professor	M.Tech	6.0	Regular with gross salary 90000 per month	18.03.25

HEI ID:**Name of HEI:****Type of HEI:**

	Cyber Security					
46	Introduction to Blockchain	Ms. Shewangi-Assistant Professor	M.E	3.3	Regular with gross salary 56000 per month	18.03.25

c. Course mentor

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1	Mr. Manpreet Singh Bajwa(MCA)-Assistant Professor	M.Tech	8.6	Regular with gross salary 128900 per month	18.03.25
2	Dr. Sunil Verma(MBA)-Associate Professor	Ph.D.	11.3	Regular with gross salary 80000 per month	17.03.25
3	Dr. Archana Chaudhary(BBA)-Associate Professor	Ph.D.	19.6	Regular with gross salary 85000 per month	18.03.25
4	Ms. Monika Sharma(B.Com)-Master Coach	B.Com	14	Regular with gross salary 85000 per month	18.03.25
5	Ms. Manisha(BCA)-Assistant Professor	M.Phill	6.0	Regular with gross salary 60000 per month	17.03.25

HEI ID:**Name of HEI:****Type of HEI:****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

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 editing)	1	1

ii. For Delivery of Online Programmes:

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

HEI ID:**Name of HEI:****Type of HEI:**

Technical Assistant (LMS and Data Management)	2	1
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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

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

Annexures related to appointment of human resources**Annexure 3.1, 3.2, 3.3, 3.4, 3.5**

HEI ID:**Name of HEI:****Type of HEI:****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, the assessment and examination processes for learners enrolled in Online Programmes are conducted under the academic and administrative control of SGT University. The processes relating to assessment, conduct of examinations, evaluation and declaration of results are governed and supervised by the University. Technology platforms, wherever utilized, provide technical support for the conduct of examinations and do not replace the University's academic responsibility for assessment.	
2.	For ensuring transparency and credibility, the full time faculty of the Online mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc	Yes, The University ensures transparency and credibility in the examination process through the involvement of authorised University personnel and faculty members in appropriate examination-related responsibilities. For remotely proctored examinations, designated human proctors and authorised officials monitor and supervise the examination process in accordance with the approved examination procedures.	
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	Not applicable to the primary mode of examination conduct , as the examinations for the Online Programmes are conducted through a Remotely Proctored Online Examination system. Learners can appear for examinations remotely, subject to compliance with the prescribed technical, identification and examination requirements.	

HEI ID:**Name of HEI:****Type of HEI:**

	proctoring.		
4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	Not applicable to the primary mode of examination conduct , as the examinations for the Online Programmes are conducted through a Remotely Proctored Online Examination system. Learners can appear for examinations remotely, subject to compliance with the prescribed technical, identification and examination requirements.	
5.	The number of examination centres in a city or	Not applicable to the primary mode of examination conduct , as examinations are conducted remotely through an online proctored examination system and are not dependent on a network of physical examination centres.	

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
	State must be proportionate to the student enrolment from the region		
6.	Building and grounds of the examination centre must be clean and in good condition.	Not applicable , as the primary examination mode for the Online Programmes is Remotely Proctored Online Examination and does not require learners to	

HEI ID:**Name of HEI:****Type of HEI:**

		appear at a physical examination centre.	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	Not applicable , as the examinations are primarily conducted remotely through an online proctored examination environment rather than through a physical examination hall.	
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 to remotely appearing learners , as examinations are not primarily conducted at physical examination centres.	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	NA	
10.	Safety and security of the examination centre must be ensured	NA	
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	NA	
12.	Provision of drinking water must be made for learners	NA	
13.	Adequate parking must be available near the examination centre	NA	
14.	Facilities for Persons with Disabilities should be available	NA	

HEI ID:**Name of HEI:****Type of HEI:****4.2 Compliance of facilities required for the conduct of Online examination for online programmes**

S.	Provisions in Regulations	Whether	If No,
No.		being complied Yes/No If yes, please provide details and upload relevant documents	Reason thereof
1.	Requirements at Test Centres (as mentioned in provision II (B)(13)(i) of Annexure II)	The University administers examinations through a technology-enabled Remotely Proctored Online Examination system, incorporating appropriate security measures to ensure the fairness, transparency, and integrity of the examination process in accordance with the applicable UGC Regulations, 2020.	
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	Yes , appropriate Proctors and Super Proctors were deployed for the conduct of Remotely Proctored Online Examinations. They were duly trained and oriented to effectively perform their assigned duties and ensure proper examination monitoring. Refer to Annexure 4.3.12 (List of proctors) Refer to Annexure 4.2.2 (Guidelines for Proctors and Super Proctors)	
3.	Security arrangements in the testing centre (as mentioned in provision II (B)(13)(iii) of Annexure II)	In place of conventional testing-centre arrangements, the University employs technology-mediated security controls and remote proctoring mechanisms to safeguard the examination process and uphold academic integrity.	
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iii) of Annexure II)	Yes Refer Annexure 4.2.4	

HEI ID:**Name of HEI:****Type of HEI:****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 Refer to <u>Annexure 4.2.4</u> Refer to <u>Annexure 4.3.1</u>	
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 Refer to <u>Annexure 4.3.8</u>	
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, Refer to <u>Annexure 2.1.2.2</u> Refer to <u>Annexure 4.3.8</u> Refer to <u>Annexure 2.1.4.1</u>	
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 Refer to <u>Annexure 2.1.4.1</u>	

HEI ID:**Name of HEI:****Type of HEI:**

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, Refer to <u>Annexure 2.1.2.2</u> Refer to <u>Annexure 4.3.8</u> Refer to <u>Annexure 2.1.4.1</u>	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes Refer to <u>Annexure 4.3.8</u>	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	Yes, A sample copy of the mark sheet is attached herewith for reference. View <u>Annexure - 4.3.7</u>	
8.	A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	Yes, the University follows a systematic process for question paper development, moderation, assessment, evaluation, and result declaration, ensuring comprehensive coverage of the prescribed syllabus. Please refer to <u>Annexure 4.3.8</u> for details.	

HEI ID:**Name of HEI:****Type of HEI:**

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
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 , during the Academic Session 2025–2026, Remotely Proctored Online Examinations were administered and coordinated by the Division of Examination from the University Campus, with all examination sessions being properly monitored through remote proctoring.	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Yes , a Remote Proctoring System is used for conducting examinations. All relevant examination sessions are recorded, and the recordings can be accessed by the CDOE IT Team for monitoring, verification, and administrative purposes.	
	(b) Availability of biometric system	Not Applicable to Students Appearing through 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	During the Academic Session 2025–2026, the University conducted its examinations through the Remotely Proctored Online Examination mode. Students were permitted to appear for the examinations only after successful authentication and completion of the prescribed system and environment checks. Attendance was subsequently generated	

HEI ID:**Name of HEI:****Type of HEI:**

		and verified based on the examination activity and proctoring records.	
	(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	During the Academic Session 2025–2026, examinations were conducted through a Remotely Proctored Online Examination system, ensuring proper monitoring and recording of individual examination sessions	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	centre to the Higher Educational Institution		
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	Not Applicable. The University conducted examinations through a Remotely Proctored Online Examination system during 2025–2026, wherein examination sessions were digitally monitored and recorded as per the prescribed requirements.	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Yes, Remotely Proctored Online Examinations were conducted during the Academic Session 2025–2026, and Proctors were assigned to individual students for effective monitoring in place of physical Observers. Refer to Annexure 4.3.12	

HEI ID:**Name of HEI:****Type of HEI:**

	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	Yes. During the Academic Session 2025–2026, dedicated Proctors and Super Proctors were appointed to monitor and supervise the Remotely Proctored Online Examinations.	
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	Yes Refer to <u>Annexure 4.2.4</u>	
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	Yes, The University is authorized to offer Online Mode programmes to both national and international learners, as per the applicable UGC provisions. All Online Mode students were assessed through technology-enabled proctored examinations.	

HEI ID:**Name of HEI:****Type of HEI:**

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 recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	Yes Refer to <u>Annexure - 4.3.7</u>	
	(b) Each award shall also be uploaded on the National Academic Depository	Yes SGT University has created ABC IDs for all students, and the academic records of students have been uploaded to the National Academic Depository (NAD).	
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, Sample of degrees/certificates and mark sheets are attached. Refer to <u>Annexure 4.3.16</u> Refer to <u>Annexure - 4.3.7</u>	

HEI ID:

Name of HEI:

Type of HEI:

Semester beginning	Programme name	No. of students	No. of students	No. of students	% of student	% of students
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4.4 Result and Student Progression

Admission	Programme	admitted	appeared in exams	progressed to next year	student passed	passed in first class
July, 2025	1.BBA	12	12	12	100%	92%
	2.B.COM	7	6	6	85%	85%
	3. BCA	7	7	7	100%	100%
	4. MCA	20	19	19	95%	95%
	5. MBA	95	92	92	87.40%	87.40%
Feb-26	1.BBA	23	21	Result Awaited	Result Awaited	Result Awaited
	2.B.COM	3	3	Result Awaited	Result Awaited	Result Awaited
	3. BCA	11	9	Result Awaited	Result Awaited	Result Awaited
	4. MCA	12	11	Result Awaited	Result Awaited	Result Awaited
	5. MBA	135	130	Result Awaited	Result Awaited	Result Awaited

HEI ID:

Name of HEI:

Type of HEI:

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

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

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

Yes, Programme Project Reports are prepared as per the guidelines issued by the UGC regulations 2020 and approved by the Academic Council of the university. Copy of approval is annexed as Annexure 5.1.

Annexure 5.1

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.

Yes, All requirements pertaining to the Quality Assurance Guidelines specified in Annexure VI of the UGC (ODL and Online Programmes) Regulations, 2020 are adhered. The learning resources are developed in various formats, including audio-visual content, digital/online resources, and computer-based tools, ensuring they are clear, accessible, and pedagogically sound. The curriculum and teaching methods are carefully designed to promote effective self-learning with engaging multimedia elements. These resources are regularly reviewed and updated to maintain academic standards and meet regulatory requirements, thereby delivering a high-quality learning experience for all learners. In addition to the above, the credit values, corresponding number of assignments, and the prescribed counseling hours for each programme have been meticulously determined in compliance with the UGC guidelines.

Refer to Issued Guidelines for creating ELM, PPT, Video Lecture Recording Annexure 2.1.23

Refer to Sample ELM Annexure 2.1.2.1

Refer to Sample Video E-tutorial Annexure 5.2

HEI ID:

Name of HEI:

Type of HEI:

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 University follows comprehensive guidelines for the development of Self-Learning and e-Learning Materials, framed in accordance with regulatory provisions. These materials undergo the prescribed statutory approval process to ensure quality and compliance.

Refer to Issued Guidelines for creating ELM, PPT, Video Lecture Recording Annexure 2.1.23

Refer to Sample ELM Annexure 2.1.2.1

Refer to Sample Video E-tutorial Annexure 5.2

ELM Quality Assurance Form Annexure 5.3

Quality Assurance Form - Video Lecture Content Annexure 5.4

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 University is using Non-SWAYAM platform for offering its Online Learning 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*

*Yes, The University has a Non-SWAYAM Learning Management System (LMS)
URL: <https://lms.sgtuonline.com/d2l/home> i.e. D2L Brightspace. This LMS has been developed by the company D2L (a global leader in LMS technologies). This LMS is not operated under any franchise arrangement with private service providers. The University retains complete ownership and control of the contents on the platform, ensuring the seamless delivery of its Online Programmes encompassing all essential components of Online education, in full compliance with applicable regulatory provisions.*

URL: <https://lms.sgtuonline.com/d2l/home>

Refer to Annexure 6.1 - Clarification on utilization of Non-Swayam LMS.

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)

Yes. Delivery of courses in Online mode in Teaching- Learning scheme is as per UGC Regulations, 2020.

HEI ID:

Name of HEI:

Type of HEI:

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

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

HEI ID:**Name of HEI:****Type of HEI:****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 Annexure 7.1	
Uploading of the following on HEI website https://sgtonline.in/self-disclosure.html			
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	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes	
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	
5.	Programme-wise information on syllabus, suggested readings, contact points for	Yes	

HEI ID:**Name of HEI:****Type of HEI:**

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
	counselling/mentoring, programme structure with credit points, programme-wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule		
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes	
7.	Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programmes	Yes	
8.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Online programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	Yes	
9.	Information regarding all the programmes recognised by the Commission	Yes	

HEI ID:**Name of HEI:****Type of HEI:**

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Yes • Enrolment/MIS report <i>Annexure 2.1.10.1 - Enrollment report</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;	Yes	
12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes	Yes	
13.	List of the 'Examination Centres' alongwith the number of learners in each centre, for Online programmes	Yes	
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	Yes	
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc	The Academic Calendar has been prepared and published, clearly mentioning the academic session, period of the admission process, schedule	

HEI ID:

Name of HEI:

Type of HEI:

		of continuous/internal assessments, end-semester/term-end examinations, declaration of results, and other relevant academic activities. Refer to Annexure 7.1.15(a) and Annexure 7.1.15(b).	
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	NA	

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

S.No.	Provision	Whether being complied Yes/No
1.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in online mode, shall render the enrolment invalid	Yes
2.	A Higher Educational Institution shall, for admission in respect of any programme in online mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in 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 deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government:	Yes

HEI ID:**Name of HEI:****Type of HEI:**

	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	
5.	Admission of learners to a Higher Educational Institution for a programme in Online mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners	Yes
6.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; (b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; (c) exhibit such records as permissible under law on its website; and (d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	Yes
7.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to HEI ID: Name of HEI: Type of HEI: 37 such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below.	Yes

HEI ID:**Name of HEI:****Type of HEI:**

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

HEI ID:**Name of HEI:****Type of HEI:**

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 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	Yes

HEI ID:**Name of HEI:****Type of HEI:**

	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

HEI ID:**Name of HEI:****Type of HEI:**

	Educational Institution	
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

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

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 University has a streamlined process to provide prompt resolutions to learner queries and complaints regarding admission, examinations, dispatch of ELM, contact classes/practical, assignments etc. at the primary point. A Grievance Redressal Cell (GRC) / Student Support Cell has been established to look into the matters of students' complaints with due approval of the Competent Authority. Contact information of the Coordinator is shared to all students. It is responsible to monitor, assess and review the effectiveness of procedures and closure of grievances in a time bound manner. The Grievance Redress Mechanism has been defined, notified.

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
13	13

9.3 Complaint Handling Mechanism

HEI shall mention the mechanism adopted for Complaint Handling Mechanism as per Regulations.

Also, mention details of Nodal Officers.

The University has adopted the complaint handling mechanism as per the guidelines by the UGC and has made the information available on its OL website (<https://sgtonline.in/>). The details of the nodal officer for Complaint Handling is mentioned below and also been made available on the website.

- Nodal Officer - Ms. Surbhi
- Contact Number - +91 9289735415
- Email: support@sgtonline.in

HEI ID:

Name of HEI:

Type of HEI:

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)
0	0	NA

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

Live Virtual Classes: Live interactive classes are conducted through **CodeTantra**, with weekend/evening scheduling to provide flexibility to learners, particularly working professionals.

Technology-Enabled Learning: The LMS provides access to **SLM, recorded lectures, presentations, e-books, assignments, assessments and other digital learning resources**, supporting anytime-anywhere learning.

Learner Interaction and Mentorship: Regular doubt-clearing sessions, discussion forums, faculty interaction and mentoring are provided to enhance learner engagement and academic support.

Virtual Labs: Neo Colab Virtual Labs are used, wherever applicable, to provide practical and experiential learning opportunities and bridge the gap between theory and application.

Industry and Application-Based Learning: Case studies, projects, practical assignments, expert sessions and skill-development activities are incorporated to strengthen employability and professional competencies.

Faculty Capacity Building: Faculty members participate in training programmes and FDPs, including initiatives through **CEAPS**, for continuous improvement in online pedagogy, digital teaching and learner engagement.

10.2 Best Practices of the HEI

Flexible Learning: A combination of live and recorded classes enables learners to study according to their convenience while maintaining regular faculty interaction.

Continuous Learner Support: Learners are supported through faculty mentoring, doubt-resolution sessions, LMS-based assistance and dedicated student-support mechanisms.

Experiential Learning: Virtual Labs through **Neo Colab**, projects, case studies and application-oriented assignments provide practical exposure to learners.

Learner Engagement: Interactive classes, quizzes, discussions, webinars, expert talks and collaborative activities are used to encourage active participation.

Career and Skill Development: Industry interaction, skill-development initiatives and career-support activities help learners enhance their professional and employability skills.

Continuous Quality Enhancement: LMS-based monitoring, faculty development and regular academic support mechanisms are used to continuously improve the quality of online teaching and learning.

HEI ID:

Name of HEI:

Type of HEI:

10.3 Details of Job Fairs conducted by the HEI

NA

10.4 Success Stories of students of Online mode of the HEI

Student Name: Mr. Vishwadeep

Programme: SGT Online – Management Programme

“My learning experience with SGT Online has enabled me to continue my higher education while simultaneously managing my professional and entrepreneurial responsibilities. The flexibility of the online learning system allows me to study without putting my business commitments on hold. The programme provides practical management insights that I am able to relate to and apply in real-life business situations. The flexible learning environment of SGT Online makes it particularly suitable for working professionals and entrepreneurs who wish to enhance their knowledge and professional capabilities while continuing their careers.”

Student Name: Prem Prakash

Programme: SGT Online

“My experience with SGT Online has been supported by the continuous guidance and commitment of the teaching faculty. The faculty members provide academic support and help learners understand their subjects effectively even in the online learning environment. Regular interaction and guidance have helped me remain connected with the programme and progress in my studies. The support system provided by SGT Online contributes significantly to creating an effective and learner-friendly online educational experience.”

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

NA

10.6 Number of students placed through Campus Placements

NA

HEI ID:

Name of HEI:

Type of HEI:

10.7 Details of Alumni Cell and its activity

SGT Online provides learners access to the **10,000+ strong alumni network of SGT University**. The alumni network supports learners through professional networking, career guidance, mentorship, and sharing of industry experiences. Successful alumni contribute by guiding current learners, providing mentorship and facilitating career and job-related opportunities. SGT Online also promotes continued career and mentorship support to strengthen the relationship between learners, alumni and the University.

Major Activities include:

Alumni networking and interaction
Career guidance and mentorship
Sharing of professional and industry experiences
Support for career and job opportunities
Continued engagement with learners through the alumni network

Supporting Link: SGT Online – About SGTU:
<https://sgtuniversity.ac.in/alumni>

10.8 Any other Information

NA

Centre for Distance and Online Education

JOINT DECLARATION

CIQA Annual Report

Part VII: Self-Regulation through Disclosures, Declarations and Reports, 7.1 – Compliance with Regulation 9 of the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020

We, the undersigned, being the authorised signatories of SGT University, Gurugram, do hereby jointly declare and certify that this Joint Declaration, authenticating the self-disclosures made by the University, has been duly displayed on the official website of the Higher Educational Institution (HEI).

We further confirm that all documents listed at Serial No. '2' to '17' of the Self-Disclosure format prescribed under Regulation 9 of the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020, have been duly uploaded and are available on the University's official website at the website address mentioned below, and that the said information is true, accurate and kept updated on an ongoing basis.

This declaration is issued in compliance with the self-regulation requirements of the UGC-DEB and shall remain valid until superseded by a subsequent revision, duly displayed on the HEI website.

Link to check self-disclosures at the university's official website at <https://sgtonline.in/self-disclosure.html>

Director
Centre for Distance and Online Education
SGT University
Budhera, Gurugram

Director, CDOE

SGT University

Date: 31 Aug 2026

Place: Gurugram

Registrar

SGT University

Date 31 Aug 2026

Place: Gurugram

Registrar

SGT University

Budhera, Gurugram

HEI ID: U-0702

Name of HEI: Shree Guru Gobind Singh Tricentenary University

Type of HEI: Private

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:

Director

SGT University,
Budhera, Gurugram

Date: 31 August 2026

Signature of the Registrar:

Name:

Seal:

Date:

SGT University

Budhera, Gurugram

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.