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HEI ID: HEI-P-U-0513

Name of HEI: GLA University

Type of HEI: Private

# Annual Report

OF

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

**PROGRAMMES UNDER  
ONLINE MODE**

**2024-2025**



  
Ashok Kumar Singh  
Registrar  
GLA University, Mathura




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HEI ID: HEI-P-U-0513 Name of HEI: GLA University Type of HEI: Private

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### **Part – I: General Information**

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

**1.2 Details of Director, CIQA (1.2)**

- Name: Prof. (Dr.) Suresh. C Joshi
- Qualification: Ph.D.
- Appointment Letter and Joining Report

**1.3 Details of CIQA Committee:**

**a. Composition as per Regulations**

<b>S. No.</b>	<b>Designation</b>	<b>Nomination as</b>	<b>Name and Qualification</b>	<b>Specialization</b>	<b>Date of Nomination in CIQA Committee</b>
a.	Vice Chancellor of the University	Chairperson	Prof. A K Gupta Ph.D.	English	29.04.25
b.	Three Senior Teachers of HEI	Member 1	Prof. Vishal Goyal Ph.D.	Electronics and Communication	23.11.23
		Member 2	Dr. Aneesya Sharma Ph.D.	Management	29.10.24
		Member 3	Dr. Khusboo Srivastava Ph.D.	Management	29.04.25





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c.	Head of three Departments or School of Studies from which Programme is being offered in ODL and Online mode	Member 4	Prof. Anurag Singh Ph.D.	Management	29.10.24
		Member 5	Prof. Ashok Bhansali Ph.D.	Computer Engineering & Applications	01.11.22
		Member 6	Prof. Sankar Majumder Ph.D.	Commerce	29.10.24
d.	Two External Experts of ODL and/or Online Education	Member 7	Dr. Deeksha Dave Associate Professor, Environmental Studies, SITS, IGNOU Ph.D.	Management	01.11.23
		Member 8	Dr. Om Prakash Sangwan Ex - Director -CDOE & Professor Department of Computer Science & Engineering Guru Jambheshwer University of Science & Technology, Hisar, Haryana	Computer Engineering & Applications	29.10.24
e.	Officials from departments of HEI Administration	Member 9	Prof. Diwakar Bhardwaj, Pro-Vice-Chancellor, Off Campus-Greater Noida	Computer Engineering & Applications	29.04.25

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f.	Administration	Member 10	Mr. Ashok Kumar Singh Registrar LLM	LAW	10.10.22
g.	Finance	Member 11	Shri Ramji Lal, Finance Officer	Accounts	29.04.25
h.	Director, CIQA	Member Secretary	Prof. (Dr.) Suresh. C Joshi	Learning Design & Technology	29.04.25

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

If No, reason thereof

YES, As per the UGC regulations

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

**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	26-12-2024	2	Upload	Upload
Meeting 2	02-05-2025	2	Upload	Upload

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

**NONE**

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority (if required)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.		NOT APPLICABLE									
N.											

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

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

**NONE**

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority (if required)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.		Not Applicable									
N.											

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





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

**NONE**

Sr. No.	Post Graduate Diploma Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	NOT APPLICABLE									
N.										

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

**1.8 Number of programs started at Undergraduate Degree Programs as per Commission Order:**

**From July, 2024 Academic session**

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.	B.COM	3yrs	139	10+2	64000	F.NO.22-73/2020(D EB-II)	54	29	0	83
2.	BBA	3Yrs	123	10+2	91000	F.NO.22-73/2020(D EB-II)	64	34	0	98
3.	BCA	3Yrs.	128	10+2	91000	F.NO. 2-1/2024(DE B-II)	108	25	0	133

  
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**From January, 2025 Academic session**

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.	B.COM	3yrs	139	10+2	64000	F.NO.22-73/2020(D EB-II)	11	5	0	16
2.	BBA	3Yrs	123	10+2	91000	F.NO.22-73/2020(D EB-II)	12	6	0	18
3.	BCA	3Yrs.	128	10+2	91000	F.NO. 2-1/2024(DE B-II)	11	1	0	12

**1.9 Number of programs started at Postgraduate Degree Programs as per Commission Order:**

**From July, 2024 Academic session**

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	MBA	2 Yrs.	110	Graduation with 50% Marks	97000	F.NO. 2-1/2024(DE B-II)	323	182	0	505
2.	MCA	2yrs.	104	Graduation	87000	F.NO. 2-1/2024(DE B-II)	118	39	0	157

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**From January, 2025 Academic session**

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	MBA	2 Yrs.	110	Graduation	97000	F.NO. 2-1/2024(DEB-II)	151	86	0	237
2.	MCA	2yrs.	104	Graduation	87000	F.NO. 2-1/2024(DEB-II)	28	9	0	37

  
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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	<p>Centre for Internal Quality Assurance (CIQA) refers to the systems, practices, and procedures implemented to guarantee that the services we offer at GLA University satisfy defined benchmarks and progressively get better over time. The CIQA of GLA university assures the fulfilling of quality benchmark for the various programs offered through online mode.</p> <p>The outcomes of the quality assurance measures are as follows:</p> <p>1. GLA University Online ensures strong student support through a well-structured grievance redressal system, managed by a dedicated team of counselors and support staff. Students can raise concerns via email or phone, upon which a ticket is generated and resolved within 48 hours; unresolved issues are automatically escalated to higher authorities. Complementing this, monthly Mentor-Mentee meetings are conducted, allowing students to communicate directly with their faculty for personalized support. Together, these channels ensure that all student concerns are promptly acknowledged and effectively resolved, promoting a seamless and supportive learning experience.</p> <p>2. The Office of the Director, Centre for Distance and Online Education (CDOE), at GLA University, actively monitors the</p>	<p>Annexures-</p> <p>2.1.1.1(a)</p> <p>2.1.1.1 (b)</p> <p>2.1.1.2</p> <p>2.1.1.3</p> <p>2.1.1.4</p> <p>2.1.1.5</p> <p>2.1.1.6</p> <p>2.1.1.7</p>



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	<p>implementation of both asynchronous and synchronous (live) learning schedules as released by the CDOE. It also ensures that all academic activities align with the academic calendar issued by the Dean (Academic), thereby maintaining consistency and timely delivery of the online programs.</p> <p>3. The Content Development Division at GLA University Online maintains strict quality control over all educational materials. With access to a state-of-the-art recording studio equipped with digital boards, high-quality video lectures are produced, reviewed, and edited by dedicated production and academic operations teams before being uploaded to the LMS. The same rigorous standards apply to live sessions, ensuring consistency and pedagogical effectiveness. Additionally, the Director's Office of the Centre for Distance and Online Education (CDOE) closely monitors academic services to ensure continuous improvement and alignment with institutional quality standards.</p> <p>4. GLA University ensures the integrity of End Semester Examinations for online degree programs through strict oversight by the Central Examination Cell. Examinations are monitored using a combination of AI-based proctoring and manual supervision by faculty, with the Student Support Team available throughout the exam window to assist students. To maintain fairness in evaluation, answer scripts are anonymized—removing all student identifiers—ensuring an unbiased and transparent assessment process.</p> <p>5. In addition to the internal mechanisms of the Centre for Distance and Online Education</p>	
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	<p>(CDOE), the University Grievance Redressal Committee also supervises and monitors the grievance redressal process. This ensures that all student concerns related to academic and administrative matters are addressed effectively, transparently, and in accordance with university policies, further strengthening the support system for online learners at GLA University.</p> <p>6. At the start of each academic semester, GLA University conducts structured induction programs for newly enrolled online learners, introducing them to key university officials such as the Vice-Chancellor, Pro Vice-Chancellor, Director of CDOE, and other academic coordinators. These sessions provide guidance on academic procedures, examination protocols, digital platforms, and available student support services. The induction is repeated every semester to address emerging academic challenges and ensure preparedness. Additionally, annual review meetings with course coordinators support ongoing academic alignment and quality enhancement across all programs.</p> <p>7. GLA University's Centre for Distance and Online Education (CDOE) is accredited by both the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE), having fulfilled all required norms and regulatory standards. These accreditations are a testament to the University's adherence to quality benchmarks in online education. The successful accreditation evaluations and continued acknowledgment from external regulatory and academic bodies reflect the effectiveness of GLA University's quality assurance mechanisms and its commitment to</p>	
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		delivering high-quality, student-centric learning experiences	
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	<p>Engagement in Teaching and Learning: By evaluating their understanding at regular intervals, we ensure that they grasp the essence of each subtopic. This assessment method also encourages active engagement, reinforcing the knowledge acquired and fostering a deep comprehension of the subject matter. The internal assessment comprises a series of carefully designed MCQs and subjective question based practice set for respective courses categorized into three levels of difficulty: easy, medium, and difficult following blooms taxonomy.</p> <p>Resources for Learning: A soft copy of e-LM provided through easy to navigate LMS for facilitating the remote learning.</p> <p>GLA University -CDOE Online system of assessment provides students with a robust framework for learning and evaluation. It ensures that they comprehend the concepts thoroughly, and prepares them for real-world challenges.</p> <p>Our goal is to develop accomplished people who can contribute significantly to their chosen industries by using this all-encompassing approach."</p>	<p>Annexures -</p> <p>2.1.2.1</p> <p>2.1.2.2</p> <p>2.1.2.3</p> <p>2.1.2.4</p>

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3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	<ol style="list-style-type: none"><li>1. Preparation of SLM as per guidelines by UGC (ODL Programs and Online Programs ) Regulations, 2020.</li><li>2. Optimum mechanism to create excellence by providing the technology interface with strengthened Examination and Evaluation processes.</li><li>3. Mentor – Mentee sessions for new as well as existing learners take place regularly.</li></ol>	Annexures- 2.1.3.1 2.1.3.2 2.1.3.3
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4.	Mechanism devised to ensure that the quality of Online programs matches with the quality of relevant programs in conventional mode (For Dual Mode HEIs)	<p>GLA University has a robust system to ensure quality of the academic Programs. GLA University offers programs ranging from Undergraduate to postgraduate level.</p> <p>The university's academic programs are approved by its statutory bodies. Academic programme design and development is governed in similar fashion as per the university's regular mode of programme.</p> <p>The procedure for creating academic programs is outlined in the Standards for Achieving Excellence in the Design, Development, and Delivery of Online for UGC recognition of GLA University programs in accordance with the UGC (ODL and OL) Regulations 2020.</p> <p>The quadrant-based content development strategy was designed by the center, and data was collected from all schools of studies for all available programs.</p> <p>The curriculum of ODL and OL programs is kept at par with the programme offered in conventional mode</p> <p>Examination process including Question papers created keeping blooms taxonomy in consideration to ensure the equality and standardization., Evaluation of exam copies evaluated by all the in-house faculties within University Premises.</p>	Annexures - 2.1.4.1 2.1.4.5 2.1.4.6 2.1.4.7
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff,	<p>To ensure continuous improvement and relevance, GLA University - CDOE have developed diverse mechanisms for interacting with and obtaining feedback from all stakeholders.</p> <p>These mechanisms serve as essential tools for enhancing educational quality and adapting to evolving needs. Learners, being at the heart of the educational process, are</p>	Annexure - 2.1.5

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	<p>parents, society, employers, and Government for quality improvement.</p>	<p>perhaps the most crucial stakeholders</p> <p>Feedback mechanism was created for the following stakeholders for this year's report:</p> <p>1) Learners' Feedback, 2) Parent's Feedback 3) Faculties' Feedback, 4) Staff's Feedback</p> <p>Student surveys and feedback forms allow learners to express their opinions on teaching methodologies, course content, and overall experiences.</p> <p>These assessments not only provide insight into areas needing improvement but also empower students by making them active participants in shaping their education.</p> <p>Faculties are facilitators of knowledge transfer, play a pivotal role in the education system. Mechanisms for their involvement and feedback are equally vital.</p> <p>Parent's Feedback helps to strengthen student welfare and sharing concerns about student academic progress and also give insight about the learning of their wards.</p> <p>Feedback from staff provide a platform for them to raise their concerns, ideation, and add to institutional improvement.</p> <p>In conclusion, a strong educational system requires real engagement and feedback mechanisms from all stakeholders.</p>	
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6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	<p>Every academic and administrative processes are reviewed and measured for improving their quality and effectiveness are taken:</p> <ul style="list-style-type: none"> <li>- CIQA initiated meetings with officers in each department and made it mandatory to monitor quality aspects and provide information for assessment.</li> <li>- Programs, evaluation schemes, syllabus, and other materials are reviewed in accordance with the Academic Council's approval and the suggestions of the external experts of the program BOS. A process for handling concerns has been put in place to provide students with multiple channels of communication to address their grievances and other issues.</li> </ul>	Annexure - 2.1.6
7.	Implementation of its recommendations through periodic reviews	<p>GLA University, CDOE make sure that reviews are carried out on a regular basis and suggestions are made for ongoing process improvement.</p> <p>The committee's reviews, recommendations, and feedback analyses are distributed to the relevant authorities. An audit been carried out by external resource to check the quality of the programs.</p>	Annexure - 2.1.7
8.	Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such	<p>Various activities are organized to ensure that the key stakeholders are upskilled/ reskilled about processes in Higher Educational Institutions</p> <ul style="list-style-type: none"> <li>i. Faculty Orientation</li> <li>ii. Teaching Pedagogy</li> <li>iii. LMS Application software</li> <li>iv. Preparation of effective Self Learning Material</li> <li>v. Preparation of the Programme Project Report etc.</li> </ul>	Annexure - 2.1.8

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	activities among all the stakeholders in Higher Educational Institution.		
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	<ol style="list-style-type: none"> <li>1. Thought leadership</li> <li>2. Student Innovation</li> <li>3. Industry-Academia Connect</li> <li>4. University has eco-friendly Green and Clean campus by installing solar panel on Roof Top with for e-green practices. Budget for green initiatives / activities is allocated annually.</li> <li>5. University has strong commitment to differently abled people and provides facilities like ramps, lifts, special washrooms, reserved space to Library etc.</li> <li>6. i. State of the art Digital Studios are established to develop video lectures, live sessions for the OL learners'. ii. Support is provided to the faculty to develop the reference material. iii. Live Lecture are conducted with seamless interactive sessions</li> </ol>	Annexure - 2.1.9
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	<p>The complete statistics about the quality of programme is achieved through following measures:</p> <ul style="list-style-type: none"> <li>• Questions banks vetting by external reviewers</li> <li>• Review and improvement of assessment assignments</li> </ul>	Annexure - 2.1.10

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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.	All Programs offered by the Centre for Distance and Online Education (CDOE) are strictly developed and executed in accordance with the norms and guidelines prescribed by the University Grants Commission (UGC) and other relevant regulatory authorities, wherever applicable. The Programme Project Report (PPR) for each programme is meticulously prepared following the UGC ODL & Online Regulations 2020. Each PPR undergoes a multi-tier internal review process. It is important to note that no new programme was introduced during the academic year 2024-25.	Annexure - 2.1.11
12.	Mechanism to ensure the proper implementation of Programme Project Reports	We are aligning conventional mode credits with those of CDOE (as shown in PPR) to maintain academic equivalence and regulatory compliance. A periodic reviews by competent authority helps to maintain quality and consistency.	Annexure - 2.1.13
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	Academic schedules are formulated on semester basis and undergo regular evaluations to ensure relevance and effectiveness. These schedules are finalized and implemented under the approval and direction of the competent authority.	Annexure - 2.1.13



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14.	Inputs provided to the Higher Educational Institution for restructuring of Programs in order to make them relevant to the job market.	GLA University gathers inputs from industry experts, alumni, and academicians to periodically review and redesign curricula, ensuring alignment with recent developments and job market relevance. Moreover, we are organizing master class/expert talks for more engaging towards alignment of Programs for job market.	Annexure - 2.1.6
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	A continuous monitoring is in place throughout the semester to identify the gaps in the system and rectify the same on time with appropriate action.  1. Increase participation in online courses by using discussion forum. Students can ask questions, get quick replies from teachers and classmates.  2. Synchronous sessions should use Case-study based approach to give more real time experience from Industry.	Annexure - 2.1.15
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	CIQA Meetings conducted twice in year and Internal review meetings conducted regularly provide guidance and supervision from the competent authority and external experts of CIQA Committee to supervise and inspect academic activities. These steps help us to keep prepared for any type of inspection required for accreditation.	Annexure - 1.4
17.	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through	The Centre for Distance and Online Education (CDOE), under the guidance of CIQA and IQAC, conducted internal audit of its academic programs to ensure quality and compliance.	Annexure - 2.1.7





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	periodic accreditation and audit	In addition, all quality enhancement practices were audited and accredited through internal audits.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines.	The processes and policies are formulated and periodically updated in accordance with the guidelines issued by the UGC-DEB. Additionally, measures are taken to keep the faculty informed about the latest reforms.	Annexure - 2.1.18
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	GLA University Online Education, ensured compliance with the UGC's four quadrant content development model. This included the integration: - 1) vetting by external reviewers, 2) textual materials, assignments, faculty development initiatives, assessments, FAQs, and glossaries in accordance with curriculum and pedagogy standards outlined in the regulations.	Annexure - 2.1.10
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	GLA University CDOE have been undertaken the various activities i.e. expert talk/ Guest Lecture / Skill development sessions/Workshops/FDP etc. to assure the quality assurance.  CIQA records its activities every year in form of Annual Report	Annexure - 2.1.8

  
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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.	Minutes of CIQA meetings and internal audit reports were submitted to the University for review and approval, ensuring informed decision-making and quality assurance.	Annexure-1.4
	(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.	Minutes of CIQA meetings and internal audit reports were submitted to the University for review and approval, ensuring informed decision-making and quality assurance.	Annexure - 2.1.7

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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.	To ensure the effective functioning of the Centre for Internal Quality Assurance (CIQA), a dedicated committee of academic and administrative experts has been constituted to periodically review its reports and processes. CIQA adheres to the quality benchmarks set by statutory bodies such as UGC and DEB. Staff are regularly trained through orientation sessions to stay aligned with evolving quality standards. Feedback from learners and faculty is continuously collected and analyzed to drive teaching-learning improvements. All CIQA reports, including Minutes of Meetings and Annual Quality Reports, are submitted for formal approval. These are reviewed and endorsed by the Competent University's authorities, ensuring transparent oversight.	Annexure - 1.4
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 Programs	GLA University, CDOE taken several actions to facilitate the adoption of instructional design requirements as per the philosophy of online learning for the delivery of our various academic programs. For each academic program, all the necessary arrangements are in place to plan and carry out a learner-centric instructional design, including curriculum design, comprehensive syllabi, program length, faculty and support staff requirements, instructional delivery Mechanism, identification of media (print, audio or video, online, computer aided, and student support service systems), and mapping of the credit hours for each course or module.	Annexure- 2.1.1.2 2.1.2(b) 2.1.13 2.1.23

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24.	Promoted automation of learner support services of the Higher Educational Institution	The university offers completely automated learner support services through a robust Learning Management System (LMS) — myglaonline.com. Learners have open access to all essential e-content including Academic presentation slides, video lectures, reading materials, and more. To enhance interactive and self-paced learning, the platform is further equipped with a discussion forum for peer and faculty engagement, subject-wise quizzes for practice and reinforcement, open learning references for extended study support, and periodic expert discussion sessions to address doubts and provide deeper insights into critical topics. These features collectively ensure a dynamic and supportive online learning environment.	Annexure - 2.1.2.2
25.	Coordinated with external subject experts or agencies or organizations, the activities pertaining to validation and annual review of its in-house processes.	The CIQA (Centre for Internal Quality Assurance) includes external subject matter experts and academic professionals in its academic and audit committees to ensure impartiality and high standards in the internal review and validation processes. These experts play a critical role in examining in-house academic operations, content validation, and quality assurance mechanisms. Furthermore, a third-party annual academic audit has been successfully conducted, and the report has been compiled and attached for record and compliance. The presence of external members helps maintain transparency, align with regulatory expectations, and foster continuous academic improvement.	Annexures - 2.1.10 2.1.26

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26.	Coordinated with third party auditing bodies for quality audit of programme(s)	A third-party quality audit has been conducted, and the final report is attached for reference.	Annexure - 2.1.26
27.	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution.	Records are kept by CIQA, and adherence to them is upheld.	
28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein.	<p>Director CDOE promotes through faculties to the students to give more emphasis to Project and Dissertation courses during virtual class.</p> <p>FDP/Workshops for both Faculty and students are organized at regular intervals by domain experts to motivate research feeling and drive towards the same.</p>	Annexure - 2.1.28 2.1.8

  
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**Name of HEI: GLA University Type of HEI: Private**

29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	The university maintains strong industry-academia linkages and robust professional networks across a wide range of sectors. These connections are instrumental in enhancing student employability through practical exposure in areas such as project work, entrepreneurship, skill development, internships, curriculum co-design, and access to research facilities. Recognizing the importance of bridging theoretical knowledge with industry practice, the university regularly organizes expert sessions—conducted on a weekly basis—featuring renowned professionals and domain experts. These initiatives significantly contribute to aligning academic outcomes with evolving industry demands.	Annexure - 2.1.2.4
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**2.2 Compliance of Quality Monitoring Mechanism – As per Annexure-I (Part V (2)) of UGC (ODL Programs and Online Programs) Regulations, 2020:**

S.No.	Provisions Regulations	Action taken in respect of online Programs	Upload relevant document
1.	Governance, Leadership and Management: a. Organization Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	We have established a clear governance framework that defines roles, responsibilities, and decision-making processes within the department. Key measures taken to address the points mentioned on the left include appointing highly qualified staff and developing effective communication channels among all internal stakeholders.	Annexure - 2.2.1
2.	Articulation of Higher Educational Institution Objectives	The university has clearly outlined its vision, mission, ethos, and overarching strategy, aligning with its objectives to deliver programs in online, open, and distance learning. These include: Fostering and sustaining a culture of teaching excellence with a focus on outcome-based education. • Promote inclusive education and student support. Ensuring a learner-centered and holistic teaching-learning environment. Providing high-quality education to prepare students for advanced	Annexure - 2.2.2



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		studies, research, and a wide range of career opportunities. Ensure continuous faculty development.	
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	The Manual for Dual Mode Universities for Quality and Excellence in Higher Education is closely linked to the processes of curriculum design and development. Defining the contents of study units typically involves collecting input from expert groups, stakeholders, and needs assessments. If programs are already operational, recommended modifications to their structure—based on thorough discussions with internal and external subject matter experts—are being implemented in the corresponding academic session.	Annexure - 2.2.3
4.	Programme Monitoring and Review	To accommodate the scope and significance of proposed introductions or modifications, GLA University Online has established a set of approval and modification procedures. These procedures range from the formal validation of new provisions—involving industry professionals, external subject matter experts, and university representatives—to the review of updates and minor adjustments by the Faculty Board of Studies.	Annexure - 2.1.6

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5.	Infrastructure Resources	<p>The University has adequate physical facility and ICT infrastructure to ensure the delivery of OL programs and provide required support service to learners.</p> <p>In addition, the learners are also provided with the virtual &amp; physical library of the University.</p>	Annexure-2.2.5
6.	Learning Environment and Learner Support	<p>GLA University Online LMS, a customized learning platform, enables students to conveniently access their courses and study materials through a single, unified interface.</p> <p>To enhance student support, the institution employs multiple communication channels, including email, Telegram, phone calls, and social media. By leveraging cutting-edge pedagogical techniques and resources, GLA University Online fosters an engaging and dynamic learning environment that promotes student growth and development</p>	Annexure-2.2.6
7.	Assessment and Evaluation	<p>GLA University Online adheres to the University Grants Commission's (UGC) recommended norms for the assessment and evaluation procedure. Internal assessment and end-term exams make up the assessment components. Their respective weights are 30% and 70%, adding up to a cumulative total of 100%. Examination System Enclosed for the Reference.</p> <p>The Assessment &amp; Evaluation</p>	Annexure - 2.2.7

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		system have been planned to achieve the learning Outcomes of a Programme as part of its evaluation process through varied assessment tools including multiple choice questions, projects, reports, case-studies, presentations, and term-end examinations etc. based on the different learning outcomes expected of the course elements.	
8.	Teaching Quality and Staff Development	Director CDOE initiates a variety of workshops and training sessions that pertain to a variety of ICT tools to promote teaching quality Development. Student feedback is taken which helps us to identify the gaps and support quality improvement in teaching.	Annexure- 2.1.8

  
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**2.3 Compliance of Process of Internal Quality Audit – As per Annexure-I (Part V (3)) of UGC (ODL Programs and Online Programs) Regulations, 2020:**

S.No.	Provisions in Regulations	Action taken in respect of online programs	Upload relevant document
1.	Academic Planning	The Academic Calendar is prepared and approved prior to the start of the session and is published on the website for information and compliance. Rigorous academic planning processes are implemented to ensure a high-quality, value-added learning experience through effective teaching, robust infrastructure, and advanced technology support. These measures guarantee that the curriculum remains current and institutional goals are met.	Annexures - 2.1.2(b)
2.	Validation	A validation mechanism ensures that programs are academically viable, aligned with academic standards, and well-designed to provide learners with optimal learning opportunities. External subject and industry experts participate in all validation and annual review activities.	Annexures - 2.1.8 2.1.10


  
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<p>3.</p> <p>Monitoring, Evaluation and Enhancement Plans</p> <p>a. Reports from Examination Centers</p> <p>b. External Auditor or other External Agencies report</p> <p>c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels</p> <p>d. Reporting and Analytics by the Higher Educational Institution</p> <p>e. Periodic Review</p>	<p>The implementation of monitoring, evaluation, and enhancement plans is critical for ensuring the smooth functioning and success of education delivery is based on followings:</p> <ul style="list-style-type: none"> <li>• Audit is done by external Auditor</li> <li>• Periodic review by competent authority at frequent intervals</li> </ul>	<p>Annexures -</p> <p>2.3.3</p> <p>4.3.3</p> <p>2.1.26</p> <p>2.1.7</p>
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### **Part – III: Human Resources and Infrastructural Requirements**

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

Prof. (Dr.) Suresh. C Joshi

Director-CDOE

Regular Employee

Ph.D., M. Tech

**Annexure -**

**1.2**

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

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

Prof. Vivek Agarwal,

Ph.D., MBA

Deputy Director – CDOE


Regular Employee

**Annexure -**

**3.2**

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

Or

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

Dr. Sushmita Goswami,  
Ph.D., MBA  
Assistant Director,  
Regular Employee

Annexure -

3.3

3.4 Compliance status in respect of Human Resource - As per Annexure - IV of UGC (ODL Programs and Online Programs) 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:

All the HR and Infrastructural requirements are met as per the statutory norms.

Annexure-

3.4

Programmes Name	No. of Faculty required	No. of Faculty appointed	Complied Yes/No	If no. reason thereof
UG	As per norms	As per norms	Yes	
PG	As per norms	As per norms	Yes	
PGD	Not Applicable			

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**a. Programme name:**

**Programme Coordinator**

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining program me
	List Attached				

**Course Coordinator**

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining program me
	List Attached					

**Course mentor**

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining program me
	List Attached				

Any other details

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**Details of Administrative staff**

**a. Number of Administrative staff available exclusively for Online programs**

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

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

**Number and details of Technical Support for Online Programs as per Annexure -IV:**

**i. Technical Team for Development of E-Content as Self-Learning E-Modules:**

Post	Required	Available
Technical Manager (Production)	1	2
Technical Associate (Audio- Video recording and editing)	1	3
Technical Assistant (Audio- Video recording)	1	7
Technical Assistant (Audio- Video editing)	1	1



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ii. **For Delivery of Online Programs:**

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

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

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

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

  
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## Part – IV: Examinations

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

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	Yes	
2.	For ensuring transparency and credibility, the full time faculty of the Online mode Higher Educational Institutions or qualified faculty from University Grants Commission recognized Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc.	Yes	
3.	A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test Centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examination through technology mediated proctoring.	Yes	



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4.	The examination Centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	Yes	
5.	The number of examination centers in a city or State must be proportionate to the student enrolment from the region	Yes	
6.	Building and grounds of the examination center must be clean and in good condition.	Yes	
7.	The examination center must have an examination hall with adequate seating capacity and basic amenities	Yes	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Yes	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	Yes	
10.	Safety and security of the examination center must be ensured	Yes	
11.	Restrooms must be located in the same building as the examination Centre, and restrooms must be clean, supplied with necessary items, and in working order	Yes	
12.	Provision of drinking water must be made for learners	Yes	

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13.	Adequate parking must be available near the examination Centre	Yes	
14.	Facilities for Persons with Disabilities should be available	Yes	

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

S. No.	Provisions in Regulations	Whether being complied Yes/No If yes, please provide details and upload relevant documents	If No, Reason thereof
1.	Requirements at Test Centre's (as mentioned in provision II (B)(13)(i) of Annexure II)	Not Applicable	
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	YES Annexure - 4.2.2	
3.	Security arrangements in the testing Centre (as mentioned in provision II (B)(13)(iii) of Annexure II)	Not Applicable	
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iii) of Annexure II)	Yes	



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**4.3 Compliance status of 'Evaluation' and 'Certification' – As per Regulations 15 and 16 of UGC (ODL Programs and Online Programs) 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, all the guidelines issued by the Commission for the conduct of proctored examinations are adhered.	Annexure - 4.2.2
2.	A Higher Educational Institution offering Online programs shall have a mechanism well in place for evaluation of learners enrolled through Online mode and their certification.	Yes. The programme offered has a well-defined mechanism in place for evaluation of enrolled learners and their certifications. The assessment comprises of 1. Continuous Evaluation 2. Summative evaluation	

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3.	<p>The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination:</p> <p>Provided that no semester or year-end examination shall be held unless:</p> <p>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;</p> <p>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.</p>	Yes	Annexure - 4.3.3
4.	<p>The curricular aspects, assessment criteria and credit framework for the award of Degree programs at undergraduate and postgraduate level and/or Post Graduate Diploma programs through online mode shall be evolved by adopting same standards as being followed in conventional</p>	Yes	Annexure - 4.3.4



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	mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities		
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	Annexures - 4.3.5 2.1.2.1
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes	Annexure - 2.1.2.1
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	Annexure - 4.3.7

  
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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	Annexures – 4.3.8 2.1.3.2
9.	The examination of the programs 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.	No	Remote Proctoring Based Examination been adopted by University.
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	No	Remote Proctoring Based Examination been adopted by University.
	(b) Availability of biometric system	No	Remote Proctoring Based Examination been adopted by University.

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	(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	No	Remote Proctoring Based Examination been adopted by University.
	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular in charge of examination Centre to the Higher Educational Institution	No	Remote Proctoring Based Examination been adopted by University.


11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	No	Remote Proctoring Based Examination been adopted by University.
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	No	Remote Proctoring Based Examination been adopted by University.
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	No	

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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	Annexure - 4.2.2
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognized to enroll international learners shall endeavor to conduct proctored examinations for such learners	No	No admission taken of International Students till now.



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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 <ul style="list-style-type: none"><li>i. Photograph</li><li>ii. Aadhaar number or other government recognized identifier or Passport number, as applicable,</li><li>iii. Other relevant details of the learner along with the Programme name.</li></ul>	Yes  Sample copy of the same attached.	4.3.15
	(b) Each award shall also be uploaded on the National Academic Depository	Yes	
16.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admittssion; (iii) Date of completion; (iv) Name and address of all Examination Centers	Yes	4.3.15

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#### **4.4 Result and Student Progression**

##### **For UG, PG Programs**

Semester beginning	Programme	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year	% of students passed	% of students passed in first class
July 2024	B.COM (H)	83	67	As per the academic calendar Result to be declared on 15 <sup>th</sup> Oct 2025.		
	BBA	98	90			
	BCA	133	120			
	MBA	505	464			
	MCA	157	153			
Jan 2025	B.COM (H)	16	14	As per the academic calendar Result to be declared on 15 <sup>th</sup> Oct 2025.		
	BBA	18	14			
	BCA	12	11			
	MBA	237	212			
	MCA	37	34			

## **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 Programs and Online Programs) Regulations, 2020**

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

All the PPR are submitted as per the requirement and Programmes are duly approved

BBA PPR / BCAPPR/B.COM(H)PPR/BCA PPR / MCA PPR

Annexure 2.1.11

### **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 Programs and Online Programs) 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 programs.*

All the requirements for Self-Learning Materials in the form of e-learning material, Audio Video Material, Online Material, and Curriculum and Pedagogy are met as per the norms and guidelines prescribed by the Commission.

Annexure 3.2

  
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**5.3 Compliance status in respect of e-Learning Material- As per Annexure - VII of UGC (ODL Programs and Online Programs) 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 policy for Quality Assurance of Self-Learning Material is formulated in line with Annexure - VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020 where the requirements in of Self Learning Material are met as per the norms and guidelines prescribed by the Commission and duly vetted by the various academic committees.

Academic council approval document dated 6th October 2020 been attached as 5.3 for reference.

  
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## 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 programs 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

GLA University is not using SWAYAM Learning Platform.

- 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 programs including all the required components of Online education and compliance to all the provisions of the regulations

LMS is developed in House. <https://www.myglaonline.com/>

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

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

All norms as compliance are followed. The Semester wise – day wise delivery plan is attached.

Annexure –  
6.2  
2.1.1.2

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

a. Provide details as under:

S. No.	Programme Name	Courses allowed through OER/ MOOC	Name of Platform	Name of HEI offering the course (if any)	Duration of the Course	No. of Credits assigned to the Course	Percentage of total courses in a particular programme in a semester (Semester wise programs wise)
N	N	N	N	N	N	N	N

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

*Not Applicable*

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

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

<b>S. No.</b>	<b>Provision</b>	<b>Complied Yes/No with explicit link address</b>	<b>If no. Reasons , thereof</b>
1.	Joint declaration by authorized signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	Yes	Declaration form
Uploading of the following on HEI website ( <a href="https://online.gla.ac.in">https://online.gla.ac.in</a> )			
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programs in Online mode	Yes	<a href="https://online.gla.ac.in">https://online.gla.ac.in</a>
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes	<a href="https://online.gla.ac.in">https://online.gla.ac.in</a>





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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	<a href="https://online.gla.ac.in">https://online.gla.ac.in</a>
5.	Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme-wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule	Yes	<a href="https://online.gla.ac.in">https://online.gla.ac.in</a>
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes	<a href="https://online.gla.ac.in">https://online.gla.ac.in</a>
7.	Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programs	Yes	Annexure - 7.7

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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 programs and shall be an input for maintaining the quality of the programs and bridging the gaps, if any	Yes, feedback mechanism is in place and the thoroughly discussed with the concerned to maintain quality services	
9.	Information regarding all the programs recognized by the Commission	Yes	
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Yes	
11.	Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programs	Yes	Annexure - 7.11
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 Programs	Yes	<a href="https://gla-university-support.freshdesk.com/support/solutions">https://gla-university-support.freshdesk.com/support/solutions</a>
13.	List of the 'Examination Centre's along with the number of learners in each Centre, for Online programs	NA	




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14.	Details of proctored examination in case of end semester examination or term end examination of Online programs	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	Yes	Annexure - 2.1.2 (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	Yes. Third Party audit is conducted in addition to the internal academic audit by CIQA and records are maintained.	Annexure - 2.1.26


  
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## Part – VIII: Admission and Fees

### 8.1 Compliance status of 'Admissions and Fees' – As per Regulations 14 of UGC (ODL Programs and Online Programs) 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 favor of the Higher Educational Institution.	Yes



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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:  Provided that a Higher Educational Institution shall not engage in commercialization of education in any manner whatsoever, and shall provide for equity and access to all deserving learners	Yes
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

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



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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 admission to each programme of study and the amount of fee to be paid for the admission test	Yes



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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 centers (for ODL programs ) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	NA
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


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9.	Higher Educational Institution shall publish information at <b>sr. no. '8'</b> above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	Yes
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	Yes
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Online mode offered by a Higher Education Institution	Yes

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12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	Yes
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	Yes



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14.	<p>No Higher Educational Institution shall, issue or publish-</p> <p>(a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognized by the appropriate statutory authority or by the Commission where it is not so recognized;</p> <p>(b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorized to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading</p>	<p>Yes</p> <p>Yes</p>
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**If No, reason thereof:**

~~No International Admission during the AY 2024-25~~

  
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## Part – IX: Grievance Redressal Mechanism

The University has a streamlined process to provide prompt resolutions to learner queries and complaints regarding admission, examinations, contact classes/practical, assignments etc. at the primary point.

The Grievance Redressal mechanism is followed through notified grievance redressal committee.

Objective of Grievance redressal system is to provide opportunities for redressal of certain grievances of students already enrolled in any institution, as well as those seeking admission to such institutions, and a mechanism thereto. Modes through which students may raise their grievances to student support:


1. Email: students can drop an email to [support.cdcoe@gla.ac.in](mailto:support.cdcoe@gla.ac.in)
2. Phone: Call on the following numbers to reach directly to student support team: +91-9568536853

### 9.1 Compliance status of 'Grievance Redressal Mechanism' – As per Annexure - X of UGC (ODL Programs and Online Programs) 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.

### 9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
1749	1749

  
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### 9.3 Complaint Handling Mechanism

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

A Grievance Redressal Cell (GRC) has been established to look into the matters of students' complaints with due approval of the Competent Authority.

As per Regulation three tier complain handling mechanism is in Place

**Nodal Officer:**

Dr. Neeraj Varshney

Associate Professor

Department of computer Engineering. & Applications

### 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)
1	1	Yes

  
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## Part – X: Innovative and Best Practices

### 10.1 Innovations introduced during academic year

Unique aspects of ICT initiatives:

- a. Initiated Internalization of Teaching & Learning
- b. Innovative Learner Engagement Modules
  - One to one virtual session
- c. Academia Corporate Interface Over Online Expert Talk • Webinars

Discussion forum  
Expert panel discussion sessions  
hackathon

### 10.2 Best Practices of the HEI

- Uses artificial intelligence to monitor online exams.,
- Enables instant communication between students and teachers within the LMS via discussion forum feature (Q3), which Supports immediate doubt clearing and increases learner engagement. Helps build a virtual classroom environment.
- Thought leadership
- Student Innovation (Hackathon)
- Industry-Academia Connect
- University has eco-friendly Green and Clean campus by installing solar panel on Roof Top with for e-green practices.
- University has strong commitment to differently abled people and provides facilities like ramps, lifts, special washrooms, reserved space to Library etc.
- Strong Learner Support System - Through Ticket System. Strengthened student support services with turnaround Time based resolution mechanism.
- Efficient Mentorship with accessibility to the academic staff for interaction





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

GLA University's Department of Alumni Affairs and Training & Placement Cell successfully organized the GLANCE and GLANCE 2.0 Job Fairs, creating a crucial link between students, alumni, and industry leaders. The first event, held on April 24-25, 2024, brought together over 20 companies and more than 2,000 students, resulting in numerous job offers, internships, and networking opportunities. Following its success, GLANCE 2.0 was held from April 17-19, 2025, on an even larger scale, featuring over 30 organizations and including new elements like panel discussions and skill-development workshops. These events not only helped students secure placements and gain career insights but also enabled companies to efficiently acquire top talent and reinforced the university's reputation as a hub for quality placements, with alumni returning as recruiters to further strengthen the industry-academia connection.

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

*"The online MBA program at GLA University has been a life-changing experience. The flexible structure allows me to balance my job at Parusoft Solutions with academics, while interactive sessions and supportive faculty have deepened my business knowledge."*

— Yatika Thakur, MBA 2nd Sem, Sales Manager (Intern)

*"Studying MBA online while working at SBI Cap Securities has been smooth thanks to GLA's user-friendly platform, approachable teachers, and easily accessible study materials. It's helping me grow academically and professionally."*

— Somya Singh, MBA 1st Sem, Relationship Officer

*"I chose GLA for both BBA and MBA because of its academic reputation and supportive online system. The curriculum is structured, practical, and aligns perfectly with my career aspirations."*

— Mansi Sharma, MBA 2nd Sem





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*"GLA's online MBA has given me the flexibility to manage my self-employed work schedule while learning new concepts. The supportive faculty, interactive sessions, and stress-free environment make the experience enriching."*

— Tanya, MBA 1st Sem, Entrepreneur

*"Balancing my work at Digiastro Technologies with the MBA program has been seamless. The flexible course structure has strengthened my skills and prepared me for more impactful professional roles."*

— Radhika Agarwal, MBA 2nd Sem, Onboarding Executive

*"The MBA at GLA has empowered me to think strategically, develop entrepreneurial ideas, and gain confidence to explore new opportunities. The faculty support has been outstanding."*

— Md Shakeel Ahmad, MBA 4th Sem, Project Manager

*"GLA University fulfilled my dream of higher education while working at Britannia Industries. The online MBA has enhanced my management skills, provided practical insights, and added real value to my career growth."*

— Ashutosh Mishra, MBA, Asst. Manager – Engineering

*"As a Taekwondo player with an intense schedule, I never thought I could pursue an MBA. GLA's flexible online classes and excellent faculty made it possible to balance both academics and sports successfully."*

— Rajesh T.V, MBA, Southern Railway & Taekwondo World Record Holder

*"The CDOE MBA program has helped me balance a rotational job with education. It is the perfect option for working professionals seeking career advancement and academic growth without compromising their jobs."*

— Varun Saxena, MBA, Customer Care Executive

*"The CDOE program at GLA has been enriching and flexible. With structured content, supportive faculty, and practical exposure, it has prepared me to compete confidently in the job market."*

— Venkateswarlu, MBA 4th Sem, Team Leader, Air Canada



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

The National Education Policy 2020 emphasizes the use of regional languages in teaching and learning to ensure that education reaches a broader diaspora. The conversion of online self-reading material into regional languages is a significant step towards achieving this goal.

Following this approach, the conversion of self-learning materials for BBA and MBA courses into regional languages through identification of Faculties process initiated by University for translation in to regional languages. The translated content will be provided in a time-bound fashion and can be accessed seamlessly in the LMS. We are expecting to provide the Regional Language content by Jan 2027 onwards.

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

The Campus Placement mechanism is being devised for implementation in graduating batches. As of now multiple opportunities have been given to learners for campus placement. The HEI is putting extra efforts to make learners placeble in different sectors.

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

The GLA Alumni Association serves as a global community, connecting graduates through shared memories, achievements, and a commitment to giving back. It's a space where friendships grow into collaborations and experiences become valuable lessons for the next generation. The mission is to keep alumni deeply connected to their alma mater, fostering mutual growth and inspiring future students to dream bigger. GLA believes its alumni are the living legacy of the university, with each success adding a new chapter to their collective journey. Through the association, this energy is channeled into initiatives that build bridges across industries and create new opportunities. At its core, the association is a celebration of belonging, reminding every graduate that no matter where they go, they will always carry a part of GLA with them, and the university's doors will always be open.

**Our Key Engagements include:**

Alumni Meets & Campus Reconnects – Reliving memories while fostering stronger bonds with the alma mater.

Corporate Visits & Industry Connect Programs – Building valuable industry linkages to benefit students and faculty.

Job Fairs & Placement Drives – Creating career pathways with alumni-driven opportunities and recruiter engagement.

Internships, Live Projects & Placement Referrals – Helping students gain real-world experience through alumni support.

The GLA Alumni Association is more than a network— it is a global family of 45,000+ proud Career Counselling & Mentorship Programs – Guiding students with the wisdom and experiences of alumni achievers.

Alumni-Led Expert Talks, Guest Lectures & Workshops – Sharing knowledge, skills, and industry insights.

Virtual Alumni Forums & Webinars – Keeping the global alumni community connected and engaged.

Recognition of Distinguished Alumni Achievers – Honoring the journeys of alumni who inspire excellence.

Alumni Get-Together Across Cities & Countries – Strengthening bonds worldwide through regional reunions.



Center for Distance  
& Online Education  
[www.gla.ac.in/cdoe](http://www.gla.ac.in/cdoe)

*Ashok*  
**Ashok Kumar Singh**  
Registrar  
GLA University, Mathura





12-B Status from UGC

HEI ID: HEI-P-U-0513 Name of HEI: GLA University Type of HEI: Private

10.7 Details of Alumni Cell and its activity

**Our Key Engagements include:**

Student-Alumni Engagement Initiatives – Building mentorship bridges and collaborative opportunities on campus.

Collaborations for Training, Consultancy & EDPs – Partnering with alumni to contribute to institutional growth.

The GLA Alumni Association is about celebrating the past, empowering the present, and shaping the future together. Every alumni contribution—big or small—adds to the legacy of GLA and carries forward the spirit of excellence into a new era of GLAians.

10.8 Any other Information



Ashok Kumar Singh  
Registrar  
GLA University, Mathura

HEI ID:

Name of HEI:

Type of HEI:

## 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 programs, along with initiation of action as per provision of the UGC (ODL Programs and Online Programs) Regulations, 2020 and its amendments.

Signature of the Director:

Name: Prof. (Dr.) Suresh. C Joshi

Seal:

Date:

  
Center for Distance  
& Online Education  
www.gla.ac.in/odl  
August 27, 2025

Signature of the Registrar:

Name: Mr. Ashok Kumar Singh

Seal:

Ashok Kumar Singh  
Date: 27-08-25 Registrar  
GLA University, Mathura

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 Programs and Online Programs) Regulations, 2020 and its amendments.

  
Ashok Kumar Singh  
Registrar  
GLA University, Mathura