



L OVELY
P ROFESSIONAL
U NIVERSITY

Jalandhar-Delhi G.T. Road, Phagwara, Punjab

CENTRE FOR DISTANCE & ONLINE EDUCATION

CENTRE FOR INTERNAL QUALITY ASSURANCE

**INTERNAL AUDIT REPORT
2025-26**

Internal Audit Report

Overview: To maintain the quality of programmes offered through Open & Distance Learning and Online Learning modes, Lovely Professional University has established the Centre for Internal Quality Assurance (CIQA). This centre is responsible for conducting institutional compliance checks, quality audits, and promoting top-tier quality standards. One of CIQA's key functions is to implement measures that ensure the internalization and institutionalization of quality enhancement practices, achieved through regular accreditation and audits. The internal audit coordinated by CIQA is an integral part of this process.

Composition of Internal Audit Committee: As per the initiative of the Centre for Internal Quality Assurance, the Internal Audit Committee was constituted with the following composition to audit the programmes offered by the University in Open & Distance Learning (ODL) and Online Learning (OL) modes in the session 2025-26:

Dr. Manish Gupta (Registrar Admin.) Lovely Professional University	Chairperson
Dr. Amit Dutt (Professor) Lovely Professional University	Member
Dr. Vishal Sharma (Associate Professor) Lovely Professional University	Member
Dr. Varun Kumar (Professor) Lovely Professional University	Member
Mr. Navdeep Dhaliwal (Controller of Examination) Lovely Professional University	Member

Report of the Internal Audit Committee**(i) Governance, Leadership and Management**

Parameter	Provision in the UGC DEB Regulations 2020	Auditors' Remarks	Observations/
Governance, Leadership and Management	This relates to the policies and practices of Higher Educational Institution in the matter of planning, human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership, with a focus on the following key aspects:	The key leadership positions have been duly filled as per established norms. The Division of Human Resource facilitates effective implementation of HR policies and ensures that leadership and functional positions are filled in accordance with institutional requirements.	
(a) Organization Structure	The Higher Educational Institution shall fill all sanctioned/required positions as prescribed by the Commission and establish a credible governance system.	All sanctioned academic and administrative positions are filled as per established norms. The University has implemented an Outcome-Based Planner (OBP)-based e-Governance system to support effective governance, transparency, accountability, and institutional monitoring.	
(b) Management	The leadership and management of the Institution shall strive to assess and review the organisational culture to achieve its vision, mission and goals.	The Outcome-Based Planner (OBP) enables systematic review and objective assessment of institutional processes while aligning organizational goals with the University's Vision and Mission.	
(c) Strategic Planning	The Higher Educational Institution shall undertake strategic planning of its activities and implement the same by aligning those with academic and administrative aspects to improve the overall quality.	A comprehensive Outcome-Based Planner (OBP) is in place to guide strategic planning by integrating quality and quantitative parameters across the academic and administrative functions of the Centre for Distance and Online Education (CDOE).	
(d) Operational Plans, Goals and Policies	The Higher Educational Institution shall have well defined goals which are realistic and measurable, well defined policies that are in sync with its strategic plan and are realistic and achievable, clearly stated guidelines for the implementation of its policies and plans, and	The Outcome-Based e-Governance System integrates well-defined Key Result Areas (KRAs), Key Performance Indicators (KPIs), and target-based metrics to ensure	

	transparent and accountable system for its policies and planning that are well communicated to its stakeholders.	transparency, accountability, and performance monitoring across academic and administrative processes.
--	--	--

Area of Improvement: Operational plans, goals, and policies may be further strengthened by aligning them more closely with available resources, existing capabilities, emerging challenges, and real-world operational requirements.

Overall Remarks: A robust e-Governance system has been established for tracking institutional progress and achievement of defined targets. However, the system may be further enhanced to improve its overall effectiveness and responsiveness.

(ii) Articulation of Higher Educational Institution Objectives

Parameter	Provision in the UGC DEB Regulations 2020	Auditors' Observations/Remarks
Articulation of Higher Educational Institution Objectives	The Higher Educational Institution shall articulate a clear vision, mission, ethos and broad strategy consistent with the goals for offering programmes in Open and Distance Learning mode.	The Vision and Mission of the Centre for Distance and Online Education for offering programmes through Open and Distance Learning and Online Learning modes are aligned with the objectives of the university. These have been further strengthened to emphasize high-quality, accessible, digitally enabled, and learner-centric education.

Area of Improvement: The Vision and Mission may be further enhanced by incorporating contemporary educational priorities, industry expectations, employability trends, academic flexibility, and future-oriented diverse learning approaches.

Overall Remarks: The Vision and Mission are satisfactory and aligned with the broad objectives of ODL and Online Learning. They may, however, be periodically reviewed to ensure continued relevance in the context of emerging educational and industry trends.

(iii) Programme Development and Approval Processes

Parameter	Provision in the UGC DEB Regulations 2020	Auditors' Observations/Remarks
Programme Development and Approval Processes	This area of concern relates to programme development and approval mechanism for the programme(s) to be launched, covering the following key aspects, namely:-	The programme development and approval mechanism of the Centre for Distance and Online Education (CDOE) was reviewed to assess compliance with the prescribed academic and regulatory framework. The approval processes for the proposed M.Sc. Data Science and M.A. Punjabi programmes were examined and found to have

		followed the established procedures. Further, the approval documents for MBA and MCA programmes for the academic session 2026-27 were reviewed and found to be in accordance with the prescribed approval mechanism.
(a) Curriculum Planning, Design and Development	The curriculum planning, design and development of academic programmes is a major academic activity of the Higher Educational Institutions. Therefore, it shall have processes, systems and structures in place to carry out these responsibilities.	The curriculum planning and development processes were reviewed. The schemes of selected ODL programmes, including M.A. History, M.A. Sociology, M.A. Education, M.A. Hindi, M.A. Political Science, and B.A., have been updated and more core courses and Discipline Specific Electives (DSE's) have been added. Number of Core courses and Discipline Specific Electives (DSE's) have been added in the schemes of selected Online Learning programmes, including M.A. English, M.A. Sociology, M.A. History, M.A. Political Science, M.Sc. Mathematics, M.Sc. Economics, and M.Com, programmes. The curriculum for M.Sc. Data Science has been developed.
(b) Curriculum Implementation	The Higher Educational Institution shall have specific implementation plans for identifying the time to be spent on specific components of the implementation phase. It is the basis for the effectiveness of the programme(s) and their usefulness as a whole.	The curriculum has been implemented in accordance with the recommendations of the Boards of Studies, ensuring consistency and academic quality across programmes. Academic activities such as PCP classes for ODL learners, live classes for Online Learning learners, examinations, and result declarations have been conducted as per the academic calendar. During the session, senior faculty members from regular domains and external faculty members were engaged for live classes.
(c) Academic Flexibility	The Higher Educational Institution shall adopt proper strategies for imparting academic flexibility, which	Academic flexibility was further strengthened through the provision of evening Live Classes

	refers to freedom in the use of the time-frame of courses, vertical mobility, and inter-disciplinary options facilitated by curricular transactions for learners	on weekends, enabling learners to access academic support beyond conventional learning hours. For MBA learners, special evening classes were conducted from 7:00 PM to 9:00 PM. In addition, AI-enabled academic support and special classes in areas such as Accounts and Analytical Skills were introduced to address specific learner requirements. The offering of MOOC courses further enhanced learning opportunities and supported the development of learners' professional competencies and employability.
(d) Learning Resource	The Higher Educational Institution shall ensure quality learning resources in the form of Self Learning Materials (SLMs) for Open and Distance Learning mode of education as defined in these regulations. While deciding on the instructional packages, the Higher Educational Institution shall take into consideration various factors – the media and technology utilised matches the course content in order to enhance and expand learning, and to match to the learners' needs; that these are accessible, practical and equitable, and cost effective to the learners.	Learner access has been expanded by converting and offering Self-Learning Materials (SLM) and e-books in multiple regional languages across diverse courses. Workshops have been conducted for Library Sciences students to provide hands-on exposure to practical courses. Orientation sessions have also been conducted to make learners aware of CDP, seminar on summer training, and project-based courses.
(e) Feedback System:	The process of revision and re-design of curricula shall be based on feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment	The availability and effective functioning of feedback forms for both ODL and Online Learning modes are ensured through regular monitoring. Learners are provided opportunities to submit feedback after each class, while Online Learning learners submit feedback after every live lecture. Periodic academic feedback and PCP-specific feedback from ODL learners are used to support continuous quality enhancement.

Area of Improvement: Based on feedback received from PCP sessions, the scheduling and duration of sessions may be reviewed in accordance with learner preferences. Feedback from Online Learning learners indicates the need for greater use of real-life examples and project-based activities to enhance learning effectiveness and convenience.

- Expert-led instructional design and enhanced learner engagement mechanisms may be further strengthened.

- Experts from academia and industry may be engaged more frequently in master classes and live sessions.
- Schemes and syllabi may be periodically reviewed and updated in alignment with industry requirements.

Overall Remarks: The Programme Development and Approval process adheres to statutory norms and prescribed regulatory requirements. The Centre has also adopted learner-centric and innovative practices to enhance the overall learner experience.

(iv) Programme Monitoring and Review.

Parameter	Provision in the UGC DEB Regulations 2020	Auditors' Observations/ Remarks
Programme Monitoring and Review	The Higher Educational Institution shall plan and execute programme monitoring and review system to conduct periodic internal reviews and maintain the quality of academic programmes. For such reviews, the Institution shall also consider the attainments of learning outcomes that are assessed through the various tools for direct and indirect assessment.	The programme monitoring and review process is carried out periodically to ensure continuous quality enhancement of academic programmes. Curriculum and syllabi are reviewed and updated in line with industry requirements and emerging trends, following the same academic framework and revision process adopted for regular mode programmes.

Area of Improvement: Mid-session reviews, wherever feasible, may be introduced to further strengthen ongoing monitoring and enhance the existing review process.

Overall Remarks: A well-defined Programme Monitoring and Review process is in place for ODL and Online Learning programmes.

(v) Infrastructure Resources

Parameter	Provision in the UGC DEB Regulations 2020	Auditors' Observations/ Remarks
Infrastructure Resources	The Higher Educational Institution shall have a system to elicit data on the adequacy and optimal use of the facilities - physical facilities, library (or e-library), Information and Communication Technology infrastructure, etc. - available in a Higher Educational Institution to maintain the quality of academic programmes and ensure qualitative support to each of the stakeholders.	The University provides dedicated academic, administrative, library, hostel, and ICT infrastructure for ODL and Online Learning learners, exceeding regulatory requirements. An integrated e-Library with adequate academic resources is accessible through the Learning Management System (LMS) to support effective teaching and learning.

Area of Improvement: Learners may be further encouraged to make regular use of campus facilities such as the library, classrooms, laboratories, and support centres to enhance academic engagement and learning outcomes.

Overall Remarks: The physical and ICT facilities of the University are being optimally utilized for offering ODL and Online Learning mode programmes.

(vi) Learning Environment and Learner Support

Parameter	Provision in the UGC DEB Regulations 2020	Auditors' Observations/ Remarks
Learning Environment and Learner Support	The learner support services including academic counselling and library services shall be a major pre-occupation of Higher Educational Institution for its Open and Distance Learning mode mode learners. Additionally, Higher Educational Institution shall establish Information and Communication Technology facilities as component of the learning environment which is focused around the pedagogical use of modern educational practices to support blended learning. Learner Support Services shall be provided through the campus-wide portal and e-Learning platform. The Higher Educational Institution shall take a more sophisticated approach to the use of Information and Communication Technology and expertise in e-learning. The approach shall provide a seamless learner-centred environment.	Personal Contact Programmes for ODL learners and live virtual classes for Online Learning learners have been conducted as per prescribed norms to provide academic counselling and support. Additional academic support has been extended through master classes and guest lectures. Career-readiness initiatives, including mock drives and short-term training sessions, have been regularly organized under Professional Enhancement activities. Access to the e-Library has been provided to both ODL and Online Learning learners, strengthening academic support. New features and automations in the LMS and mobile applications have also been implemented, resulting in an improved learner experience. Further initiatives such as AI-based academic support, planning of curriculum in regional languages, providing recordings of live lectures for learner flexibility, and strengthening of evening and weekend live classes have been initiated.

Area of Improvement: Learners may be further encouraged to participate effectively in career-readiness initiatives. AI-enabled tools and gamification-based approaches may be explored to improve learner engagement and participation.

Overall Remarks: The LMS available for ODL and Online Learning learners is well equipped and has been updated with new features to support a learner-centric academic environment.

(vii) Assessment and Evaluation

Parameter	Provision in the UGC DEB Regulations 2020	Auditors' Observations/ Remarks
Assessment and Evaluation	All the stated Learning Outcomes of a Programme must be part of its evaluation protocol. The Higher Educational Institution shall execute the evaluation through varied assessment tools including multiple choice questions, projects, reports, case-studies, presentations, and term-	Assessment is aligned with course outcomes through Continuous Assessment and End-Term Examinations, as per prescribed norms. Online Learning learners are assessed through online proctored examinations with flexible scheduling and re-appear options. ODL learners appear at designated examination

	end examinations, to suit the different learning outcomes expected of the course elements. The Higher Educational Institution shall have proper assessment and moderation system for assessing the learning outcomes of learners.	centres equipped with biometric attendance and CCTV surveillance, thereby ensuring a fair, transparent, and secure examination process.
--	---	---

Area of Improvement: Special classes or additional learning support may be provided for subjects with comparatively low pass rates, based on detailed result analysis.

Orientation for observers, implementation of CCTV surveillance, and deployment of flying squads have contributed to secure examination conduct.

Overall Remarks: The Institution has taken concrete measures to enhance the credibility, transparency, and reliability of the examination process.

(viii) Teaching Quality and Staff Development

Parameter	Provision in the UGC DEB Regulations 2020	Auditors' Observations/ Remarks
Teaching Quality and Staff Development	The Higher Educational Institutions shall have a well-established structure for promoting quality counselling, capacity building workshops, programmes, interactive teaching-learning and provide staff development programmes and activities to encourage academic staff to improve teaching and learning on continuous basis	Exclusive training sessions, master classes, and workshops have been systematically conducted by the Centre for Distance and Online Education for faculty and staff at regular intervals. These initiatives focus on recent academic developments, technological advancements, and administrative processes. Several activities have also been organized in collaboration with the Human Resource Development Centre to further strengthen institutional capacity. Faculty Development Programmes have been organized to enhance the technical, online teaching, and administrative capabilities of educators and support staff.

Area of Improvement: Faculty and staff may be provided with additional master classes and workshops on productivity enhancement, stakeholder management, and effective use of AI tools for improving the overall learner experience. AI-based training may be further strengthened as part of staff and faculty development initiatives.

Overall Remarks: The faculty and staff members are well qualified as per the applicable requirements. Continuous professional development initiatives may further strengthen academic delivery and learner support.

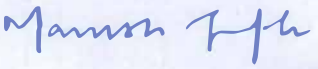
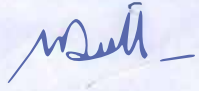
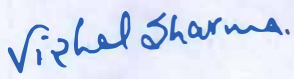
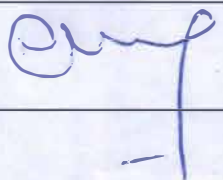
Process of Quality Audit

Parameter	Provision in the UGC DEB Regulations 2020	Auditors' Observations/ Remarks
Academic Planning	The Higher Educational Institutions shall have robust and appropriate academic planning procedures to ensure that the programmes	The academic planning process ensures that curricula are regularly reviewed and updated so that

	offered by it are relevant to national economy, reflects the Institution's strategic direction and offer a high-quality value-added learner experience. The Institution shall have adequate and appropriate teaching and other support staff along with infrastructure and technology support to ensure that the curriculum remains up to date and the institutional goals are achieved.	programmes remain relevant to the national economy and provide meaningful value to the learner experience.
Validation	The Higher Educational Institution shall have a mechanism in place for validation to ensure that its programmes are academically viable, that academic standards have been appropriately defined and that these offer learners the best opportunity to learn.	The involvement of external experts from academia and industry in the Board of Studies and CIQAC ensures appropriate validation of ODL and Online Learning programmes with respect to academic viability and prescribed academic standards.
Monitoring, Evaluation and Enhancement Plans	Quality deliverance of the Open and Distance Learning programmes and Online programmes and the outcomes attainment and continual quality improvements shall be ensured by the Higher Educational Institution, shall be broadly as follows, namely: - - Reports from Learner Support Centres (for Open and Distance Learning programmes) - Reports from Examination Centres - External Auditor or other External Agencies report - Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels - Reporting and Analytics by the Higher Educational Institution - Periodic Review	The following reports were checked and found satisfactory: - PCP Feedback Analysis Reports for ODL mode learners - Live Session Feedback Reports for Online Learning mode learners - Examination Feedback Reports - Learner Feedback Reports

Area of Improvement: The feasibility of introducing new programmes in ODL and Online Learning modes may be further explored based on stakeholder feedback, learner demand, industry relevance, and regulatory requirements.

Overall Remarks: The University's ODL and Online Learning programmes cater to learners who are unable to pursue conventional education due to personal or professional commitments. The credibility and relevance of these programmes are reflected through learner success in employment, career progression, and higher education.

Name	Designation	Signature
Dr. Manish Gupta (Registrar Admin.)	Chairperson	
Dr. Amit Dutt (Professor)	Member	
Dr. Vishal Sharma (Associate Professor)	Member	
Dr. Varun Kumar (Professor)	Member	
Mr. Navdeep Dhaliwal (Controller of Examination)	Member	

Date: 16-07-2026

Place: Lovely Professional University, Phagwara