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

CENTRE FOR DISTANCE & ONLINE EDUCATION

CENTRE FOR INTERNAL QUALITY ASSURANCE

**INTERNAL AUDIT REPORT
2024-25**

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 2024-25:

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' Observations/ Remarks
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:	Key leadership positions are duly filled as per the norms established.
(a) Organization Structure	The Higher Educational Institution shall fill all sanctioned/required positions as prescribed by the Commission and establish a credible governance system.	Various academic and administrative positions are filled in accordance with established norms, and an e-Governance system is implemented to ensure effective governance.
(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 implemented by the management sets a clear pathway to the achievement of organizational goals in alignment with the mission and vision of the organization.
(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.	The Outcome-Based Planner, which allocates sufficient weightage to quality parameters is evidence to the strategic planning efforts undertaken by 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 transparent and accountable system for its policies and planning that are well communicated to its stakeholders.	Well-structured Key Result Areas (KRAs) and Key Performance Indicators (KPIs) are integral components of the Outcome-Based e-Governance System.

Area of Improvement: Operational plans, goals, and policies can be made more relatable to the real-world constraints by aligning them closely with available resources, current capabilities, and the new challenges.

Overall Remarks: A robust e-Governance system is established to track achievement and progress, though it requires further enhancement for improved effectiveness.

(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 University's Vision and Mission align seamlessly with the goals for offering Open and Distance Learning (ODL) and Online Learning (OL) programs.

Area of Improvement: The vision and mission can be further enhanced to align with current educational, industry and employment trends.

Overall Remarks: The vision and mission can be further strengthened

(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:-	CIQA has ensured the implementation of proper procedures for the re-approval of the Master of Arts in Punjabi and Psychology programmes in ODL mode for the 2025-2026 session. It has also coordinated the process for obtaining approval to launch the Master of Arts in Psychology programme in Online mode for the same session, after receiving UGC approval. Additionally, under Board of Studies (BOS) guidance, two new diploma programmes, Diploma in Business

		Administration and Diploma in Computer Applications, have been introduced in Online mode, with approval from the University's statutory authorities.
(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.	A well-defined process for Curriculum Design, Development, and Review is in place and is being followed with diligence. In line with the procedures used for conventional programmes, the same process is adopted for all programme modes to ensure uniformity. All curriculum-related matters are placed before the respective Board of Studies (BOS) for thorough review and approval, maintaining academic rigour and consistency across ODL and Online programmes.
(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 based on the recommendations of the Boards of Studies (BOS), ensuring consistency and quality across all programmes. Academic activities have been conducted as per the schedule. Important tasks like PCP classes for ODL mode learners, LIVE Classes for OL mode learners, exams, and result announcements were all completed on time, following the academic calendar for both ODL and OL mode programmes.
(c) Academic Flexibility	The Higher Educational Institution shall adopt proper strategies for imparting academic flexibility, which refers	Students have been given greater flexibility through options to select general electives, modify their

	to freedom in the use of the time-frame of courses, vertical mobility, and inter-disciplinary options facilitated by curricular transactions for learners	enrolled courses, and switch between Regular, ODL, and OL modes of education. To provide better industry exposure, three new specialisations have been introduced in the MBA programme, along with updated summer training and inter-disciplinary courses to further enrich learning opportunities.
(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.	To ensure effective learning, ODL mode learners have been provided with Self-Learning Material (SLM), including printed copies, while OL students have access to e-Learning Material (e-LM) through the digital platform. Academic support has been strengthened through the conduct of Personal Contact Programmes (PCP) for ODL mode learners and LIVE Lectures for the OL mode learners. Additionally, both ODL and OL mode learners have been given access to the University's e-Library, offering a wide range of digital learning resources. Further, Master Classes have been conducted to support students' professional growth and enhance their academic knowledge.
(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 functioning of feedback forms for both ODL and OL modes have been ensured through regular monitoring. As part of the ongoing feedback mechanism, learners in both modes

		<p>have been provided the option to submit feedback after each class. Specifically, OL learners have been given the facility to share feedback after every LIVE Lecture. Additionally, periodic feedback has been collected from students to assess overall academic experience, and PCP-specific feedback has also been conducted for ODL mode learners to further enhance the quality of academic support.</p>
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Area of Improvement: Based on the feedback received from PCP sessions, the scheduling and duration of these sessions may be adjusted in accordance with the preferences of ODL learners. Similarly, feedback from OL mode students suggests incorporating more real-life examples and project-based activities to enhance learning effectiveness and better suit their convenience.

Overall Remarks: The Programme Development and Approval process adheres to statutory norms and regulations with an innovative approach being followed to enhance learner experience.

(iv) Programme Monitoring and Review.

Parameter	Provision in the UGC DEB Regulations 2020	Auditors' Observations/Remarks
<p>Programme Monitoring and Review</p>	<p>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.</p>	<p>The programme monitoring and review process follows the same steps and procedures as those used for regular (conventional) programmes and ensures a complete and detailed review.</p>

Area of Improvement: Mid-session reviews, if feasible, can further enhance the ongoing monitoring and strengthen the existing review process.

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

(v) Infrastructure Resources

Parameter	Provision in the UGC DEB Regulations 2020	Auditors' Remarks	Observations/
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 has provided space for ODL and OL mode learners beyond the minimum requirements set by regulations. Exclusive areas have been designated for their academic and administrative activities to ensure dedicated support. In shared workspaces, separate sections have also been allocated specifically for ODL and OL operations. Hostel facilities have been made available to ODL and OL mode learners during examination periods and while participating in major university events. Additionally, access to the physical library has been granted to both ODL and OL mode learners to support their academic needs.	

Area of Improvement: Suggested to encourage students to regularly use campus facilities like the library, classroom, labs and support centres to enhance their learning and engagement.

Overall Remarks: Optimum utilization of Physical and ICT facilities of the University for offering ODL and OL mode Programmes.

(vi) Learning Environment and Learner Support

Parameter	Provision in the UGC DEB Regulations 2020	Auditors' Remarks	Observations/
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 learners. Additionally, Higher Educational Institution shall establish Information	Personal Contact Programmes (PCP) for ODL mode learners and LIVE virtual classes for OL mode learners have been conducted as per the prescribed norms to provide academic counselling. Additional academic support has been extended through master classes and guest lectures. To support career readiness, initiatives such as	

	<p>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.</p>	<p>mock drives and short-term training sessions have been regularly organised under Professional Enhancement activities.</p> <p>Access to the e-Library has been provided to both ODL and OL mode learners, thus strengthening academic support.</p> <p>In addition, new features and automations in the LMS and Mobile Apps for ODL and OL mode learners have been implemented. These have shown positive results in enhancing the overall learning experience of the learners.</p>
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Area of Improvement: Students can be further encouraged to participate more effectively in the initiatives for their career readiness via gamification using AI tools.

Overall Remarks: LMS available for ODL and Online Mode Learners is well equipped and updated with new features.

(vii) Assessment and Evaluation

Parameter	Provision in the UGC DEB Regulations 2020	Auditors' Remarks	Observations/
<p>Assessment and Evaluation</p>	<p>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-end examinations, to suit the different learning outcomes</p>	<p>Assessments for each course have been conducted in alignment with the defined course outcomes. Appropriate weightages have been assigned to Continuous Assessment and End-Term Examinations, as per the prescribed norms. For OL mode learners, the University has conducted properly monitored online proctored examinations. They are also given the flexibility to create their own exam schedule and are provided with a special re-</p>	

	<p>expected of the course elements. The Higher Educational Institution shall have proper assessment and moderation system for assessing the learning outcomes of learners.</p>	<p>appear option to support their academic progress.</p> <p>For ODL mode learners, examinations have been conducted through designated examination centres located within the territorial boundaries, in due compliance with regulatory norms. These centres are equipped with biometric attendance systems and CCTV surveillance to ensure transparency, security, and fairness in the examination process.</p>
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Area of Improvement: Special classes or learning support can be provided for subjects with low pass rates, based on a detailed analysis

Overall Remarks: The institution has taken concrete measures to enhance the credibility of their examination process.

(viii) Teaching Quality and Staff Development

Parameter	Provision in the UGC DEB Regulations 2020	Auditors' Remarks	Observations/
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 (CDOE) for faculty and staff at regular intervals, focusing on the latest academic developments, technological advancements, and administrative processes. In addition, several of these initiatives have been organized in collaboration with the Human Resource Development Centre (HRDC) to further build institutional capacity.	

Area of Improvement: Faculty and staff should be provided with master classes and workshops on improving productivity and managing stakeholders, with a special focus on the use of AI tools for enhancing the overall student experience.

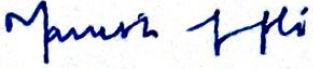

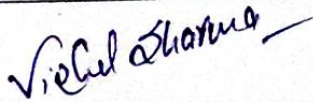

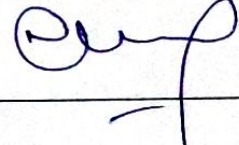
Overall Remarks: The faculty and staff members are well qualified as per the requirements.

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 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.	The academic planning process ensures that the curriculum is regularly reviewed and updated, confirming that the programmes offered remain relevant to the national economy and provide meaningful value to the learners' overall 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 the validation of ODL and OL programmes for their viability and 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: - a. Reports from Learner Support Centres (for Open and Distance Learning programmes) b. Reports from Examination Centres c. External Auditor or other External Agencies report d. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels e. Reporting and Analytics by the Higher Educational Institution f. Periodic Review	The following reports were checked and were found satisfactory: <ul style="list-style-type: none"> • PCP Feedback Analysis Reports (for ODL Mode Learners) • LIVE session feedback report (for Online Mode Learners) • Examination Observers' Reports

Area of Improvement: The feasibility of introducing new programmes in ODL and OL modes can be further explored based on stakeholder feedback.

Overall Remarks: The University's ODL and OL programmes cater to learners who are unable to pursue conventional education due to personal or professional commitments. The credibility of these programmes is demonstrated through student 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: 16-07-2025

Place: Lovely Professional University, Phagwara