

Annual Report

OF

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

PROGRAMMES UNDER

OPEN AND DISTANCE LEARNING MODE

2024-25

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DECLARATION

Part – I: General Information

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

[View Annexure - 1.1](#)

1.2 Details of Director, CIQA

- Name: Dr. Kulwinder Pal
- Qualification: Ph.D.
- Appointment Letter and Joining Report ([View Annexure -1.2](#))

1.3 Details of CIQA Committee:

a. Composition as per Regulations

S. No.	Designation	Nomination as	Name and Qualification	Specialization	*Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Dr. Jaspal Singh Sandhu,	Sports Medicine	11 th March 2025
b.	Three Senior teachers of HEI	Member 1	Dr. Rajesh Verma, Ph.D.	Management	11 th March 2025
		Member 2	Dr. Ajoy Batta, Ph.D.	English	11 th March 2025
		Member 3	Dr. Avinash Bhagat, Ph.D.	Computer Application	11 th March 2025
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Dr. Pavitar Parkash Singh, Ph.D.	Management	11 th March 2025
		Member 5	Dr. Mithilesh Kumar Dubey, Ph.D.	Computer Applications	11 th March 2025
		Member 6	Dr. Mahesh Kumar Sarva, Ph.D.	Management	11 th March 2025
		Member 7	Dr. Isha Garg, Ph.D.	Mathematics	11 th March 2025
		Member 8	Dr. Mohammad Ashraf Dar, Ph.D.	History	11 th March 2025
d.	Two External Experts of ODL and/or Online Education	Member 10	Dr. Tejinder Kaur, Ph.D.	English	11 th March 2025
		Member 11	Dr. Nasib Singh Gill, Ph.D.	Computer Science	11 th March 2025
e.	Officials from departments of HEI ▪ Administration	Member 12	Ms. Ginni Nijhawan, MBA	Management	11 th March 2025
		Member 13	Dr. Manish Gupta, Ph.D.	Management	11 th March 2025
		Member 14	Mr. Navdeep Dhaliwal, M.Tech.	ECE	11 th March 2025
		Member 15	Mr. Manish Kumar, MCA	Computer Applications	11 th March 2025
		Member 16	Ms. Neha Khosla, MBA	Management	11 th March 2025

	• Finance	Member 17	Mr. Manohar Sharma, B.A.	Finance	11 th March 2025
f.	Director, CIQA	Member Secretary	Dr. Kulwinder Pal, Ph.D.	Education	11 th March 2025

*As per the recently notified CIQAC composition

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

If No, reason thereof

Yes, as per the Provisions in the regulations.

1.4 Number of meetings held and its approval:

a. No. of meetings held every year: 2

b. Meeting details:

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	24.12.2024	2	View Annexure - 1.4.b.1	View Annexure - 1.4.b.2
Meeting 2	22.05.2025	2	View Annexure - 1.4.b.3	View Annexure - 1.4.b.4

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

From 2024-2025, academic session:: Not Offered

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DDMMYYYY) of HEI/ Regulatory authority (if required)	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Transgender)			
									M	F	TG	Total
1.	NA											
N.	NA											

***Not for Private University**

Note: Mention details separately for 2024-25 academic session, as applicable, as above.

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

From October, 2024 (revised from July-August, 2024)>academic session: 2024-2025

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DDMMYYYY) of HEI/Regulatory authority (if required)	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students Admitted (Male/Female/ Transgender)			
									M	F	TG	Total
1	Management	Diploma in Business Administration	12 Months	40	10+2 in any stream or equivalent	12000	12/20/2023	0	34	41	1	76
2	Computer Application	Diploma in Computer Applications	12 Months	40	10+2 in any stream or equivalent	12000	12/20/2023	0	86	64	0	150
3	Library Sciences	Diploma in Library and Information Sciences	12 Months	40	10+2 in any stream or equivalent	6000	12/20/2023	0	108	142	0	250

From February, 2025 academic session: 2024-2025

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DDMMYYYY) of HEI/Regulatory authority (if required)	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students Admitted (Male/Female/ Transgender)			
									M	F	TG	Total
1	Management	Diploma in Business Administration	12 Months	40	10+2 in any stream or equivalent	12000	12/20/2023	0	13	6	0	19
2	Computer Application	Diploma in Computer Applications	12 Months	40	10+2 in any stream or equivalent	12000	12/20/2023	0	22	9	0	31
3	Library Sciences	Diploma in Library and Information Sciences	12 Months	40	10+2 in any stream or equivalent	6000	12/20/2023	0	54	66	0	120

***Not for Private University**

Note: Mention details separately for 2024-25 academic session, as applicable, as above.

1.7 Number of programmes started at Post Graduate Diploma level as per Commission Order:**From 2024-25 >academic session: Not Offered**

Sr. No.	Post Graduate Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Approval of statutory Authority (s) (DDMMYYYY) of HEI/Regulatory authority (if required)	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Transgender)			
									M	F	TG	Total
1.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
N.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Not for Private University*Note: Mention details separately for 2024-25 academic session, as applicable, as above.****1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:****From October, 2024 (revised from July-August, 2024) academic session: 2024-2025**

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1	Bachelor of Arts	3 Years	120	10+2 in any stream or equivalent	6000	F. No.21-6 / 2021(DEB-1), Dated 25 January, 2022	0	3814	2450	0	6264
2	Bachelor of Business Administration	3 Years	132	10+2 in any stream or equivalent	12000	F. No.21-6 / 2021(DEB-1), Dated 25 January, 2022	0	352	213	0	565
3	Bachelor of Commerce	3 Years	132	10+2 in any stream or equivalent	9000	F. No.21-6 / 2021(DEB-1), Dated 25 January, 2022	0	367	386	0	753
4	Bachelor of Computer Applications	3 Years	124	10+2 in any stream or equivalent	12000	F. No.21-6 / 2021 (DEB-I), Dated 10 March, 2022	0	424	264	0	688
5	Bachelor of Library and Information Sciences	1 Years	40	Graduation in any discipline or equivalent	6000	F. No.21-6 / 2021(DEB-1), Dated 25 January, 2022	0	436	526	0	962

HEI ID: HEI-P-U-0379

Name of HEI: Lovely Professional University

Type of HEI: Private

6	Bachelor of Science (Information Technology)	3 Years	124	10+2 in any stream or equivalent	12000	F. No.21-6 / 2021 (DEB-I), Dated 10 March, 2022	0	97	61	0	158
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From February, 2025 academic session: 2024-2025

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/ Trans-gender)			
								M	F	TG	Total
1	Bachelor of Arts	3 Years	120	10+2 in any stream or equivalent	6000	F. No.21-6 / 2021(DEB-1), Dated 25 January, 2022	0	1118	671	0	1789
2	Bachelor of Business Administration	3 Years	132	10+2 in any stream or equivalent	12000	F. No.21-6 / 2021(DEB-1), Dated 25 January, 2022	0	109	52	0	161
3	Bachelor of Commerce	3 Years	132	10+2 in any stream or equivalent	9000	F. No.21-6 / 2021(DEB-1), Dated 25 January, 2022	0	77	78	0	155
4	Bachelor of Computer Applications	3 Years	124	10+2 in any stream or equivalent	12000	F. No.21-6 / 2021 (DEB-I), Dated 10 March, 2022	0	107	71	0	178
5	Bachelor of Library and Information Sciences	1 Years	40	Graduation in any discipline or equivalent	6000	F. No.21-6 / 2021(DEB-1), Dated 25 January, 2022	0	279	247	0	526
6	Bachelor of Science (Information Technology)	3 Years	124	10+2 in any stream or equivalent	12000	F. No.21-6 / 2021 (DEB-I), Dated 10 March, 2022	0	37	16	0	53

***Not for Private University**

Note: Mention details separately for 2024-25 academic session, as applicable, as above.

1.9 Number of programmes started at Post-graduate Degree Programmes as per Commission Order:**From October, 2024 (revised from July-August, 2024) academic session: 2024-2025**

Sr. No.	Postgraduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off-Campus	Number of students admitted (Male/Female/ Transgender)			
								M	F	TG	Total
1	Master of Arts (Economics)	2 Years	88	Graduation in any discipline or equivalent	6000	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	51	76	0	127
2	Master of Arts (Education)	2 Years	80	Graduation in any discipline or equivalent	6000	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	34	68	0	102
3	Master of Arts (English)	2 Years	80	Graduation in any discipline or equivalent	6000	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	105	319	0	424
4	Master of Arts (Hindi)	2 Years	80	Graduation in any discipline or equivalent	6000	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	20	41	0	61
5	Master of Arts (History)	2 Years	80	Graduation in any discipline or equivalent	6000	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	105	150	0	255
6	Master of Arts (Mathematics)	2 Years	88	Bachelor's Degree (any discipline) (with Mathematics as a subject) or B.Tech or B.E or B.Sc. (Engineering) or equivalent	6000	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	32	56	0	88

7	Master of Arts (Political Science)	2 Years	80	Graduation in any discipline or equivalent	6000	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	83	97	0	180
8	Master of Arts (Psychology)	2 Years	80	Graduation in any discipline or equivalent	7500	F. No.: 21- 50 / 2020 (DEB-IV), Dated 22 March, 2021	0	96	204	0	300
9	Master of Arts (Punjabi)	2 Years	80	Graduation in any discipline or equivalent	6000	F. No.: 21- 50 / 2020 (DEB-IV), Dated 22 March, 2021	0	76	132	0	208
10	Master of Arts (Sociology)	2 Years	80	Graduation in any discipline or equivalent	6000	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	60	112	0	172
11	Master of Commerce	2 Years	84	Bachelor's degree (Commerce or Management or Economics or Accounts or Math/Economi cs as one of the subjects/ courses) or equivalent	9000	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	110	227	0	337
12	Master of Library and Information Sciences	1 Year	40	Graduation in Library & Information Sciences or equivalent	6000	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	141	178	0	319
13	Master of Science (Information Technology)	2 Years	88	Graduation in any discipline or equivalent	14000	F. No.21-6 / 2021 (DEB-I), Dated 10 March, 2022	0	61	55	0	116
14	Master of Business Administration	2 Years	102	Bachelor's degree (any discipline) or equivalent or equivalent OR Completed Company Secretary (CS)	14000	F. No.8-9/ 2023 (DEB-1) (ODL), Dated 31 October, 2023 F.No.	0	1081	102 0	0	2101

				from Institute of Company Secretaries of India (ICSI) OR Completed Chartered Accountancy (CA) from Institute of Chartered Accountants of India (ICAI) or Completed Cost & Management Accountancy (CMA) from Institute of Cost Accountants of India (ICAI)		North-West/2022-23/1-11277795 101, Dated 31 May, 2022 (AICTE)					
15	Master of Computer Applications	2 Years	104	BCA/B.Sc. (Computer Science)/B.Sc. (Information Technology)/Bachelor degree in computer science engineering or equivalent OR Any Graduation with Computer Science as a subject for three years with Mathematics /Statistics /QT/ Business Math as one of the subject at Graduation or 10+2 level or equivalent OR B.A. or B.Com. or B.Sc. (any Graduation) with Mathematics /Statistics /QT/ Business Math as one of the subject at Graduation or	14000	F.No.8-9/2023 (DEB-1) (ODL), Dated 31 October, 2023 F.No. North-West/2022-23/1-11277795 101, Dated 31 May, 2022 (AICTE)	0	203	208	0	411

				10+2 level or equivalent (with additional bridge courses)							
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From February, 2025 academic session: 2024-2025

Sr. No.	Postgraduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off-Campus	Number of students admitted (Male/Female/ Transgender)			
								M	F	TG	Total
1	Master of Arts (Economics)	2 Years	88	Graduation in any discipline or equivalent	6000	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	10	22	0	32
2	Master of Arts (Education)	2 Years	80	Graduation in any discipline or equivalent	6000	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	17	36	0	53
3	Master of Arts (English)	2 Years	80	Graduation in any discipline or equivalent	6000	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	40	142	0	182
4	Master of Arts (Hindi)	2 Years	80	Graduation in any discipline or equivalent	6000	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	15	28	0	43
5	Master of Arts (History)	2 Years	80	Graduation in any discipline or equivalent	6000	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	53	46	0	99
6	Master of Arts (Mathematics)	2 Years	88	Bachelor's Degree (any discipline) (with Mathematics as a subject) or B.Tech or B.E or B.Sc. (Engineering) or equivalent	6000	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	8	16	0	24
7	Master of Arts (Political Science)	2 Years	80	Graduation in any discipline or equivalent	6000	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	36	48	0	84
8	Master of Arts (Psychology)	2 Years	80	Graduation in any discipline or equivalent	7500	F. No.: 21-50 / 2020 (DEB-IV), Dated 22 March, 2021	0	43	114	0	157
9	Master of Arts (Punjabi)	2 Years	80	Graduation in any discipline or equivalent	6000	F. No.: 21-50 / 2020 (DEB-IV), Dated 22 March, 2021	0	46	85	0	131
10	Master of Arts (Sociology)	2 Years	80	Graduation in any discipline or equivalent	6000	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	67	87	0	154

11	Master of Commerce	2 Years	84	Bachelor's degree (Commerce or Management or Economics or Accounts or Math/Economics as one of the subjects/ courses) or equivalent	9000	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	24	48	0	72
12	Master of Library and Information Sciences	1 Year	40	Graduation in Library & Information Sciences or equivalent	6000	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	73	69	0	142
13	Master of Science (Information Technology)	2 Years	88	Graduation in any discipline or equivalent	14000	F. No.21-6 / 2021 (DEB-1), Dated 10 March, 2022	0	28	21	0	49
14	Master of Business Administration	2 Years	102	Bachelor's degree (any discipline) or equivalent or equivalent OR Completed Company Secretary (CS) from Institute of Company Secretaries of India (ICSI) OR Completed Chartered Accountancy (CA) from Institute of Chartered Accountants of India (ICAI) or Completed Cost & Management Accountancy (CMA) from Institute of Cost Accountants of India (ICAI)	14000	F. No.8-9/ 2023 (DEB-1) (ODL), Dated 31 October, 2023 F.No. North-West/2022-23/1-11277795101, Dated 31 May, 2022 (AICTE)	0	408	308	0	716
15	Master of Computer Applications	2 Years	104	BCA/B.Sc. (Computer Science)/B.Sc. (Information Technology)/Bachelor degree in computer science engineering or equivalent OR Any Graduation with Computer Science as a	14000	F. No.8-9/ 2023 (DEB-1) (ODL), Dated 31 October, 2023 F.No. North-West/2022-23/1-11277795101, Dated 31 May, 2022 (AICTE)	0	65	47	0	112

				subject for three years with Mathematics /Statistics / QT/ Business Math as one of the subject at Graduation or 10+2 level or equivalent OR B.A. or B.Com. or B.Sc. (any Graduation) with Mathematics /Statistics / QT/ Business Math as one of the subject at Graduation or 10+2 level or equivalent(with additional bridge courses)							
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***Not for Private University**

Note: Mention details separately for 2024-25 academic session, as applicable, as above.

Part – II: Requirements as per Centre for Internal Quality

Assurance (CIQA) Functioning

2.1 Action taken on the functions of CIQA: -

Sr. 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>As per the recommendations/ suggestions of CIQAC, quality was effectively maintained across various services offered to the learners with the following key enhancements:</p> <ul style="list-style-type: none"> • Induction programmes were conducted for newly enrolled students in accordance with UGC guidelines. These sessions oriented students to the academic framework, evaluation processes, available support services, and digital platforms like the LMS, ensuring a smooth transition into the ODL learning environment. • To better support ODL learners, the Personal Contact Programme (PCP) was structured in two phases, leading to improved student participation and stronger academic engagement. • To ensure better understanding and effective communication with learners from diverse linguistic backgrounds, orientation sessions were conducted for faculty members, encouraging them to incorporate regional languages while delivering PCP sessions. This initiative aimed to create a more inclusive and learner-friendly environment, enabling students to grasp complex concepts more comfortably and engage more actively during the sessions. • To ensure the smooth and transparent conduct of examinations for ODL learners, orientation sessions were conducted for Observers to familiarize them with examination procedures and responsibilities. In addition, online CCTV monitoring was effectively implemented alongside flying squads to maintain 	<p>View Annexure 2.1.1.1 (MOM of CIQA)</p> <p>View Annexure 2.1.1.2 (Details of Quality Initiatives)</p>

		<p>vigilance and uphold the integrity of the examination process. These efforts provided a secure and organized environment, enabling students to take their exams with ease and confidence.</p> <ul style="list-style-type: none">• The online certificate request portal was further strengthened for greater student convenience and smoother administrative processing. Learners could apply for various certificates directly through the LMS, with an added option for dispatch to their mentioned address. This enhancement ensured a seamless, transparent and user-friendly experience, minimizing the need for physical visits or manual handling.• To improve the handling of student queries, additional trained members were added to the Relationship Management Cell (RMC). The team addressed queries through walk-ins, calls, RMS, social media, website, etc. As a responsible and responsive unit, the RMC ensured timely resolution of student concerns within the defined timelines.• To create awareness about ABC ID and DEB ID, informative announcements and explanatory videos were uploaded on the LMS to guide students through the process and help them understand its significance.• To offer students greater flexibility in specializing in emerging areas of Business Administration, new Discipline Specific Elective (DSE) areas have been implemented for MBA programmes under the ODL mode, effective from the 2025-26 session, aligning with industry trends and learner demand.• The Communication Module was upgraded by incorporating graphic notifications in the Announcement section of the Learning Management System (LMS), ensuring improved visibility and learner engagement.• The Relationship Management System (RMS) module has been further	
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		<p>strengthened and simplified to ensure more efficient and timely resolution of learners' queries across multiple categories.</p> <ul style="list-style-type: none">• The initiative of inviting ODL students for campus visits has been further strengthened and is now conducted more frequently. Enhanced efforts have been made to provide students with opportunities to interact with university officials and avail the on-campus facilities.• The system for capturing learner biometrics during admission at the University campus has been further improved to ensure greater efficiency and accuracy.• The Learning Management Systems, LPU e-Connect platform for ODL mode learners, has been upgraded with enhanced features to deliver an improved and user-friendly learning experience.• The Mobile App for ODL students was enhanced to be more user-friendly, providing improved accessibility and a smoother learning experience.• Push notifications have been integrated into the mobile application to strengthen communication, enabling students to receive timely updates and messages from the University.• To strengthen connections with LPU ODL Alumni, nominations were made for the Alumni Association Awards. During the Alumni Awards 2025 ceremony, one alumnus from the Centre for Distance and Online Education was honored for his outstanding achievements and contributions to social service.• More Grooming and professional enhancement sessions were conducted by Industry experts, complemented by significant placement and internship drives, to enhance employability opportunities for ODL Mode students.• Greater emphasis was placed on the Community Development Project (CDP), Seminars on Summer Training, and	
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		<p>Practical/Project/Dissertation-based courses during the Personal Contact Programme (PCP) for ODL learners.</p> <ul style="list-style-type: none"> Students were provided with better opportunities for active participation in academic, cultural, and sports events, promoting their overall growth and holistic development. 	
2	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	<p>The Centre for Internal Quality Assurance (CIQA) undertakes various self-evaluative and reflective exercises to implement quality improvement measures. These initiatives are based on the analysis of multiple data sources and reports, including:</p> <ul style="list-style-type: none"> Feedback obtained through the LMS on various aspects of ODL Programmes Feedback on the Personal Contact Programme (PCP) held for ODL students Result analysis of examinations conducted in ODL mode. Benchmarking with other Higher Education Institutions (HEIs) offering programmes in the ODL Mode. <p>These evaluative processes enable CIQA to identify areas of improvement and adopt the best practices to enhance the quality and effectiveness of the ODL offerings.</p>	<p>View Annexure 2.1.2.1 (Feedback through LMS)</p> <p>View Annexure 2.1.2.2 (PCP Feedback)</p> <p>View Annexure 2.1.2.3 (Result Analysis)</p> <p>View Annexure 2.1.2.4 (Benchmarking of ODL Programmes)</p>
3	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	<p>As part of its continuous quality improvement initiatives, the Centre for Internal Quality Assurance (CIQA) has identified the following key focus areas for the academic session 2024-25:</p> <ul style="list-style-type: none"> Academic Flexibility Examination Conduct Alumni Connect Enhancing Employability Skills of Learners Strengthening Placement Opportunities for Learners 	<p>View Annexure 2.1.3</p>
4	Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes	<p>The Centre for Internal Quality Assurance (CIQA) ensures that all academic processes applicable to conventional mode programmes from curriculum design and delivery to</p>	<p>View Annexure 2.1.4.1 (Extract of a Programme Guide containing</p>

<p>in conventional mode (For Dual Mode HEIs)</p>	<p>evaluation are equally implemented in Open and Distance Learning (ODL) programmes.</p> <p>The Board of Studies (BoS) for ODL is constituted in accordance with the same guidelines that govern conventional mode programmes. Identical procedures are followed for curriculum development, content writing, approval, implementation, and periodic review.</p> <p>For every course, instructional plans are developed and used by faculty to guide the delivery of content during Personal Contact Programmes (PCPs). These plans ensure consistency and academic rigor across sessions.</p> <p>In addition to dedicated ODL faculty appointed as per regulatory norms, faculty from conventional programmes also support PCPs based on student enrolment and course requirements.</p> <p>ODL learners are given equal opportunities to participate in both academic and co-curricular activities, including:</p> <ul style="list-style-type: none"> • Professional workshops and special classes • Doubt-clearing sessions and convocation ceremonies • Placement drives and career counselling sessions • Inter-school cultural events • National and international conferences, seminars, exhibitions, youth festivals, and expert lectures <p>The question paper development process for ODL programmes mirrors that of the conventional mode, ensuring uniformity in assessment standards. Examinations are conducted with the same level of rigor and supervision, and any cases of unfair means are referred to the University's UMC Board. Students are given an opportunity to present their case, and appropriate disciplinary action is taken based on the Board's</p>	<p>Curriculum Design and Review Process)</p> <p>View Annexure 2.1.4.2 (Details of PCP Conducted in the year 2024-25)</p> <p>View Annexure 2.1.4.3 (Details of Master Classes/ Workshops/ Special Classes conducted for ODL Students in the year 2024-25)</p> <p>View Annexure 2.1.4.4 (Participation Students in various Co-curricular activities in the year 2024-25)</p> <p>View Annexure 2.1.4.5 (Examination-related details including the Process of Question Bank/ Question Paper Development)</p>
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		recommendations.	
5	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	<p>CIQA ensures that effective mechanisms are in place to facilitate interaction with stakeholders and gather feedback on academic and administrative activities, facilities, and resources.</p> <p>These feedback mechanisms are easily accessible through multiple platforms, including the University website, the LPU e-Connect portal, and the LPU Touch mobile app, ensuring transparency, responsiveness, and continuous quality improvement.</p>	https://www.lpu.de.in/ciqa-feedback.php
6	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	<p>In alignment with the continuous quality enhancement objectives, several measures recommended by the Centre for Internal Quality Assurance (CIQA) were implemented to improve academic experience and institutional effectiveness for Open and Distance Learning (ODL) programmes. These include:</p> <ul style="list-style-type: none"> • Induction programmes were conducted for newly enrolled students in accordance with UGC guidelines. These sessions oriented students to the academic framework, evaluation processes, available support services, and digital platforms like the LMS, ensuring a smooth transition into the ODL learning environment. • To better support ODL learners, the Personal Contact Programme (PCP) was structured in two phases, leading to improved student participation and stronger academic engagement. • Orientation sessions for faculty members were organized to encourage the use of regional languages during PCP sessions. This initiative aimed to ensure better understanding and effective communication with learners from diverse linguistic backgrounds, fostering a more inclusive and learner-friendly environment. • For the smooth and transparent conduct of examinations, orientation sessions were held for Observers to familiarize them with examination protocols. Online CCTV monitoring, in coordination with flying squads, was also implemented to maintain 	Refer to Annexure 2.1.1.2

		<p>vigilance and uphold the integrity of the examination process, ensuring a secure and stress-free environment for students.</p> <ul style="list-style-type: none">• The online certificate request portal was further strengthened for enhanced student convenience. Learners could apply for various certificates directly through the LMS, with an added option to request dispatch to their registered addresses—ensuring a seamless, transparent, and user-friendly experience.• The Relationship Management Cell (RMC) was reinforced by adding more trained members to efficiently handle student queries. The team resolved concerns through walk-ins, calls, RMS, social media, and the university website, ensuring timely and effective responses within the defined timelines.• To create awareness about ABC ID and DEB ID, informative announcements and explanatory videos were uploaded on the LMS to guide students through the process and help them understand its significance.• New Discipline Specific Elective (DSE) areas were introduced in the MBA programme under the ODL mode from the 2025-26 session, offering students greater flexibility to specialize in emerging areas aligned with industry trends and learner interests.• The Communication Module was upgraded with graphic notifications in the Announcement section of the LMS, improving visibility and enhancing learner engagement.• The Relationship Management System (RMS) module was simplified and further strengthened to enable more efficient and timely resolution of learner queries across multiple categories.• Campus visits for ODL learners were conducted more frequently, offering students valuable opportunities to interact with university officials and explore on-campus facilities.• The biometric capturing system during admissions at the university campus was upgraded for greater accuracy and operational efficiency.• The LPU e-Connect platform (LMS) for ODL learners was enhanced with	
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		<p>improved features to provide a more intuitive and learner-friendly academic experience.</p> <ul style="list-style-type: none"> • The LPU Online Mobile App was enhanced to be more user-friendly, providing improved accessibility and a smoother learning experience. • Push notifications were integrated into the LMS mobile application, allowing students to receive timely updates and important messages from the University. • Alumni engagement efforts were strengthened through nominations for the Alumni Association Awards. During the 2025 ceremony, an alumnus from the Centre for Distance and Online Education was recognized for exemplary contributions to social service. • Professional grooming and enhancement sessions were conducted by industry experts, supplemented by robust placement and internship drives to improve the employability of ODL learners. • Greater emphasis was placed on the Community Development Project (CDP), Summer Training Seminars, and practical/project/dissertation-based courses during PCP sessions to foster applied learning. • Opportunities for active student participation in academic, cultural, and sports events were expanded, promoting holistic development and overall growth. 	
7	Implementation of its recommendations through periodic reviews	CIQA conducts regular follow-ups, inspections, and internal audits to monitor the implementation of CIQAC recommendations, ensure timely corrective actions, and generate comprehensive Action Taken Reports.	View Annexure 2.1.7 (Action taken report of CIQA)
8	Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.	<p>In alignment with CIQA's quality enhancement efforts, several development programmes were organized for faculty and staff during the 2024-25 session, focusing on key themes related to academic excellence and institutional improvement.</p> <p>To support the academic and professional growth of ODL learners, a variety of initiatives such as workshops, expert-led masterclasses,</p>	<p>View Annexure 2.1.8 (Faculty and Staff development programmes)</p> <p>Refer to Annexure 2.1.4.3 (Master</p>

		and special sessions were also conducted throughout the year. Details of these initiatives are regularly shared during CIQAC meetings and are communicated to stakeholders via the university newsletter, official website, and social media platforms to ensure transparency and wider engagement.	Class/Workshop /Guest lecture for ODL mode learners for session 2024-25)
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	Best practices across various domains are identified, compiled, and made available on the university website	https://www.lpu.de.in/downloads/disclosure/ODL-Best-Practices.pdf
10	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	Programme statistics are systematically compiled through the Learning Management System (LMS), while stakeholder feedback on programme quality and other relevant areas are collected via the LMS and the university website. Insights gained from the analysis of this data and feedback are utilized to implement targeted quality enhancement measures, ensuring continuous academic improvement and learner satisfaction.	View Annexure 2.1.10
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	Programme Project Reports (PPRs) for programmes offered through the Open and Distance Learning (ODL) mode are developed in accordance with UGC guidelines and norms. Each report is reviewed by the CIQA Committee and subsequently approved by the University's Academic Council.	View Annexure 2.1.11
12	Mechanism to ensure the proper implementation of Programme Project Reports	CIQA, along with the concerned Division/Department, conducts periodic follow-up meetings, inspections, and audits to monitor the implementation progress of PPRs and to initiate appropriate remedial measures, if necessary.	View Annexure 2.1.12
13	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	The Annual Plans and Reports of the Centre for Distance and Online Education are prepared under the supervision of CIQA, which also ensures systematic record-keeping. In each CIQAC meeting, the committee reviews the progress of CIQA's initiatives, along with the Action Taken Report from the previous meeting.	View Annexure 2.1.13.1 (Annual Plan) View Annexure 2.1.13.2 (Action Taken Report)

14	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	CIQA is committed for enhancing the relevance and effectiveness of each programme by ensuring that Programme Project Reports are meticulously developed and reviewed. Special emphasis is placed on curriculum restructuring to incorporate practical, industry-aligned, and skill-based courses. The process is enriched by inputs from key stakeholders, including academic experts and industry representatives. CIQA also ensures that the defined Programme Objectives and Learning Outcomes are aligned with current job market demands and emerging skill requirements.	View Annexure 2.1.14
15	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	To foster a learner-centric environment, various qualitative measures are implemented based on Feedback/ Survey/ System-generated analysis reports as recommended by CIQA. Several of these initiatives are already outlined under Point 1 of Section 2.1.	Refer to Annexure 2.1.1.1 and 2.1.1.2
16	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	In line with NAAC guidelines, CIQA continues to ensure quality and compliance across all programmes. The University's consistent efforts towards quality education, strong academic practices, and robust infrastructure were recognised with the prestigious NAAC A++ grade, along with a CGPA of 3.68 under the Dual Mode University category. CIQA is regularly monitoring processes, maintaining documentation, and taking all necessary steps to stay well-prepared for future NAAC visits and other compliance requirements.	View Annexure 2.1.16. (NAAC Accreditation Certificate)
17	Measures adopted to ensure internalisation and institutionalization of quality enhancement practices through periodic accreditation and audit	CIQA has been actively contributing to quality improvement by aligning institutional processes with NAAC standards. Its efforts have significantly supported the University in attaining the prestigious NAAC A++ grade with a CGPA of 3.68. As part of its ongoing initiatives, CIQA conducts annual internal quality audits for programmes under the Centre for Distance and Online Education and plans to implement an external quality audit by 2025	Refer to Annexure 2.1.16 (NAAC Accreditation Certificate) View Annexure 2.1.17 (Internal Audit Report 2024-25)
18	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality	On behalf of the Higher Education Institution (HEI), CIQA coordinated with the University Grants Commission (UGC) to ensure	View Annexure 2.1.18.1 (CIQAC MOMs with

related initiatives or guidelines	<p>adherence to all quality-related initiatives and guidelines issued by the Commission from time to time. In addition to the submission of admission data and the CIQA Annual Report, the key outcomes and highlights of this coordination with UGC-DEB for the academic session 2024–25 are outlined below:</p> <ul style="list-style-type: none"> • The admission data for the 2024–25 session was promptly uploaded on the UGC portal, ensuring adherence to the prescribed timelines and regulatory requirements. • UGC compliance submitted for the creation of DEB-ID and Academic Bank of Credit (ABC) ID • Submitted a request to permanently fix the last date of admission to ODL and Online Mode programmes as 31st October each year for the July–August academic session. • Submitted UGC compliance documentation for offering ODL programmes under Category-I status beginning from the academic year 2025–26 (July–August 2025 session onwards). • Request to Permanently Fix/ Change the last date of admission to ODL and Online Programmes to 15th November for the academic session beginning July-August (September – October) and to 30th April for the academic session beginning January-February (February – March). • Applied for approval to offer MA Punjabi and MA Psychology programmes under ODL mode as a Category-I HEI from the 2025–26 session. • Coordinated regarding DEB-ID creation for fresh learners in ODL mode for academic year 2024-25. • Induction programmes were conducted as per the format and guidelines prescribed by UGC to ensure uniformity and effectiveness across all sessions. • Requested to resolve technical issues on the UGC-DEB portal affecting the entry of Diploma Programmes under Online and ODL modes, required for submitting 	<p>relevant agenda items highlighted)</p> <p>View Annexure 2.1.18.2 (Details about compliances made to UGC-DEB)</p>
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		<p>admission data for the February 2025 session.</p> <ul style="list-style-type: none"> Submitted a request for the inclusion of Lovely Professional University under the Category-I University / Entitled Category University, to enable the institution to apply for offering ODL mode programmes. 	
19	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	CIQA facilitates comparative benchmarking with other Higher Education Institutions (HEIs) to identify opportunities for improvement across different functional areas	Refer to Annexure 2.1.2.4 (Benchmarking)
20	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	CIQA documents its initiatives and achievements through a comprehensive annual report prepared each year.	View Annexure 2.1.20
21	Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	CIQA's Annual Reports are submitted to the University's Academic Council for consideration and approval following the conclusion of each academic session.	View Annexure 2.1.21
	(a) 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.	The reports for the academic year 2023-24 were submitted online in the Commission's prescribed format by the stipulated deadline.	Refer to Annexure 2.1.20
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	CIQAC oversees the functioning of CIQA through its meetings, during which it reviews, recommends, and approves reports related to various qualitative aspects.	View Annexure 2.1.22 (MOMs of the CIQAC Meetings held in 2024-25)
23	Facilitated adoption of instructional design requirements as per the philosophy of the Open and Distance Learning decided by the statutory bodies of the HEI for its different academic programmes	The curriculum design, review, and approval process integrate instructional design elements aligned with the principles of Open and Distance Learning (ODL). It is undertaken with inputs from the Board of Studies and CIQA and finalized upon approval by the Academic Council.	View Annexure 2.1.23 (Extract of a PPR with Instructional Design elements highlighted)
24	Promoted automation of learner support services of the Higher Educational Institution	To strengthen Learner Support Services, several automation provisions have been implemented: <ul style="list-style-type: none"> The online certificate request portal has 	View Annexure 2.1.24

		<p>been upgraded to allow students to apply via LMS and opt for home dispatch, streamlining administrative processes.</p> <ul style="list-style-type: none"> • Student dashboards have been enhanced on the LMS, providing centralized access to progress tracking, assignments and academic alerts. • Examination-related automation has strengthened the generation of admit cards, exam schedules and result announcement through the portal. • Automated welcome and onboarding emails have been implemented, providing newly admitted students with step-by-step guidance and login credentials. • The LPU Online Mobile App interface was further improved and strengthened to offer a more user-friendly design, better accessibility, and a smoother learning experience. • A dedicated LMS provision for submitting course-related reports, such as Community Development Projects, Term Papers, and Summer Training, has been introduced. • Sample question papers are now accessible online through the LMS for student reference and preparation. • The notification system has been enhanced with pop-up alerts displayed upon login, ensuring students do not miss important University messages. • Communication has been strengthened through automated push notifications, SMS alerts, and LMS updates, keeping students informed about key academic activities. • Query resolution has been strengthened through automation in the Relationship Management System (RMS), where queries are categorized, assigned and tracked for timely closure. • The online fee payment system has been enhanced, with automated receipt generation and payment history tracking. 	
25	Coordinated with external subject	CIQA ensures the conduct of annual internal	Refer to

	experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	quality audits of the programmes offered under the Centre for Distance and Online Education and is planning to initiate an external audit by the year 2025. External experts from both industry and academia play a vital role as members of the Centre for Internal Quality Assurance Committee (CIQAC) and the Board of Studies (BoS) constituted for ODL programmes.	Annexure 2.1.17 (Internal Audit Report 2024-25) View Annexure 2.1.25 (Compositions of CIQAC and BOS with external members highlighted)
26	Coordinated with third party auditing bodies for quality audit of programme(s)	CIQA ensures the conduct of annual internal quality audit of the programmes offered under the Centre for Distance and Online Education and plans to initiate an external audit by 2025.	Refer to Annexure 2.1.17 (Internal Audit Report 2024-25)
27	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	The University earned the prestigious NAAC A++ grade with a CGPA of 3.68, driven by its strong emphasis on quality education, academic excellence, and robust infrastructure. A major contributor to this success was the positive performance of metrics related to ODL programmes. CIQA played a key role by effectively coordinating the evaluation of these metrics during the University's first accreditation cycle under the Dual Mode category. CIQA also continues to ensure that all necessary measures are in place for future NAAC visits and ongoing compliance requirements.	Refer to Annexure 2.1.16 (NAAC Accreditation Certificate)
28	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	In collaboration with relevant schools and departments, CIQA conducts a variety of Faculty and Staff Development workshops and orientation programmes centered on quality enhancement themes. Additionally, professional and academic enrichment sessions are organized for ODL students, featuring expert speakers from diverse domains. To strengthen academic engagement, CIQA has taken initiatives to enhance the focus on Practical, Project, and Dissertation components during the Personal Contact Programme (PCP) sessions for ODL learners. Furthermore, to support the research orientation embedded in various ODL programme structures, dedicated orientation	Refer to Annexure 2.1.8 (Details about Faculty/ Staff/ Development on quality-related themes) Refer to Annexure 2.1.4.3 (Master Class/Workshop /Guest lecture for ODL mode learners for session 2024-25)

		sessions are conducted to familiarize students with the expectations and guidelines of Term Paper and Dissertation work.	
29	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	<p>ODL learners were provided with valuable opportunities to enhance their professional skills through a series of Professional Enhancement Workshops organized by the Centre for Distance and Online Education (CDOE). These workshops provided hands-on learning experiences and focused on developing essential competencies for career growth. Topics covered a wide range of areas, including “Agile Unlocked: Mastering the Fundamentals,” “Unlocking Vedic Math Secrets,” “Mastering Git and GitHub – From Basics to Best Practices,” “Navigating the Digital Frontier: Redefining Work, Talent, and Culture,” and “Feminist Consciousness and the Crises of Gender-Based Violence in Contemporary India,” equipping students with both technical and socio-cultural insights.</p> <p>In addition to these workshops, Virtual, On-Campus, and Walk-in Placement/Internship Drives were conducted to expand employment opportunities for ODL students. During the academic session, a total of 9,592 ODL learners registered for these drives. Of these, 6,863 were shortlisted, 2,647 participated in final round interviews, and 180 students secured placements/internships.</p>	View Annexure 2.1.29 (Details about Professional Enhancement programmes conducted for students and their Placements for session 2024-25)

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

Sr. No	Provisions in Regulations	Action taken in respect of ODL	Upload Relevant Document
1	<p>Governance, Leadership and Management:</p> <p>a. Organisation Structure and Governance</p> <p>b. Management</p> <p>c. Strategic Planning</p> <p>d. Operational Plan, Goals and Policies</p>	<p>a. Organization Structure and Governance: The Centre for Distance and Online Education is an integral part of the University's well-defined organization structure. All required positions, as prescribed by the Commission are duly filled. The University has an in-house developed e-Governance system to ensure effective governance.</p> <p>b. Management: The leadership and management are actively involved in assessing and reviewing the activities of the Divisions of the University, thereby ensuring the achievement of its vision, mission, and goals. Periodic meetings, reviews and interactions with various stakeholders along with an active feedback system, ensure the same.</p> <p>c. Strategic Planning: The e-Governance system consisting of Outcome Based Planner (OBP) is implemented for strategic planning, covering academic as well as administrative aspects.</p> <p>d. Operational Plans, Goals and Policies: The Planning and e-Governance division of the University ensures that the yearly goals and strategic plans made by various Divisions are outcome-based. At the end of each year, it evaluates the achievements of the Divisions with respect to their vision, mission, and goals.</p>	<p>View Annexure 2.2.1.1 (Organization Structure of the University)</p> <p>View Annexure 2.2.1.2 (Details of ODL Mode Faculty & Staff)</p> <p>View Annexure 2.2.1.3 (Some snapshots of Outcome Based e-Governance System)</p>
2	<p>Articulation of Higher Educational Institution Objectives</p>	<p>The University has articulated clear vision and mission statements which commensurate with the goals for offering programmes in Open and Distance Learning mode.</p>	<p>https://www.lpu.in/about/lpu/vision-mission.php (Refer to University Vision and Mission Statements)</p>
3	<p>Programme Development and Approval Processes</p> <p>a. Curriculum Planning, Design and Development</p> <p>b. Curriculum Implementation</p> <p>c. Academic Flexibility</p>	<p>The development and approval process for ODL programmes encompasses all critical stages, including curriculum planning, design, development, implementation, feedback collection, and periodic review. These components are systematically documented in the Programme Project Reports (PPRs), which also provide detailed information on the programme structure, syllabi designed under the</p>	<p>View Annexure 2.2.3 (Extract of a PPR with Curriculum Design and Review Process Highlighted)</p>

	d. Learning Resource e. Feedback System	Choice-Based Credit System (CBCS) to ensure academic flexibility, and the learning resources or media to be utilized. The creation of Self-Learning Materials (SLMs) follows established quality standards and undergoes a formal approval process. To foster continuous improvement, the University has implemented multiple feedback mechanisms, enabling stakeholders to provide input on academic and administrative services through platforms such as the official website, LPU e-Connect portal, and the LPU Touch Mobile App.	Refer to Annexure 2.1.10 (Feedback Report fetched from LMS for session 2024-25)
4	Programme Monitoring and Review	CIQAC and the Board of Studies (BOS) play an active role in the programme monitoring and review process by contributing to the finalization of schemes, syllabi, and Programme Project Reports (PPRs) for various ODL programmes prior to the commencement of each academic session.	Refer to Annexure 2.2.3 (Extract of a PPR with Curriculum Design and Review Process Highlighted)
5	Infrastructure Resources	The University is equipped with adequate and scalable physical infrastructure and ICT resources to ensure effective delivery of ODL programmes and to provide comprehensive support services to all stakeholder.	View Annexure 2.2.5 (Infrastructure and ICT Support highlights)
6	Learning Environment and Learner Support	<p>The following are key provisions aimed at ensuring a supportive learning environment and effective learner support services:</p> <p>a) Advanced Learning Management System – <i>LPU e-Connect</i>: The University enhances the quality and efficiency of its ODL programme delivery through its award-winning Learning Management System, 'LPU e-Connect'. Designed to offer seamless 'Any Time Anywhere' access, LPU e-Connect provides a secure digital link between the University and its distance learners. Built on advanced web portal technology, it automates key academic and administrative functions, reducing the limitations of physical distance with 24/7 accessibility. This platform allows students to balance learning with other commitments, and is also accessible via the 'LPU Touch' mobile app for added convenience.</p> <p>b) Academic Counselling and Professional Development: Apart from Personal Contact Programme classes conducted for academic counselling, the University also organizes workshops focused on professional development and academic growth. These sessions are held either virtually or on campus, depending on the specific needs of distance learners, to support their overall enrichment.</p>	<p>Refer to Annexure 2.1.24 (LPU e-Connect Improvisation Highlights for Session 2024-25)</p> <p>Refer to Annexure 2.1.4.2 (Details of PCP Conducted for session 2024-25)</p> <p>Refer to Annexure 2.1.4.4 (Participation of ODL learners in various University Events)</p> <p>Refer to Annexure 2.1.29 (Master Classes</p>

		<p>c) Opportunities for National and International Engagement: The University is committed to providing ODL learners with equal opportunities to participate in a wide array of national and international events organized by the institution. Learners are actively encouraged to engage and showcase their talents on broader platforms, fostering personal growth and community involvement.</p> <p>d) Placement Support Services: Dedicated placement support is extended to ODL students through regular updates about recruitment and internship drives conducted across various locations. This helps distance learners explore and pursue meaningful career opportunities aligned with their goals.</p> <p>e) Relationship Management Cell (RMC): A dedicated Relationship Management Cell (RMC) is available to address student queries and requests. It can be accessed through the 'Contact Us' section on both the LPU e-Connect and LPU Distance Education websites, featuring online interfaces and helpline numbers for effective support</p>	<p>and Placement data for session 2024-25)</p> <p>View Annexure 2.2.6 (Highlighting accessibility to the RMC team through Contact us Page and Call Center)</p>
7	Assessment and Evaluation	<p>Student evaluation is carried out with a focus on achieving the intended learning outcomes of the programme. A diverse set of assessment methods—including MCQs, presentations, projects, and end-term examinations, are employed to effectively measure course-specific outcomes. The University follows a structured and well-defined assessment and evaluation framework for its ODL programmes, developed in accordance with the guidelines of relevant statutory and regulatory bodies.</p>	<p>View Annexure 2.2.7</p>
8	Teaching Quality and Staff Development	<p>The Centre for Internal Quality Assurance (CIQA) conducts workshops and orientation sessions aimed at enhancing quality and supporting the professional development of faculty and staff. Regular training is provided to help faculty effectively address the unique requirements of ODL learners, with the use of Instructional Plans ensuring structured and consistent class delivery. Quality assurance officials oversee class sessions and review student feedback to identify areas for improvement. Additionally, teaching quality is an integral component of the faculty performance appraisal process.</p>	<p>Refer to Annexure 2.1.8 (Details about Faculty/ Staff/ Development Programmes conducted on quality-related themes in session 2024-25)</p>

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

S.No.	Provisions in Regulations	Action taken in respect of ODL	Upload Relevant Document
1.	Academic Planning	To ensure that its ODL programmes align with national priorities, reflect the University's strategic vision, and deliver a high-quality, value-driven learning experience, the University adopts robust and well-structured academic planning processes. It is supported by adequate infrastructure, advanced technological resources, and a competent pool of faculty and support staff, all of which contribute to maintaining a relevant curriculum and achieving institutional goals.	View Annexure 2.3.1 (Extract of a PPR highlighting Academic Planning related aspects)
2.	Validation	The University follows a structured validation process to ensure that its ODL programmes meet well-defined academic standards and provide high-quality learning experiences. This process is overseen by the Board of Studies and the CIQA Committee, both of which include external experts from industry and academia to ensure academic rigour, relevance, and continuous improvement.	Refer to Annexure 2.1.25 (Compositions of CIQAC and BOS with external members highlighted)
3.	<p>Monitoring, Evaluation and Enhancement Plans</p> <p>a. Reports from Learner Support Centres (for Open and Distance Learning programmes)</p> <p>b. Reports from Examination Centres</p> <p>c. External Auditor or other External Agencies report</p> <p>d. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels</p> <p>e. Reporting and Analytics by the Higher Educational Institution</p> <p>f. Periodic Review</p>	<p>Monitoring, evaluation, and enhancement plans are developed based on insights drawn from various reports and data analytics, including:</p> <ul style="list-style-type: none"> • PCP attendance and feedback reports • Examination Observers' Report • Quality Audit Report • Systematic consideration of performance data accessible to faculty through University Management System (UMS) and to students through LPU e-Connect • System-generated reports related to the usage of LMS & website, examination results etc. • Feedback reports from stakeholders <p>These analytics form the basis for regular reviews and revisions, aimed at continuous quality improvement across ODL programmes.</p>	<p>Refer to Annexure 2.1.2.1 and 2.1.2.2 (Reports related to Feedback obtained through LPU e-Connect and for PCP conducted)</p> <p>View Annexure 2.3.3.1 (Examination Observers' Report)</p> <p>Refer to Annexure 2.1.17 (Internal Audit Report 2024-25)</p>

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

Mention details such as Regular Employee, Designation, Qualification, Salary
(Attach appointment letter and joining report) [View Annexure 3.1](#)

Name: Dr. Pavitar Parkash Singh

Designation: Director

Highest Qualification: Ph.D.

Nature of Appointment: Regular

Date of Joining: 25-07-2015

Pay Scale:37400-67000

3.2 Compliance status of “Human Resource and Infrastructural Requirements” – As per View Annexure – IV of UGC (ODL Programmes and Online Programmes) Regulations, 2020

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

Compliance against the requirements in terms of Staffing norms as per Regulations made.
Faculty details provided in the given format.

Programmes Name	No. of Faculty required	No. of Faculty appointed	Complied Yes/No	If no. reason thereof
Bachelor of Computer Applications & Master of Computer Applications	4	4	Yes	
Bachelor of Science (Information Technology) & Master of Science (Information Technology)	3	3	Yes	
Bachelor of Business Administration & Master of Business Administration	4	4	Yes	

Bachelor of Commerce & Master of Commerce	3	3	Yes	
Bachelor of Arts	2	2	Yes	
Master of Arts (English)	2	2	Yes	
Master of Arts (Sociology)	2	2	Yes	
Master of Arts (Economics)	2	2	Yes	
Master of Arts (Political Science)	2	2	Yes	
Master of Arts (Hindi)	2	2	Yes	
Master of Arts (Mathematics)	2	2	Yes	
Master of Arts (Education)	2	2	Yes	
Master of Arts (History)	2	2	Yes	
Master of Arts (Punjabi)	2	2	Yes	
Master of Arts (Psychology)	2	2	Yes	
Bachelor of Library and Information Sciences & Master of Library and Information Sciences	3	3	Yes	

S. No	Programme Name	No. of Full time-Dedicated faculty for ODL	Names	Designation	Qualification	Experience	Type (Regular/ Contract) with gross salary/ month			Date of joining programme and Joining Report
							Type	Gross salary/ month	Contract period	Upload pdf
1	Bachelor of Computer Applications & Master of Computer Applications	4	Dr. Mithilesh Kumar Dubey	Professor	Ph.D	292	Regular	Pay Scale: 37400-67000		20-June-2017
			Dr. Jamal Akhtar Khan	Associate Professor	Ph.D	203	Regular	Pay Scale: 37400-67000		25-July-2022
			Dr. Mandeep Kaur	Associate Professor	Ph.D	237	Regular	Pay Scale: 37400-67000		05-August-2009
			Dr. Soni Singh	Assistant Professor	Ph.D	104	Regular	Pay Scale: 15600-39100		17-June-2023
2	Bachelor of Science (Information Technology) & Master of Science (Information Technology)	3	Dr. Anuj Sharma	Associate Professor	Ph.D	193	Regular	Pay Scale: 37400-67000		08-August-2016
			Dr. Sukanta Ghosh	Assistant Professor	Ph.D	132	Regular	Pay Scale: 15600-39100		19 April 2021
			Dr. Devender Kumar	Assistant Professor	Ph.D	79	Regular	Pay Scale: 15600-39100		17-June-2023

3	Bachelor of Business Administration & Master of Business Administration	4	Dr. Harpreet Singh Bedi	Professor	Ph.D	264	Regular	Pay Scale: 37400-67000	07-April-2022
			Dr. Mahesh Kumar Sarva	Professor	Ph.D	300	Regular	Pay Scale: 37400-67000	01-August-2014
			Dr. Hitesh Jhanji	Associate Professor	Ph.D	191	Regular	Pay Scale: 37400-67000	28-January-2010
			Dr. Anushikha Sharma	Assistant Professor	Ph.D	179	Regular	Pay Scale: 15600-39100	04-April-2023
4	Bachelor of Commerce & Master of Commerce	3	Dr. Sachin	Assistant Professor	Ph.D	160	Regular	Pay Scale: 15600-39100	01 July 2021
			Dr. Nidhi Bhagat	Assistant Professor	Ph.D	69	Regular	Pay Scale: 15600-39100	25 November 2021
			Dr. Ravi Kumar	Assistant Professor	Ph.D	98	Regular	Pay Scale: 15600-39100	04-April-2023
5	Bachelor of Arts	2	Dr. Danish Gulzar	Assistant Professor	Ph.D	24	Regular	Pay Scale: 15600-39100	17-June-2023
			Dr. Rasleena Thakur	Assistant Professor	Ph.D	37	Regular	Pay Scale: 15600-39100	02-May-2022
6	Master of Arts (English)	2	Dr. Sakshi Singh	Assistant Professor	Ph.D	48	Regular	Pay Scale: 15600-39100	17-April-2023
			Dr. Sukhvinder Kaur	Associate Professor	Ph.D	243	Regular	Pay Scale: 37400-67000	17-June-2023
7	Master of Arts (Sociology)	2	Dr. Guddo	Assistant Professor	Ph.D	41	Regular	Pay Scale: 15600-39100	09-January-2023
			Dr. Chandra Shekhar Singh	Assistant Professor	Ph.D	29	Regular	Pay Scale: 15600-39100	09-January-2023
8	Master of Arts (Economics)	2	Dr. Tanima Dutta	Professor	Ph.D	299	Regular	Pay Scale: 37400-67000	12-July-2018
			Dr. Sandeep Kumar Tiwari	Assistant Professor	Ph.D	20	Regular	Pay Scale: 15600-39100	27-January-2024
9	Master of Arts (Political Science)	2	Dr. Nongmaithem Kishorchand Singh	Assistant Professor	Ph.D	58	Regular	Pay Scale: 15600-39100	26 July 2021
			Dr. Birendri	Assistant Professor	Ph.D	46	Regular	Pay Scale: 15600-39100	10 August 2021

10	Master of Arts (Hindi)	2	Dr. Vinod Kumar	Professor	Ph.D	322	Regular	Pay Scale: 37400-67000	10-August-2012
			Dr. Reeta Singh	Associate Professor	Ph.D	177	Regular	Pay Scale: 37400-67000	25-March-2023
11	Master of Arts (Mathematics)	2	Dr. Sachin Kaushal	Professor	Ph.D	238	Regular	Pay Scale: 37400-67000	08-August-2017
			Dr. Gourav Gupta	Assistant Professor	Ph.D	117	Regular	Pay Scale: 15600-39100	08-February-2023
12	Master of Arts (Education)	2	Dr. Siddhi Sood	Assistant Professor	Ph.D	155	Regular	Pay Scale: 15600-39100	28-May-2022
			Dr. Ekta	Assistant Professor	Ph.D	72	Regular	Pay Scale: 15600-39100	27-January-2024
13	Master of Arts (History)	2	Dr. Santosh Kumar Yadav	Assistant Professor	Ph.D	65	Regular	Pay Scale: 15600-39100	07-January-2022
			Dr. Arun Kumar	Assistant Professor	Ph.D	51	Regular	Pay Scale: 15600-39100	08-April-2024
14	Master of Arts (Punjabi)	2	Dr. Gurbinder Singh	Associate Professor	Ph.D	182	Regular	Pay Scale: 37400-67000	08-April-2024
			Dr. Satwant Singh	Assistant Professor	Ph.D	191	Regular	Pay Scale: 15600-39100	06-January-2020
15	Master of Arts (Psychology)	2	Dr. Vijendra Nath Pathak	Associate Professor	Ph.D	132	Regular	Pay Scale: 37400-67000	08-January-2021
			Dr. Mohammad Saleem	Assistant Professor	Ph.D	35	Regular	Pay Scale: 15600-39100	07-July-2023
			Dr. Kuldeep Sharma	Assistant Professor	Ph.D	71	Regular	Pay Scale: 15600-39100	28-November-2024
16	Bachelor of Library and Information Sciences & Master of Library	3	Dr. Jatinder Kumar	Associate Professor	Ph.D	291	Regular	Pay Scale: 37400-67000	10-October-2023
			Dr. Saleeq Ahmad Dar	Assistant Professor	Ph.D	64	Regular	Pay Scale: 15600-39100	02-December-2022

and Information Sciences	Dr. Yogita Talwar	Assistant Professor	Ph.D	83	Regular	Pay Scale: 15600-39100	07-June-2022
	Dr. Khusbu Thakur	Assistant Professor	Ph.D	18	Regular	Pay Scale: 15600-39100	28-November-2024
	Dr. Balvantbhai Ramabhai Tandel	Assistant Professor	Ph.D	139	Regular	Pay Scale: 15600-39100	01-March-2025
	Dr. Priya Vaidya	Assistant Professor	Ph.D	2	Regular	Pay Scale: 15600-39100	18-April-2025

[View Annexure 3.2](#)

3.3 Details of Administrative staff

Number of Administrative staff available exclusively for ODL programmes at HQ & at LSCs

Admin Staff	Required (up to 5,000 students)	Available
Deputy Registrar	1	2
Assistant Registrar	1	4
Section Officer	1	8
Assistants	3 (2 for DM Universities)	25
Computer Operator	2	20
Multi-Tasking Staff	2	20

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

[View Annexure 3.3](#)

Note:

1. In case of the enrolment higher than 5,000 the number of positions in the Centre for Distance and Online Learning may be increased by the HEI appropriately.
2. Private University eligible to offer ODL programmes through its Head Quarters only and duly recognized off-campus centres not through any Learner Support Centre.

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 Open and Distance Learning mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc	Yes	
3.	All Examinations for Open and Distance Learning mode programmes shall be conducted within the Institution where the Study Centres or Learner Support Centres is located under the direct control and responsibility of the Open and Distance Learning mode Institution. No Examination Centres shall be allotted to any private organisations or unapproved Higher Educational Institutions.	Yes	
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 centres in a city or State must be proportionate to the student enrolment from the region	Yes	
6.	Building and grounds of the examination centre must be clean and in good condition.	Yes	
7.	The examination centre must have an	Yes	

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
	examination hall with adequate seating capacity and basic amenities		
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 centre 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	
13.	Adequate parking must be available near the examination centre	Yes	
14.	Facilities for Persons with Disabilities should be available	Yes	

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

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Yes Examinations are conducted within the Territorial Jurisdiction of the University. These are managed centrally from the University Campus by the Division of Examination. All the exams are properly Proctored as per the UGC guidelines.	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
2.	A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and their certification.	Yes View Annexure 4.2.2	
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 Open and Distance Learning mode: the learner has minimum attendance of 75 per cent. in the programme specific Personal Contact Programme (excluding counselling) and lab component of each of the programmes; and detailed attendance records have been maintained by Learner Support Centre/Regional Centre/ Higher Educational Institution</p>	<p>Yes</p> <p>The evaluation of ODL learners includes both formative (continuous assessment based on assignments) and summative (End Semester Examination) assessments as given in the evaluation mechanism. Refer to Annexure 4.2.2</p> <p>The university conducts Personal Contact Programme (PCP) classes for various courses as per the norms specified in the regulations. Examinations are scheduled only after ensuring the complete (100%) conduct of programme delivery.</p> <p>Students need to have a minimum of 75% attendance in PCP classes, as per norms. View Annexure 4.2.3</p>	
4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through Open and Distance Learning mode shall be evolved by adopting same standards as being followed in conventional mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	<p>The academic activities undertaken for the design, delivery, and evaluation including the assessment/ passing criteria and credit framework for the award of Degree/ Diploma in conventional mode programmes of the university are also being adopted for the Open and Distance Learning (ODL) programmes of the University.</p> <p>Refer to a sample programme guide (Annexure 4.2.4) of the ODL mode M.Com Programme</p>	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
		with specifications of various curricular aspects, assessment criteria, credit framework etc. View Annexure 4.2.4	
5.	The weightage for different components of assessments for Open and Distance Learning 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 View Annexure 4.2.5	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes View Annexure 4.2.6	
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 View Annexure 4.2.7	
8.	A Higher Educational Institution offering a Programme in Open and Distance Learning 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 Refer to Annexure 2.1.4.4	
9.	The examination of the programmes in Open and Distance learning mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	Yes Examinations are managed centrally from the University Campus by the Division of Examination. All the exams are conducted in the examination centres established as per regulations/ guidelines issued by the Commission from time to time. View Annexure 4.2.9	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Yes; All examination centres are well equipped with CCTV monitoring mechanism and the recordings of	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
		each centre are stored in the University database. Sample recording can be accessed through Annexure 4.2.10.a. View Annexure 4.2.10.a	
	(b) Availability of biometric system	Yes, The necessary infrastructure and manpower for implementing the Bio-metric attendance system is available in the University and the same has been implemented during the examination. View Annexure 4.2.10.b	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners	Yes; The bio-metric credentials of each student are taken and stored against a unique bio-metric ID in the University database after authentication with Aadhar Card at the time of admission.	
	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution	Yes; In case of non-availability of CCTVs, University ensures the installation of self-owned cameras before the start of examination in respective centres.	
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	Yes; In the Examination Centres, Examination conduct proceedings are recorded through Closed-Circuit Television (CCTV) and the recordings of the same are retained at the University end.	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Yes; Refer to Annexure 4.2.12.a	
	(b) It shall be mandatory to have observer report submitted to the Higher	Yes;	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	Educational Institution	Refer to Annexure 4.2.12.b	
13.	(a) All end semester examinations or term end examinations for programmes offered through Open and Distance Learning mode shall be conducted through proctored examination (pen- paper or online or computer based testing) within Territorial Jurisdiction, in the examination centre as mentioned in these regulations.	Yes; Examinations are managed centrally from the University Campus by the Division of Examination. All the exams are conducted in the examination centres established as per regulations/ guidelines issued by the Commission from time to time. For fair conduct of examinations, the University appoints Observers (University Staff Members) at examination centres. Also, University flying squad teams are sent to examination centres to ensure fair conduct of examinations. Refer to Annexure 4.2.12.a Refer to Annexure 4.2.12.b	
	(b) The Exams shall be under the direct control and responsibility of the Open and Distance Learning mode Institution	Yes, Examinations are conducted and managed by the Division of Examination of the University.	
14.	The Examination Centre shall be located in Government Institutions like Kendriya Vidyalaya(s), Navodaya Vidyalaya(s), Sainik School(s), State Government Schools, etc. can also be identified as examination centre(s) under direct overall supervision of a Higher Educational Institution offering education under the Open and Distance Learning mode including approved affiliated colleges under the University system in the Country and no Examination Centres shall be allotted to private organisations or unapproved Higher Educational Institutions	Yes, Examinations are conducted and managed by the Division of Examination of the University. All the exams are conducted in the examination centres established as per regulations/ guidelines issued by the Commission from time to time. Refer to Annexure 4.2.9	
15.	The Learner Support Centres, as defined in the regulations and within the territorial jurisdiction, can also be used as examination	Not Applicable as the University does not have any Learner Support Centres and operates	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	centres provided they fulfill the criteria of an examination centre as defined in these regulations	from the Headquarter/Campus only.	
16.	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	Yes, The Examinations are conducted in the Examination Centres within the territorial jurisdiction of the University. Refer to Annexure 4.2.9	
17.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Open and Distance Learning shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	Yes View Annexure 4.2.17.a	
	(b) Each award shall also be uploaded on the National Academic Depository	Yes View Annexure 4.2.17.b	
18.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Learner Support Centres (only for Open and Distance Learning); (v) Name and address of all Examination Centres	Yes View Annexure 4.2.18	

4.3 Whether any examination held through online mode.

If yes, provide details regarding technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination

No.

4.4 Result and Student Progression

For UG, PG and PGD programmes

Semester beginning	Programme	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year	% of No. of students passed	% of No. of students passed in first Class
October 2024 (revised from July-August, 2024)	Bachelor of Arts	6264	4812	4060	52%	23%
	Bachelor of Business Administration	565	402	330	67%	29%
	Bachelor of Commerce	753	594	504	61%	36%
	Bachelor of Computer Applications	688	543	456	39%	29%
	Bachelor of Library and Information Sciences	962	836	806	65%	39%
	Bachelor of Science (Information Technology)	158	115	96	49%	33%
	Master of Arts (Economics)	127	91	89	42%	33%
	Master of Arts (Education)	102	71	72	100%	90%
	Master of Arts (English)	424	305	295	81%	70%
	Master of Arts (Hindi)	61	39	38	92%	90%
	Master of Arts (History)	255	191	185	92%	75%
	Master of Arts (Mathematics)	88	69	57	35%	19%
	Master of Arts (Political Science)	180	137	137	99%	86%
	Master of Arts (Psychology)	300	187	181	58%	48%
	Master of Arts (Punjabi)	208	158	152	97%	79%
	Master of Arts (Sociology)	172	138	132	93%	57%
	Master of Business Administration	2101	1679	1601	87%	64%
	Master of Commerce	337	261	252	85%	75%
	Master of Computer Applications	411	334	315	59%	50%
	Master of Library and Information Sciences	319	285	277	72%	59%
Master of Science (Information Technology)	116	82	74	49%	48%	

Semester beginning	Programme	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year	% of No. of students passed	% of No. of students passed in first Class
February 2025	Bachelor of Arts	1789	1205	169	48%	17%
	Bachelor of Business Administration	161	123	12	60%	26%
	Bachelor of Commerce	155	109	13	58%	35%
	Bachelor of Computer Applications	178	133	19	50%	38%
	Bachelor of Library and Information Sciences	526	431	143	55%	26%
	Bachelor of Science (Information Technology)	53	35	5	71%	57%
	Master of Arts (Economics)	32	23	9	87%	65%
	Master of Arts (Education)	53	39	8	100%	69%
	Master of Arts (English)	182	137	43	85%	55%
	Master of Arts (Hindi)	43	31	10	97%	71%
	Master of Arts (History)	99	84	29	95%	85%
	Master of Arts (Mathematics)	24	11	1	36%	36%
	Master of Arts (Political Science)	84	61	20	98%	84%
	Master of Arts (Psychology)	157	86	33	69%	60%
	Master of Arts (Punjabi)	131	106	21	87%	74%
	Master of Arts (Sociology)	154	124	27	97%	91%
	Master of Business Administration	716	554	97	76%	47%
	Master of Commerce	72	60	12	83%	77%
	Master of Computer Applications	112	75	20	60%	44%
	Master of Library and Information Sciences	142	121	56	57%	34%
Master of Science (Information Technology)	49	22	2	73%	73%	

Part – V: Programme Project Report (PPR) and Self-Learning Material (SLM)

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

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

Programme Project Reports (PPRs) for programmes offered in Open and Distance Learning (ODL) mode are developed in accordance with the guidelines prescribed by the University Grants Commission (UGC). These reports are reviewed by the Centre for Internal Quality Assurance (CIQA) and receive final approval from the University's Academic Council. The PPRs are prepared with inputs from relevant stakeholders and include key components such as the programme's mission and objectives, its relevance, the profile of the intended learner group, suitability of the programme for delivery in the ODL mode for skill and competency development, instructional design covering curriculum development and review, course scheme and syllabus, programme duration, delivery mechanisms, and media selection, admission procedures, curriculum transaction and evaluation strategies, laboratory and library resource requirements, programme cost estimates and funding provisions, and mechanisms for quality assurance along with expected learning outcomes.

[View Annexure 5.1.1](#) (Sample PPR)

[View Annexure 5.1.2](#) (Refer to Agenda item 39.13.1 of Academic Council Meeting held on 20th December 2023 for PPR Approval)

5.2 Compliance status of ‘Quality Assurance Guidelines of Learning Material In Multiple Media And Curriculum And Pedagogy’ – As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of learning material (Print Media), Audio-Video Material, Online Material, Computer-based material and Curriculum and Pedagogy, as mentioned in the View Annexure-VI of the Regulations for ODL programmes.

Learning Material in multiple media, Curriculum and Pedagogy are developed by the University as per the guidelines for ODL institutions in force.

Self-Learning Material (SLM): Self-Learning Materials are created by the University in accordance with the prescribed ODL guidelines. These materials not only cover the complete syllabus but are also structured into well-defined units. Each unit typically includes the following features, supported by appropriate icons:

- Unit Structure
- Objectives
- Introduction
- Sections and Sub-sections
- Margins for taking notes
- Examples and Figures
- Case-lets and Case-Studies (wherever applicable)
- Tasks and Self-Assessment Questions
- Summary
- Key Words
- Review Questions
- Answers to Self-Assessment Questions
- Further Readings including Books and Online Links.

In addition to English Language, SLMs have also been developed in Hindi and Punjabi languages for many courses.

Learning Material in multiple media: The University provides e-learning materials and programme guides online for ease of access and portability. These resources are available through the LPU Distance Education website with open access, and enrolled students can log in via the LPU e-

Connect portal or LPU Touch Mobile App using their credentials.

Additional academic support such as e-books, PDFs, presentations, video lecture links, sample papers, and previous examination papers are also accessible through the online Learning Management System – LPU e-Connect.

Instructional Plans: For each course, detailed instructional plans are prepared and shared with students on LPU e-Connect prior to the commencement of the Personal Contact Programme (PCP), ensuring students are well-informed about the sessions and content to be covered.

Curriculum and Pedagogy: The University adheres to defined quality benchmarks for curriculum and pedagogy, which are outlined in the Programme Project Reports and Programme Guides. These standards are upheld during the design, review, and approval processes, which involve the Board of Studies and CIQA, with final approval granted by the Academic Council.

[View Annexure 5.2.1](#) (Sample SLM)

[View Annexure 5.2.2](#) (Refer to Agenda item 39.13.2 of Academic Council Meeting held on 20th December 2023 for SLM Approval)

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

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

The University follows the policy document for the development of Self Learning Material prepared based on the regulatory guidelines and follows the due statutory process for getting the Self Learning Materials approved.

[View Annexure 5.3.1](#) (Sample SLM)

[View Annexure 5.3.2](#) (Policy document containing Guidelines for SLM Development and Review)

Part – VI: Programme Delivery through Learner Support Centre

(LSC)

Not applicable as the University does not have any Learning Support Centre and operates from Headquarter Only

6.1 Details of personal contact programmes implemented:

Please provide information in respect of programmes at UG, PG and PGD Programmes

S. No.	Programmes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on an average basis
	UG	NA	NA	NA	NA	NA
	PG	NA	NA	NA	NA	NA
	PGD	NA	NA	NA	NA	NA

6.2 Compliance status of 'Learner Support Centre' – As per View Annexure – VIII of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed for identification of LSCs and the agreement terms for providing support to the learners thereby ensuring compliance to the LSCs provisions of the Regulations. The explicit details of approval by its Statutory Authorities/CIQA shall also be mentioned.

Not applicable as the University does not have any Learning Support Centre and operates from Headquarter Only

6.3 LSC wise enrollment details (Not for Private University)

N.A.

Sr. No.	Name & Address of College/ institute where LSC is established (with Pin Code)	This LSC is how many HEIs? (No. and Names)	If yes, All the HEIs in same State as that of the LSC?	Name of HEI to which College/ institute is affiliated (where LSC is established)	Whether the College/ institute is private or Govt (where LSC is established)	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Programmes offered	Total Enrolled student
1.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
N.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Note: In case of Science Programmes, programmes shall be offered from the Head Quarters and/or only from such Learner Support Centres which are offering same programme under conventional mode atleast for seven years.

Whether LSC/University is offering same programme under conventional mode	If Yes, then years since when being taught in conventional mode	No. of years	7 years condition complied Yes/No
Yes (University Headquarters)	2006, 2011	19,14	Yes

6.4 Off campus details (For Deemed to be University)

N.A.

Sr. No.	Name & Address of Off campus (Pin Code)	Approval of Govt of India through notification published in the Official Gazette	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Programmes offered	Total Enrolled student.
1.	NA	NA	NA	NA	NA	NA	NA
N.	NA	NA	NA	NA	NA	NA	NA

6.5 Delivery of Self-Learning Material

Delivery of Self Learning Material to learners for ODL programmes as defined in Annexure-VI and Annexure-VII of Regulations

Type	Date of Admission (for July and January)	Date of delivery of SLM	Whether SLM delivered to learners within a fortnight from the date of admission
Printing Material	July Session: October, 2024 (revised from July-August, 2024) January Session: February, 2025	July Session: October, 2024 (revised from July-August, 2024) January Session: February, 2025	Yes
Audio-Video Material	July Session: October, 2024 (revised from July-August, 2024) January Session: February, 2025	July Session: October, 2024 (revised from July-August, 2024) January Session: February, 2025	Yes
Online Material	July Session: October, 2024 (revised from July-August, 2024)	July Session: October, 2024 (revised from July-August,	Yes

	January Session: February, 2025	2024) January Session: February, 2025	
Computer based Material	July Session: October, 2024 (revised from July-August, 2024) January Session: February, 2025	July Session: October, 2024 (revised from July-August, 2024) January Session: February, 2025	Yes

6.6 Whether any course in a particular programme was allowed through OER/

Massive Open Online Courses: No

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 wise – programmes wise)
NA	NA	NA	NA	NA	NA	NA	NA

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

Upload: NA

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

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

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	https://www.lpude.in/disclosure-of-information.php	
Uploading of the following on HEI website (Mention link)			
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Open and Distance Learning mode	https://www.lpude.in/disclosure-of-information.php	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	https://www.lpude.in/disclosure-of-information.php	
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	https://www.lpude.in/disclosure-of-information.php	
5.	Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programme structure with credit points, programmewise faculty details, list of supporting staff, list of Learner Support Centres with addresses and contact details (for Open and Distance Learning mode), their working hours and counselling (for Open and Distance Learning mode) Schedule;	https://www.lpude.in/disclosure-of-information.php	
6.	Important schedules or date-	https://www.lpude.in/disclosure-of-information.php	

	sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	of-information.php	
7.	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 Open and Distance Learning mode programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	https://www.lpude.in/disclosure-of-information.php	
8.	Information regarding all the programmes recognized by the Commission	https://www.lpude.in/disclosure-of-information.php	
9.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	https://www.lpude.in/disclosure-of-information.php	
10.	Complete information about 'Self Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Open and Distance Learning Programmes;	https://www.lpude.in/disclosure-of-information.php	
11.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Open and Distance Learning Programmes	https://www.lpude.in/disclosure-of-information.php	
12.	List of the 'Learner Support Centres' along with the number of learners who shall appear at any examination centre and details of the Information and Communication Technology facilities available for conduct of examination in a fair and transparent manner, for Open and Distance Learning programmes	https://www.lpude.in/disclosure-of-information.php	
13.	List of the 'Examination Centres' alongwith the number of	https://www.lpude.in/disclosure-of-information.php	

	learners in each centre, for Open and Distance Learning programmes		
14.	Details of proctored examination in case of end semester examination or term end examination of Open and Distance Learning programmes	https://www.lpude.in/disclosure-of-information.php	
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	https://www.lpude.in/disclosure-of-information.php	
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	https://www.lpude.in/disclosure-of-information.php	

Part – VIII: Admission and Fees

8.1 Compliance status of 'Admissions and Fees' – As per Regulations 14 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S.No.	Provision	Whether being complied Yes/No
1.	The intake capacity under Open and Distance Learning mode for a programme under science discipline to be offered by a Dual Mode University shall be three times of the approved intake in conventional mode and in case of Open University, it shall be commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the admitted learners:	Yes
2.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the enrolment invalid	Yes
3.	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes
4.	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
5.	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 Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners	Yes
6.	Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning 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	Yes

	learners: Provided that a Learner Support Centre shall not admit a learner to any programme in Open and Distance Learning for or on behalf of the Higher Educational Institution	
7.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; (b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; (c) exhibit such records as permissible under law on its website; and (d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	Yes
8.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	
8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in Open and Distance Learning mode, and the other terms and conditions of such payment	Yes
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
8. (c)	The number of seats approved in respect of each programme of Open and Distance Learning 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	Yes

	to each programme of study and the amount of fee to be paid for the admission test	
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	Yes
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	Yes
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	Yes
8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	Yes
8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	Yes
9.	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned 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 Open and Distance Learning mode offered by a Higher Education Institution	Yes
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	Yes
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in Open and Distance Learning mode subsequently withdraws from such Higher Educational Institution, no	Yes

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

Part – IX: Grievance Redressal Mechanism

9.1 Compliance status of ‘Grievance Redressal Mechanism’ – As per View Annexure - X of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the mechanism put into place along with brief details of grievances received and actions taken thereof. Also mention that how the learners have been made aware about this mechanism.

The following mechanisms are in place to help ODL students report their grievances and receive timely redressal:

- **Relationship Management System (RMS) for grievance redressal:** The university uses a Relationship Management System (RMS) to handle student grievances efficiently. It allows students to submit queries and complaints online through LMS, which are then systematically tracked, routed to the concerned departments, and resolved within defined timelines. RMS ensures transparent, timely, and accountable grievance redressal
- **Walk-in Support at University Campus:** A dedicated help desk is available to address the requests and concerns of ODL students. Requests related to grade cards and various certificates are resolved within a reasonable timeframe.
- **Dedicated Call Centre for Student Support:** Student queries and grievances are addressed through a dedicated Call Centre and PRI line. To enhance support, designated mobile numbers with WhatsApp facility are also available for direct assistance to the students. All reported issues are promptly escalated to the relevant department for resolution within the stipulated timeline.
- **Online Grievance Redressal via LPU e-Connect & Mobile App:** Students can register their concerns through the Relationship Management System accessible via their LMS login on LPU e-Connect and the mobile application.
- **Support via Website:** Queries are also addressed through the ‘Contact Us’ form and live chat option available on the official website www.lpude.in.
- **Multichannel Support:** Student queries are handled through official social media platforms as well as through postal communication.

Learners have been made aware of these platforms during the induction sessions conducted for them after admission and through information shared on LPU e-Connect, the LPU Touch Mobile App, the LPU DE website, SMS, and Social media platforms.

Specific committees to deal with the grievances of the students on academic as well as other matters are also constituted as per the respective regulations and guidelines

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
39	39

9.3 Complaint Handling Mechanism

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

The University has implemented a complaint redressal mechanism in line with UGC guidelines, with all relevant information made accessible on its Distance Education website (www.lpude.in). The contact number of the designated nodal officer for handling complaints is also displayed on the website.

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)
2	2	Yes

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

- **Induction Sessions:** Conducted as per UGC guidelines to familiarize new students with academic processes, LMS, and support services.
- **PCP in Two Phases:** Improved academic engagement and participation through structured delivery.
- **Multilingual Support in PCP:** Faculty guided to use regional languages to enhance comprehension for diverse learners.
- **Exam Monitoring:** Orientation for observers, implementation of CCTV surveillance, and flying squads ensured secure exam conduct.
- **Online Certificate Portal:** Strengthened for easy application and home delivery of certificates via LMS.
- **Enhanced Student Support (RMC):** Additional trained staff ensured timely resolution of queries across platforms.
- **ABC/DEB ID Awareness:** Videos and announcements uploaded on LMS for better student understanding.
- **New MBA DSEs:** Emerging specializations introduced for 2025-26 to align with industry needs.
- **Upgraded LMS Communication:** Graphic notifications added to Announcement section for better visibility.
- **Improved RMS Module:** Simplified and strengthened for faster query resolution.
- **Campus Visits:** More frequent invites for ODL learners to interact with officials and use facilities.
- **Admission Biometrics:** System enhanced for accurate and efficient data capture.
- **Upgraded LMS & App:** Enhanced LPU e-Connect and mobile app for a smoother learning experience.
- **Push Notifications:** Integrated into the app for timely student communication.
- **Alumni Engagement:** Alumni nominated and honored at Alumni Awards 2025 for achievements in social service.
- **Professional Development:** Masterclasses, mock drives, and placement sessions organized to boost employability.
- **Practical Exposure:** CDP, summer training seminars, and project-based learning emphasized in PCP.
- **Holistic Development:** Encouraged student participation in academic, cultural, and sports events..

10.2 Best Practices of the HEI

The University adopts several best practices in the domain of Open and Distance Learning, covering key areas such as curriculum design, self-learning materials (SLM), Personal Contact Programmes (PCP), evaluation systems, quality assurance, and placement support, along with initiatives focused on learners and faculty. These practices are accessible on the LPU DE website at:

www.lpude.in/downloads/disclosure/ODL-Best-Practices.pdf

10.3 Details of Job Fairs conducted by the HEI

A total of 198 recruitment initiatives were successfully conducted through a mix of virtual platforms, on-campus sessions, and off-site venues, aiming to create robust employment avenues for students enrolled in Open and Distance Learning (ODL) programs. These thoughtfully planned drives were instrumental in bridging the gap between academic learning and professional opportunities. A wide array of well-regarded companies, including **Policy Bazaar, Chetu Inc., Aspire Doors and Windows, The Skillians, Speak Desk Pvt. Ltd, Jaro Education, Tag Vacation India Limited, Skillumni, TTEC, Leverage Edu, Intellipa, Vidhyashala, Cognizen Innovations and several others**, actively participated and engaged with the student community. These initiatives facilitated direct interaction between students and industry professionals, allowing candidates to explore and secure roles aligned with their interests and qualifications. Opportunities were offered across a variety of domains such as Information Technology, Human Resources, Marketing, Finance, Manufacturing, Consulting and Ed-tech highlighting the diverse career options available to students. The scale and reach of these drives underscored the university's commitment to ensuring career readiness and industry integration for its ODL learners.

10.4 Success Stories of students of ODL mode of the HEI

In addition to their active participation in placement drives, students from LPU's Open and Distance Learning (ODL) programmes have demonstrated remarkable success in securing job offers across various industry sectors. A total of 38 ODL students were offered positions by Insplore Consultants, followed by 23 by Heleum, 21 by Cognizen Innovations, and 15 by Agile Capital Services. In total, 180 ODL students began their career journey this year through the support of the Career Services Cell of LPU ODL.

Furthermore, during the LPU Alumni Awards 2025, the University celebrated the outstanding achievements of its ODL alumni, showcasing their impact across diverse fields. Mr. Rakesh Bains, Deputy Chief Engineer at Indian Railways and an alumnus of the Centre for Distance and Online Education, was honoured for his exceptional contributions to social service. His book, *Real Donor*, was also launched during the event, adding to the significance of the occasion.

ODL learners also actively participated in major university events such as One World, One India, and the inter-school youth festival SPECTRA. They secured the 2nd runner-up position in One World and received a Consolation Prize in One India. Additionally, they achieved 4th position in Giddha (Folk Dance) and 4th position in Vocal Singing at SPECTRA.

ODL learners also excelled in the Inter-School Tournament and Athletic Meet. One of the students secured 1st prize in both the 400-meter and 800-meter women's individual races.

10.5 Initiatives taken towards conversion of SLM into Regional Languages

Along with English, Self-Learning Materials (SLMs) for several programmes have also been developed in Punjabi and Hindi to cater to the linguistic preferences of ODL students. A significant number of learners, especially those enrolled in Arts programmes, opt for Punjabi or Hindi as their medium of study. To support this, several dedicated and experienced faculty members specializing in regional languages have been added to the team.

10.6 Number of students placed through Campus Placements

A total of 9,592 ODL students registered for the placement and internship drives conducted during the session. Out of these, 6,863 were shortlisted, 2,647 participated in the final round of interviews, and 180 students were selected for internships and placements.

As part of our ongoing efforts to empower ODL students with the necessary skills and knowledge to thrive in their professional journeys, the Centre for Distance and Online Education conducted a series of Professional Enhancement Workshops. These sessions were thoughtfully curated to deliver hands-on learning experiences and essential competencies that support career advancement. The workshops explored a wide range of relevant topics, including “Agile Unlocked: Mastering the Fundamentals,” “Unlocking Vedic Math Secrets,” “Mastering Git and GitHub – From Basics to Best Practices,” “Navigating the Digital Frontier: Redefining Work, Talent, and Culture,” and “Feminist Consciousness and the Crises of Gender-Based Violence in Contemporary India,” offering students valuable insights across both technical and socio-cultural domains.

10.7 Details of Alumni Cell and its activity

Lovely Professional University's Alumni Association connects a global community of graduates, offering them opportunities to engage with and stay connected to their alma mater. As part of the LPU Alumni Awards 2025, the University celebrated the achievements of its ODL alumni, highlighting their contributions across various fields. Mr. Rakesh Bains, Deputy Chief Engineer at Indian Railways and an alumnus of the Centre for Distance and Online Education, was honoured for his exceptional work in social service. His book, '**Real Donor**', was also launched during the event, adding to the significance of the occasion

10.8 Any other Information

In alignment with the growing career expectations of students, LPU ODL significantly increased the number of placement and internship drives. A total of 198 drives were conducted in the last academic year, offering enhanced career opportunities for learners. These drives not only helped students secure relevant roles but also offered valuable exposure to real-world industry standards and employer expectations, thereby enhancing their employability and readiness for the professional world.

Along with working professionals, defence and police personnel, government officials in esteemed administrative roles, and educators, numerous celebrated sports personalities—including Olympians, Arjuna Awardees, and medalists from World Cups, World Championships, Commonwealth, and Asian Games—are pursuing higher education through the University's ODL programmes to achieve their academic goals while continuing their professional journeys. The University provides scholarships, including full fee waivers, for national and international achievers as well as individuals with spinal cord injuries. This year, many deserving students availed these scholarships to advance their education.

HEI ID: HEI-P-U-0379

Name of HEI: Lovely Professional University

Type of HEI: Private

DECLARATION

I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer ODL programmes, along with initiation of action as per provision of the UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.

Signature of the Director:

Name: Dr. Pavitar Parkash Singh

Seal: Director
Centre For Distance and
Online Education
Lovely Professional University

Signature of the Registrar:

Name: Monica Gulati

Seal: Registrar
Lovely Professional University

Date: 29/07/2025

Date: 29/07/2025

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



Prof. Dr. Jaspal Singh Sandhu
MBBS, MS (Ortho), DSM, FASM, FAFSM, FPAS,
FAIS, FFIMS, FAMS, FRCP (London), DSc (H.C.)
Vice Chancellor

Ref. No: LPU/VC/EC/20250821/0001
Date: 21st August, 2025

TO WHOMSOEVER IT MAY CONCERN

I, the undersigned, in my capacity as Chairman, Academic Council of Lovely Professional University, vide the powers vested in me by the Academic Council of the University in its meeting held on 27th February, 2025 (Item No. 41.26), approve the Annual report of Centre for Internal Quality Assurance (CIQA) for Open and Distance Learning mode programmes for session 2024-25.

Prof. Dr. Jaspal Singh Sandhu
Vice Chancellor

