

Annual Report

OF

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

PROGRAMMES UNDER

OPEN AND DISTANCE LEARNING MODE

2025-26

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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. Suresh Kumar
- 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	05 th June 2025
b.	Three Senior teachers of HEI	Member 1	Dr. Rajesh Verma, Ph.D.	Management	05 th June 2025
		Member 2	Dr. Kirandeep Singh, Ph.D.	Punjabi	05 th June 2025
		Member 3	Dr. Avinash Bhagat, Ph.D.	Computer Applications	05 th June 2025
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Dr. Amit Sharma, Ph.D.	Computer Applications	05 th June 2025
		Member 5	Dr. Mahesh Kumar Sarva, Ph.D.	Management	05 th June 2025
		Member 6	Dr. Vinod Kumar, Ph.D.	Hindi	05 th June 2025
		Member 7	Dr. Isha Garg, Ph.D.	Mathematics	05 th June 2025
d.	Two External Experts of ODL and/or Online Education	Member 8	Dr. Harsh Gandhar, Ph.D.	Economics	05 th June 2025
		Member 9	Dr. Nasib Singh Gill, Ph.D.	Computer Science	05 th June 2025
e.	Officials from departments of HEI • Administration	Member 10	Dr. Pavitar Parkash Singh, Ph.D.	Management	05 th June 2025
		Member 11	Dr. Ginni Nijhawan, Ph.D.	Management	05 th June 2025
		Member 12	Dr. Manish Gupta, Ph.D.	Management	05 th June 2025
		Member 13	Mr. Navdeep Dhaliwal, M.Tech.	ECE	05 th June 2025
		Member 14	Mr. Manish Kumar, MCA	Computer Applications	05 th June 2025
		Member 15	Ms. Neha Khosla, MBA	Management	05 th June 2025

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Name of HEI: Lovely Professional University

Type of HEI: Private

	• Finance	Member 16	Mr. Manohar Sharma, B.A.	Finance	05 th June 2025
f.	Director, CIQA	Member Secretary	Dr. Suresh Kumar, Ph.D.	Management	05 th June 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	15-12-2025	2	<u>View Annexure - 1.4.b.1</u>	<u>View Annexure - 1.4.b.2</u>
Meeting 2	29-05-2026	2	<u>View Annexure - 1.4.b.3</u>	<u>View Annexure - 1.4.b.4</u>

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

From 2025-2026, 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 2025-26 academic session, as applicable, as above.

HEI ID: HEI-P-U-0379

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Type of HEI: Private

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

From <July-August, 2025>academic session: 2025-2026

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	16/07/2024	0	44	28	0	72
2	Computer Application	Diploma in Computer Applications	12 Months	40	10+2 in any stream or equivalent	12000	16/07/2024	0	56	62	0	118
3	Library Sciences	Diploma in Library and Information Sciences	12 Months	40	10+2 in any stream or equivalent	6000	16/07/2024	0	115	177	0	292

From <February, 2026> academic session: 2025-2026

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	16/07/2024	0	18	13	0	31
2	Computer Application	Diploma in Computer Applications	12 Months	40	10+2 in any stream or equivalent	12000	16/07/2024	0	15	13	0	28
3	Library Sciences	Diploma in Library and Information Sciences	12 Months	40	10+2 in any stream or equivalent	6000	16/07/2024	0	73	81	0	154

*Not for Private University

Note: Mention details separately for 2025-26 academic session, as applicable, as above.

1.7 Number of programmes started at Post Graduate Diploma level as per Commission Order:**From 2025-2026, 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 <Month, year> academic session, as applicable, as above.****1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:****From <July-August, 2025> academic session: 2025-2026**

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	3848	2566	0	6414
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	409	301	0	710
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	455	391	0	846
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	437	262	0	699

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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	549	666	0	1215
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	111	73	0	184

From <February, 2026>. academic session: 2025-2026

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	1492	1025	0	2517
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	139	98	0	237
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	99	95	0	194
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	109	92	0	201
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	312	296	0	608
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	36	24	0	60

Not for Private University*Note: Mention details separately for 2025-26 academic session, as applicable, as above.**

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1.9 Number of programmes started at Post-graduate Degree Programmes as per Commission Order:**From <July-August, 2025) academic session: 2025-2026**

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	6500	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	37	65	0	102
2	Master of Arts (Education)	2 Years	80	Graduation in any discipline or equivalent	6500	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	40	88	0	128
3	Master of Arts (English)	2 Years	80	Graduation in any discipline or equivalent	6500	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	90	282	0	372
4	Master of Arts (Hindi)	2 Years	80	Graduation in any discipline or equivalent	6500	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	18	56	0	74
5	Master of Arts (History)	2 Years	80	Graduation in any discipline or equivalent	6500	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	99	126	0	225

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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	6500	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	24	52	0	76
7	Master of Arts (Political Science)	2 Years	80	Graduation in any discipline or equivalent	6500	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	131	175	0	306
8	Master of Arts (Punjabi)	2 Years	80	Graduation in any discipline or equivalent	6500	F.No. 1-10 / 2025(DEB -SR), Dated 3 October, 2025 (Entitled Category)	0	100	164	0	264
9	Master of Arts (Sociology)	2 Years	80	Graduation in any discipline or equivalent	6500	F. No. 21-6 / 2021(DEB -1), Dated 25 January, 2022	0	107	175	0	282
10	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	56	164	0	220

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11	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	102	145	0	247
12	Master of Science (Information Technology)	2 Years	88	Graduation in any discipline or equivalent	15000	F. No.21-6 / 2021 (DEB-I), Dated 10 March, 2022	0	35	46	0	81
13	Master of Business Administration	2 Years	102	Bachelor's degree (any discipline) 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)	15000	F. No.8-9/ 2023 (DEB-1) (ODL), Dated 31 October, 2023 F.No. North-West/202 2-23/1-11277795 101, Dated 31 May, 2022 (AICTE)	0	1157	1093	0	2250
14	Master of Computer Applications	2 Years	104	BCA/B.Sc. (Computer Science)/B.Sc. (Information Technology)/Bachelor degree in computer science engineering or equivalent	15000	F. No.8-9/ 2023 (DEB-1) (ODL), Dated 31 October, 2023 F.No.	0	217	244	0	461

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				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 10+2 level or equivalent (with additional bridge courses)		North-West/2022-23/1-11277795 101, Dated 31 May, 2022 (AICTE)					
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From <February, 2026> academic session: 2025-2026

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	6500	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	10	40	0	50
2	Master of Arts (Education)	2 Years	80	Graduation in any discipline or equivalent	6500	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	23	42	0	65
3	Master of Arts (English)	2 Years	80	Graduation in any discipline or equivalent	6500	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	58	192	0	250

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4	Master of Arts (Hindi)	2 Years	80	Graduation in any discipline or equivalent	6500	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	6	29	0	35
5	Master of Arts (History)	2 Years	80	Graduation in any discipline or equivalent	6500	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	54	60	0	114
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	6500	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	17	10	0	27
7	Master of Arts (Political Science)	2 Years	80	Graduation in any discipline or equivalent	6500	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	60	66	0	126
8	Master of Arts (Punjabi)	2 Years	80	Graduation in any discipline or equivalent	6500	F.No. 1-10 / 2025(DEB-SR), Dated 10 April, 2026 (Entitled Category)	0	43	111	0	154
9	Master of Arts (Sociology)	2 Years	84	Graduation in any discipline or equivalent	9000	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	61	98	0	159
10	Master of Commerce	2 Years	40	Bachelor's degree (Commerce or Management or Economics or Accounts or Math/Economics as one of the subjects/ courses) or equivalent	6000	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	26	80	0	106

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Name of HEI: Lovely Professional University

Type of HEI: Private

11	Master of Library and Information Sciences	1 Year	88	Graduation in Library & Information Sciences or equivalent	15000	F. No. 21-6 / 2021(DEB-1), Dated 25 January, 2022	0	91	97	0	188
12	Master of Science (Information Technology)	2 Years	102	Graduation in any discipline or equivalent	15000	F. No.21-6 / 2021 (DEB-I), Dated 10 March, 2022	0	18	8	0	26
13	Master of Business Administration	2 Years	104	Bachelor's degree (any discipline) 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)	15000	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	563	428	0	991
14	Master of Computer Applications	2 Years	88	BCA/B.Sc. (Computer Science)/B.Sc. (Information Technology)/Bachelor degree in computer science engineering or equivalent OR Any Graduation with Computer	6500	F. No.8-9/ 2023 (DEB-1) (ODL), Dated 31 October, 2023 F.No. North-West/2022-23/1-11277795101, Dated 31 May, 2022	0	70	73	0	143

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			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 10+2 level or equivalent(with additional bridge courses)		(AICTE)					
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Not for Private University*Note: Mention details separately for 2025-26 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	As per the recommendations/ suggestions of CIQAC, quality was effectively maintained across various services offered to the learners with the following key enhancements: - Organized induction programmes for newly admitted students in compliance with UGC requirements to familiarize them with the academic framework, grading system, digital portals, and learner support services. - Promoted continuous quality enhancement through systematic monitoring of academic delivery, learner support, digital services, examination processes, scholarships, placements, internships, grievance redressal, and learner engagement mechanisms. - Continued scholarship and financial assistance initiatives for eligible learners, including support for differently abled learners, sportspersons, and other eligible categories, thereby promoting inclusive and equitable access to education. - Strengthened learner engagement and academic outcomes through continuous monitoring, learner-centric interventions, and comprehensive academic and support services across ODL programmes. - Systematically Conducted Personal Contact Programmes (PCPs) to facilitate concept clarification, academic interaction, case-study discussions, resolution of learner queries, and reinforcement of course learning outcomes. - Regularly monitored and analysed examination performance to identify learning gaps and areas requiring improvement, with appropriate remedial measures, special classes and focused academic interventions undertaken to	View <u>Annexure 2.1.1.1</u> (MOM of CIQA) View <u>Annexure 2.1.1.2</u> (Details of Quality Initiatives)

	enhance learner outcomes. • Organized master classes, expert talks, workshops, and special sessions by academicians, industry experts, and professionals to provide exposure to latest developments in the field of study, industry practices, and emerging trends. • Strengthened placement and internship support by organising placement drives, career guidance sessions, industry interactions, internship opportunities, skill enhancement, resume building, interview preparation, and professional development activities. • As a quality enhancement initiative aligned with the vision of the National Education Policy (NEP) 2020, Faculty Development Programmes (FDPs) and professional development activities were undertaken to enhance faculty competencies, strengthen pedagogical practices and digital skills, promote learner-centric and multidisciplinary teaching practices, and foster continuous improvement in the quality of academic delivery. • Strengthened the Relationship Management Cell (RMC) with trained personnel and enhanced the Relationship Management System (RMS) to ensure prompt, structured, and efficient resolution of learner grievances and support requests through multiple channels, including telephone, walk-ins, social media, and the website. • Ensured timely conduct of examinations, transparent evaluation processes, and prompt declaration of results to maintain the effectiveness and credibility of the assessment system. • Upgraded the LPU e-Connect Learning Management System with enhanced features to provide a more interactive, robust, accessible, and learner-friendly digital learning environment. • Strengthened learner engagement, holistic development, and academic outcomes by providing broader opportunities to participate in university sports, cultural events, and academic competitions, for ODL learners. • Strengthened campus visit initiatives for ODL learners by facilitating access to University facilities and providing opportunities for interaction with	
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		University officials, thereby enhancing learner engagement and institutional connect. Increased alumni engagement and strengthened institutional connect through proactive outreach, alumni participation, and recognition initiatives like award nominations for distance education learner at the February 2026 Alumni Association Awards during Alumni Homecoming.	
2	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	CIQA undertakes systematic self-evaluation and reflective processes to promote continuous quality improvement. Quality enhancement measures are identified through the review and analysis of multiple reports, learner feedback, and institutional data, including: - Feedback collected through the LMS on various aspects of ODL programmes.. - Learner feedback on Personal Contact Programmes (PCPs). - Analysis of examination results and academic performance of ODL learners. - Benchmarking and comparative analysis with other HEIs offering ODL programmes These processes enable CIQA to identify improvement areas, adopt best practices, and drive continuous quality enhancement in ODL programmes.	View Annexure 2.1.2.1 (Feedback through LMS) View Annexure 2.1.2.2 (PCP Feedback) View Annexure 2.1.2.3 (Result Analysis) View Annexure 2.1.2.4 (Benchmarking of ODL Programmes)
3	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	Based on the outcomes of its quality review and assessment processes, the Centre for Internal Quality Assurance (CIQA) has identified the following strategic focus areas for implementation during the academic session 2025-26: - Learner-Centric Academic Support Services - Technology-Enabled Learner Support - Scholarships and Inclusive Learner Support - Holistic Development and Learner Engagement - Strengthening Alumni Engagement and Institutional Connect	Refer to Annexure 2.1.1.1 (MOM of CIQA)

		• Quality and Transparency in Examination Conduct • Strengthening Placement and Internship Opportunities for learners	
4	Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	In its pursuit of maintaining academic excellence, the Centre for Internal Quality Assurance (CIQA) ensures that the quality assurance mechanisms, academic processes, and evaluation practices adopted in conventional programmes are uniformly applied to Open and Distance Learning (ODL) programmes, thereby upholding consistency, credibility, and academic standards across all modes of education. To ensure parity in academic standards across different modes of delivery, the Board of Studies (BoS) for ODL programmes is constituted as per the University's approved academic framework. The curriculum development process, including content writing, expert review, approval, implementation, and periodic revision, follows the same established procedures as those adopted for conventional mode programmes, thereby ensuring quality, relevance, and regulatory compliance. As part of the University's quality assurance framework, instructional plans were prepared for every course and implemented during Personal Contact Programmes (PCPs). This practice ensured systematic content delivery, academic rigor, and consistency in the teaching-learning process across all learner groups. The University ensures adequate academic support for ODL learners through the deployment of dedicated ODL faculty appointed as per regulatory provisions. Additionally, faculty from conventional programmes are engaged for PCP delivery, wherever required, based on enrolment strength and course requirements, thereby facilitating quality teaching-learning processes. To promote holistic development and ensure equitable access to institutional opportunities, ODL learners were provided with opportunities to actively participate in a wide range of academic, professional, cultural, and	View Annexure 2.1.4.1 (Extract of a Programme Project Report containing Curriculum Design and Review Process) View Annexure 2.1.4.2 (Details of PCP Conducted in the year 2025-26) View Annexure 2.1.4.3 (Details of Master Classes/ Workshops/ Special Classes conducted for ODL Students in the year 2025-26) View Annexure 2.1.4.4 (Participation Students in various Co-curricular activities in the year 2025-26) View Annexure 2.1.4.5 (Examination-related details including the Process of

		co-curricular activities. These included: • Professional development workshops and special academic sessions aimed at enhancing subject knowledge and employability skills. • Doubt-clearing sessions and convocation ceremonies to strengthen learner engagement and academic support. • Placement drives, career counselling programmes, and employability enhancement initiatives to facilitate career progression and professional growth. • Inter-school and inter-departmental cultural activities designed to encourage creativity, collaboration, and social interaction. • Participation in national and international conferences, seminars, exhibitions, youth festivals, expert lectures, and other knowledge-sharing platforms to strengthen learners' academic and professional exposure. To ensure parity in assessment standards, the question paper development process for ODL programmes follows the same procedures as those adopted for conventional programmes. Examinations are conducted with due diligence and appropriate monitoring mechanisms to uphold academic integrity. Any reported cases of unfair means are examined by the University's UMC Board, which provides students an opportunity to be heard before recommending suitable disciplinary action in accordance with university regulations.	Question Bank/ Question Paper Development)
5	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	As part of its commitment to continuous quality enhancement, the Centre for Internal Quality Assurance (CIQA) has established effective and accessible feedback mechanisms to obtain stakeholder inputs on academic activities, administrative services, learner support systems, facilities, and institutional resources. These mechanisms are integrated across multiple digital platforms, including the University Website, LPU e-Connect portal, and LPU Touch mobile application, ensuring timely feedback collection, transparency, responsiveness, and ongoing quality	https://www.lpu.de.in/ciqa-feedback.php

		improvement.	
6	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	As per the recommendations/ suggestions of CIQAC, quality was effectively maintained across various services offered to the learners with the following key enhancements: • Strengthening learner-centric academic support through structured induction programmes, Personal Contact Programmes (PCPs), remedial support, expert-led sessions, and academic interventions. • Enhancing digital learner services through continuous improvement of LMS/e-Connect, online academic resources, digital communication, and learner support mechanisms. • Improving examination and evaluation processes through periodic review of examination-related procedures, learner feedback, and academic performance indicators. • Strengthening the grievance redressal mechanism to ensure timely resolution of learner concerns and improve the responsiveness of learner support services. • Enhancing learner engagement and institutional connect through orientation sessions, academic interactions, masterclasses, workshops, and other learner-focused initiatives. • Promoting professional and employability-oriented development through Professional Enhancement Workshops, career guidance, placement and internship initiatives, and industry-oriented sessions. • Strengthening inclusive learner support through appropriate academic and support mechanisms for learners requiring additional assistance. • Utilising stakeholder feedback and performance data to identify areas requiring improvement and facilitate evidence-based decision-making. • Periodic follow-up of recommendations through CIQAC deliberations and Action Taken Reports (ATRs) to monitor implementation and ensure continuous quality enhancement. • These measures contributed to improving the accessibility, effectiveness, responsiveness, and overall quality of	View Annexure 2.1.1.1 (MOM of CIQA) View Annexure 2.1.1.2 (Details of Quality Initiatives)

		academic and learner support services provided through CDOE.	
7	Implementation of its recommendations through periodic reviews	The Centre for Internal Quality Assurance (CIQA) systematically monitors the implementation of recommendations made by the CIQAC through regular follow-up mechanisms, inspections, and quality audits. The findings of these reviews are utilized to initiate corrective actions and document progress through comprehensive Action Taken Reports (ATRs).	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.	In line with the quality enhancement initiatives of the Centre for Internal Quality Assurance (CIQA), various faculty and staff development programmes were conducted during the academic session 2025-26 to strengthen academic quality, enhance professional competencies, and support institutional growth. To promote the academic and professional development of ODL learners, workshops, expert talks, masterclasses, and interactive sessions were organized throughout the year, focusing on enriching the learning experience and enhancing employability. Details of these initiatives are regularly reviewed in CIQAC meetings and disseminated through the University newsletter, official website, LMS, and social media platforms to ensure transparency and stakeholder engagement.	View Annexure 2.1.8 (Faculty and Staff development programmes) Refer to Annexure 2.1.4.3 (Master Class/Workshop/ Guest lecture for ODL mode learners for session 2025-26)
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 implemented across various functional and academic domains are identified, documented, and disseminated through the University website for wider access and adoption.	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).	The Centre for Internal Quality Assurance (CIQA) systematically monitors programme statistics through the Learning Management System (LMS) and collects stakeholder feedback via the LMS and the University website. The analysis of this data is used to identify improvement areas and implement quality enhancement initiatives aimed at ensuring continuous academic improvement and learner satisfaction.	View Annexure 2.1.10

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11	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	As part of its quality assurance mandate, the Centre for Internal Quality Assurance (CIQA) reviews Programme Project Reports (PPRs) for all ODL programmes to ensure compliance with UGC regulations and institutional quality standards. Following CIQA review, the PPRs are submitted to the Academic Council for consideration and approval.	View Annexure 2.1.11.1 (CIQA MOMs) View Annexure 2.1.11.2 (AC MOMs) View Annexure 2.1.11.3 (PPR)
12	Mechanism to ensure the proper implementation of Programme Project Reports	The Centre for Internal Quality Assurance (CIQA), in collaboration with the concerned divisions/departments, undertakes periodic reviews, inspections, and audits to assess the progress of approved quality enhancement initiatives. Wherever required, appropriate corrective and preventive measures are recommended to ensure effective implementation and continuous improvement.	Refer to Annexure 2.1.11.1 (CIQA MOMs) Refer to Annexure 2.1.11.2 (AC MOMs) Refer to Annexure 2.1.11.3 (PPR)
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 developed under the supervision of the Centre for Internal Quality Assurance (CIQA), which also ensures systematic documentation of quality-related activities. In every CIQAC meeting, the progress of CIQA initiatives and the Action Taken Report (ATR) of the previous meeting are reviewed to facilitate continuous quality enhancement.	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.	The Centre for Internal Quality Assurance (CIQA) is committed to enhancing the quality and relevance of academic programmes through the systematic development and review of Programme Project Reports (PPRs). Emphasis is placed on incorporating practical, industry-relevant, and skill-based courses through curriculum enrichment. The process	View Annexure 2.1.14

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		is supported by inputs from academic experts and industry representatives, ensuring that Programme Objectives and Learning Outcomes remain aligned with evolving industry trends and employability requirements.	
15	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	Based on feedback/ Survey outcomes, and system-generated analysis reports, CIQA recommends and facilitates various quality enhancement initiatives to strengthen the learner-centric environment. Many of these measures have been highlighted under Point 1 of Section 2.1.	<u>Refer to Annexure 2.1.1.1 and 2.1.1.2</u>
16	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	In accordance with NAAC guidelines, CIQA continues to ensure quality assurance and compliance across all programmes. The University's commitment to academic excellence and quality enhancement has been recognized with a NAAC A++ Grade and a CGPA of 3.68 under the Dual Mode University category. CIQA regularly monitors quality processes, maintains documentation, and ensures preparedness for future accreditation and compliance requirements.	<u>View Annexure 2.1.16. (NAAC Accreditation Certificate)</u>
17	Measures adopted to ensure internalisation and institutionalization of quality enhancement practices through periodic accreditation and audit	CIQA has played a proactive role in strengthening the institutional quality assurance framework and promoting the systematic integration of quality enhancement practices across the Centre for Distance and Online Education (CDOE). These practices are strengthened through periodic Quality Audits, systematic review of academic and learner support processes, monitoring of quality parameters, and alignment with applicable accreditation and regulatory standards. The findings and recommendations emerging from these reviews are incorporated into institutional quality improvement measures. These continuous efforts have contributed to strengthening the quality culture within CDOE and supported the University's achievement of the NAAC A++ Grade with a CGPA of 3.68.	<u>Refer to Annexure 2.1.16 (NAAC Accreditation Certificate)</u> <u>View Annexure 2.1.17 (Audit Report 2025-26)</u>
18	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	On behalf of the Higher Education Institution (HEI), CIQA coordinated with the University Grants Commission (UGC) to ensure adherence to all quality-related initiatives and guidelines issued by the Commission from	<u>View Annexure 2.1.18.1 (CIQAC MOMs with relevant agenda items)</u>

		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 2025-26 are outlined below: • Request for fixing the last date of admission of ODL and OL mode programme for the July session • Compliance regarding the Regular Upload of Student Admission Data on the UGC DEB Portal through an API to allow seamless data exchange between the DEB website and the University admission portal • Compliance regarding the DEB portal error in DEB ID generation • Application Submitted to the UGC-DEB for offering ODL programs under the HEI Category-I (Entitled Category) for session 2026-27 • Request for fixing the issue on UGC DEB portal preventing the submission of the Category-I ODL application for session 2026-27, (Academic session beginning from August 2026) • Request for Intervention and assistance on the Issues in DEB ID Generation Portal and APIs for the submission of Enrolment data – for February 2026 – Session • Request for Support in Submission of Student Enrolment data through API for Students Re-Enrolled in February, 2026 on 28 Mar, 2026	<u>highlighted)</u> <u>View Annexure 2.1.18.2 (Details about compliances made to UGC-DEB)</u>
19	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	CIQA facilitates benchmarking exercises with peer Higher Education Institutions (HEIs) to evaluate institutional practices, identify areas for enhancement, and support continuous quality improvement across academic and administrative functions.	<u>Refer to Annexure 2.1.2.4 (Benchmarking)</u>
20	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	The Centre for Internal Quality Assurance (CIQA) prepares a comprehensive annual report each year to document its quality assurance initiatives, key activities, achievements, and outcomes.	<u>View Annexure 2.1.20</u>
21	Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of	CIQA's Annual Reports are submitted to the University's Academic Council for consideration and approval following the conclusion of each academic session.	<u>View Annexure 2.1.21</u>

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	each academic session.		
	(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.	All mandatory reports pertaining to the academic year 2024-25 were submitted online in the Commission's prescribed format within the stipulated time frame, ensuring compliance with regulatory requirements.	<u>Refer to Annexure 2.1.20</u>
22	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	The Centre for Internal Quality Assurance Committee (CIQAC) monitors and guides the functioning of CIQA through its periodic meetings, wherein reports on various quality-related aspects are reviewed, deliberated upon, recommended, and approved.	<u>View Annexure 2.1.22</u> (MOMs of the CIQAC Meetings held in 2025-26)
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 development, review, and approval process incorporates instructional design principles suited to the Open and Distance Learning (ODL) mode. The process is carried out with inputs from the Board of Studies and CIQA and is finalized following approval by the Academic Council.	<u>View Annexure 2.1.23</u> (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 and enhance operational efficiency, several technology-enabled and automated provisions were implemented during the reporting period: • Introduced an option on LPU e-Connect for students to update their WhatsApp number in university records, facilitating effective and timely communication regarding various university services. • Added an online fee payment option directly on the LPU e-Connect login page, enabling students to make fee payments without logging in. This enhancement improves accessibility, reduces processing time, and provides a seamless payment experience. • Introduced a Forgot Password facility on the login page, enabling students to reset their passwords independently and reducing delays associated with requesting password resets through the university. • Progressively enhanced the "LPU e-Connect" LMS and "LPU Touch" Mobile Application to	<u>View Annexure 2.1.24</u>

		ensure an enriched digital learning experience and seamless, intuitive access to academic services. • Upgraded LMS communication protocols through the deployment of graphic-based announcements and visually engaging notifications to improve information dissemination. • Integrated automated mobile push notification services to ensure the real-time, timely delivery of critical academic and administrative updates. • Implemented critical user interface (UI) and performance optimizations on the LPU e-Connect dashboard to ensure high-speed accessibility and user satisfaction. • Enhanced financial accessibility by provisioning a public-facing student fee portal that allows secure payments without mandatory login credentials, thereby simplifying the transaction process.	
25	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	The Centre for Internal Quality Assurance (CIQA) conducts annual quality audits of programmes offered through the Centre for Distance and Online Education to ensure continuous quality enhancement and regulatory compliance. As part of its quality assurance framework, CIQA is also exploring the implementation of external quality audits from 2026. The quality review and governance processes are further strengthened through the active participation of external experts from academia and industry as members of the Centre for Internal Quality Assurance Committee (CIQAC) and the Board of Studies (BoS) for ODL programmes.	<u>Refer to Annexure 2.1.17</u> (Audit Report 2025-26) <u>View Annexure 2.1.25</u> (Compositions of CIQAC and BOS with external members highlighted)
26	Coordinated with third party auditing bodies for quality audit of programme(s)	The Centre for Internal Quality Assurance (CIQA) ensures the conduct of annual quality audits of programmes offered through the Centre for Distance and Online Education to monitor compliance and promote continuous	<u>Refer to Annexure 2.1.17</u> (Audit Report 2025-26)

		quality enhancement. As part of its quality assurance roadmap, CIQA also plans to initiate an external quality audit by 2026.	
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 <u>Annexure 2.1.16</u> (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 the concerned schools and departments, CIQA organizes Faculty and Staff Development Programmes, workshops, and orientation sessions focused on quality enhancement and academic excellence. Professional and academic enrichment activities, including expert talks and special sessions, are also conducted for ODL learners to support their overall development. To strengthen learner engagement and experiential learning, CIQA has emphasized Practical, Project, and Dissertation components during Personal Contact Programme (PCP) sessions. Additionally, orientation programmes are conducted to guide students on the requirements, expectations, and methodologies related to Term Papers and Dissertation work, thereby promoting research aptitude and academic rigor among ODL learners.	Refer to <u>Annexure 2.1.8</u> (Details about Faculty/ Staff/ Development on quality-related themes) Refer to <u>Annexure 2.1.4.3</u> (Master Class/Workshop/ Guest lecture for ODL mode learners for session 2025-26)
29	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	To enhance the employability and professional competencies of ODL learners, the Centre for Distance and Online Education (CDOE) organized a series of Professional Enhancement Workshops during the academic session. These workshops provided practical learning opportunities and focused on developing industry-relevant skills across diverse domains, including agile methodologies, Vedic mathematics, version control systems, digital workplace	View <u>Annexure 2.1.29</u> (Details about Professional Enhancement programmes conducted for students and their Placements for session 2025-26)

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transformation, and contemporary social issues.

In addition, Virtual, On-Campus, and Walk-in Placement/Internship Drives were conducted to expand career opportunities for ODL learners. During the academic session, 2454 learners registered for these drives. As a result, 257 learners successfully secured placement and internship opportunities.

These initiatives reflect the institution's commitment to enhancing learner employability, professional development, and industry readiness through continuous quality enhancement measures.

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	Governance, Leadership and Management: a. Organisation Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	a. Organization Structure and Governance: The Centre for Distance and Online Education (CDOE) operates within the University's established organizational framework, ensuring effective administration and governance. All positions mandated by the Commission are duly filled and functional. The University has also implemented a robust in-house e-Governance system to support efficient management, transparency, and seamless execution of academic and administrative processes. b. Management: The University's leadership and management actively monitor, evaluate, and review the functioning of its various divisions to ensure alignment with the institution's vision, mission, and strategic objectives. Regular meetings, review mechanisms, and stakeholder interactions are conducted to assess performance and facilitate continuous improvement. Additionally, a robust feedback system enables the collection and analysis of inputs from stakeholders, supporting informed decision-making and effective governance. c. Strategic Planning: The University has implemented an Outcome Based Planner (OBP) as part of its e-Governance framework to facilitate strategic planning and effective management of both academic and administrative functions. The system supports systematic monitoring, informed decision-making, and the achievement of institutional objectives through a structured outcome-based approach. d. Operational Plans, Goals and Policies: The Planning and e-Governance Division of the University facilitates the development of outcome-oriented annual objectives and strategic plans across various divisions. It also undertakes a systematic review of the accomplishments of each division at the end of the year, assessing their performance in alignment with the University's vision, mission, and established goals.	View Annexure 2.2.1.1 (Organization Structure of the University) View Annexure 2.2.1.2 (Details of ODL Mode Faculty & Staff)
2	Articulation of Higher Educational Institution Objectives	The Vision and Mission of the Centre for Distance and Online Education (CDOE) are aligned with and derived from the broader Vision and Mission of Lovely Professional University, hereby ensuring coherence with the University's overall academic	https://www.lpude.in/about-us/vision-and-mission.php

		direction and institutional objectives. The Vision and Mission of CDOE provide the guiding framework for the planning, delivery, and continuous enhancement of its academic and learner support initiatives through the Open and Distance Learning (ODL) mode. These institutional statements underscore the commitment to providing accessible, flexible, inclusive, and learner-centric education while supporting the academic and developmental needs of diverse learner groups.	
3	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	The University follows a structured and well-documented process for the development and approval of ODL programmes, encompassing curriculum planning, design, development, implementation, feedback collection, and periodic review. Programme Project Reports (PPRs) comprehensively capture programme objectives, curriculum structure, CBCS-based syllabi, and the learning resources to be employed. Self-Learning Materials (SLMs) are developed in accordance with prescribed quality standards and undergo a rigorous review and approval process. To support continuous quality enhancement, the University has established robust feedback mechanisms through multiple digital platforms, including the University website, LPU e-Connect portal, and LPU Touch Mobile App, enabling stakeholders to provide valuable inputs on academic and administrative services.	<u>View Annexure 2.2.3</u> (Extract of a PPR with Curriculum Design and Review Process Highlighted) <u>Refer to Annexure 2.1.10</u> (Feedback Report fetched from LMS for session 2025-26)
4	Programme Monitoring and Review	The Centre for Internal Quality Assurance (CIQA) Committee and the Board of Studies (BoS) actively contributed to the monitoring, review, and quality enhancement of ODL programmes. Their involvement included the scrutiny and finalization of programme schemes, curricula, and Programme Project Reports (PPRs), ensuring academic relevance, regulatory compliance, and continuous improvement prior to the commencement of each academic session.	<u>Refer to Annexure 2.2.3</u> (Extract of a PPR with Curriculum Design and Review Process Highlighted)
5	Infrastructure Resources	The University has established adequate and scalable physical infrastructure along with robust ICT-enabled resources to support the effective delivery of Open and Distance Learning (ODL) programmes. These facilities ensure seamless academic operations and facilitate comprehensive learner support services, thereby addressing the needs of all stakeholders and enhancing the overall quality of the learning experience.	<u>View Annexure 2.2.5</u> (Infrastructure and ICT Support highlights)
6	Learning Environment and Learner Support	The following are key provisions aimed at ensuring a supportive learning environment and effective learner support services: a) Advanced Learning Management System – The University continues to strengthen the delivery of its Open and Distance Learning (ODL) programmes through <i>LPU e-Connect</i>, a robust and technology-	<u>Refer to Annexure 2.1.24</u> (LPU e-Connect Improvisation Highlights for Session 2025-26)

driven Learning Management System. The platform facilitates seamless access to academic and administrative services, enabling learners to engage with their studies anytime and from anywhere. With its secure and user-friendly interface, LPU e-Connect streamlines key processes and ensures uninterrupted learner support through 24x7 accessibility. The system is further complemented by the *LPU Touch* mobile application, providing learners with enhanced flexibility and convenience in accessing educational resources and services.

b) Academic Counselling and Professional Development: In addition to academic counselling provided through Personal Contact Programme (PCP) classes, the University conducts various workshops and enrichment programmes aimed at enhancing learners' academic competencies and professional skills. These sessions are organized in both online and offline modes, based on learner requirements, to promote holistic development and continuous learning among distance education students.

c) Opportunities for National and International Engagement: The University remains committed to ensuring that learners enrolled in Open and Distance Learning (ODL) programmes have equitable access to participate in various national and international events organized by the institution. Through these opportunities, learners are encouraged to demonstrate their talents, broaden their exposure, and enhance their personal, academic, and professional development while fostering a sense of community engagement.

d) Placement Support Services: The University provides dedicated placement and career support services to ODL learners through the regular dissemination of information related to recruitment drives, internship opportunities, and career advancement initiatives. These efforts enable learners to explore diverse employment prospects and make informed career decisions aligned with their professional aspirations.

e) Relationship Management Cell (RMC): The University continued to provide dedicated learner support through the Relationship Management Cell (RMC), which addressed academic and administrative queries raised by students. The facility remained accessible through the 'Contact Us' section of the University's online platforms and helpline services, ensuring efficient, responsive, and learner-centric support.

Refer to Annexure 2.1.4.2

(Details of PCP Conducted for session 2025-26)

Refer to Annexure 2.1.4.4
(Participation of ODL learners in various University Events)

Refer to Annexure 2.1.29
(Master Classes and Placement data for session 2025-26)

View Annexure 2.2.6
(Highlighting accessibility to the RMC team through Contact us Page and Call Center)

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7	Assessment and Evaluation	The University follows a comprehensive and outcome-based assessment and evaluation framework for its Open and Distance Learning (ODL) programmes, aligned with the guidelines of the relevant statutory and regulatory bodies. Student evaluation is designed to measure the attainment of programme and course learning outcomes through a variety of assessment methods, including multiple-choice questions (MCQs), presentations, projects, assignments, and end-term examinations. This structured evaluation system ensures a fair, transparent, and effective assessment of learner performance and academic achievement.	View Annexure 2.2.7
8	Teaching Quality and Staff Development	The Centre for Internal Quality Assurance (CIQA) regularly organizes workshops, orientation programmes, and capacity-building initiatives to promote quality enhancement and the professional development of faculty and staff. Continuous training and development activities are conducted to equip faculty members with the skills and competencies required to effectively address the diverse learning needs of ODL learners. The implementation of Instructional Plans ensures systematic, structured, and consistent delivery of academic content. Quality assurance officials periodically monitor academic sessions and analyse learner feedback to identify areas for improvement and strengthen the teaching-learning process. Furthermore, teaching effectiveness and academic performance form an integral part of the faculty appraisal and evaluation framework.	Refer to Annexure 2.1.8 (Details about Faculty/ Staff/ Development Programmes conducted on quality-related themes in session 2025-26)

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 the effective delivery and continuous enhancement of Open and Distance Learning (ODL) programmes, the University follows a systematic and well-defined academic planning process aligned with national educational priorities and the institutional vision. The University is supported by adequate infrastructure, advanced technological resources, qualified faculty members, and dedicated support staff, which collectively contribute to maintaining curriculum relevance, enhancing the quality of learning, and achieving the intended academic objectives.	View Annexure 2.3.1 (Extract of a PPR highlighting Academic Planning related aspects)
2.	Validation	The University follows a systematic validation process to ensure that its Open and Distance Learning (ODL) programmes adhere to established academic standards and deliver quality learning outcomes. The validation and review process is carried out through the Board of Studies and the Centre for Internal Quality Assurance (CIQA) Committee, with active participation of external experts from academia and industry. Their inputs contribute to maintaining academic excellence, enhancing programme relevance, and fostering continuous quality improvement.	Refer to Annexure 2.1.25 (Compositions of CIQAC and BOS with external members highlighted)
3.	Monitoring, Evaluation and Enhancement Plans a. Reports from Learner Support Centres (for Open and Distance Learning programmes) b. Reports from Examination Centres c. External Auditor or other External Agencies report d. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels e. Reporting and Analytics by the Higher Educational Institution f. Periodic Review	Monitoring, evaluation, and quality enhancement initiatives are undertaken based on insights derived from a range of institutional reports and data analytics, including: • Analysis of PCP attendance records and learner feedback reports to assess the effectiveness of academic counselling and learner engagement activities. • Review of Examination Observers' Reports to ensure the integrity, transparency, and smooth conduct of examinations. • Evaluation of findings from Quality Audit Reports to identify areas for improvement and strengthen quality assurance mechanisms. • Assessment of academic performance and progression data available through the	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) View Annexure 2.3.3.1 (Examination Observers' Report) Refer to

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		University Management System (UMS) and LPU e-Connect to support evidence-based decision-making. • Examination of system-generated analytics related to the utilization of the Learning Management System (LMS), website access, examination outcomes, and other academic processes. • Analysis of feedback received from various stakeholders, including learners, faculty, alumni, and employers, to enhance programme quality and learner support services. The observations and insights obtained from these sources are systematically reviewed and utilized for continuous monitoring, evaluation, and improvement of ODL programmes.	<u>Annexure</u> <u>2.1.17</u> (Audit Report 2025-26)
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Part – III: Human Resources and Infrastructural Requirements

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

Or

Name and details of Head for each school (for Open University) – Full time dedicated, not below the rank of an Associate Professor

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: 11-09-2024

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	

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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	
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	303	Regular	Pay Scale: 37400-67000		20-June-2017
			Dr. Jamal Akhtar Khan	Associate Professor	Ph.D	215	Regular	Pay Scale: 37400-67000		25-July-2022
			Dr. Vikas	Associate Professor	Ph.D	153	Regular	Pay Scale: 37400-67000		10-July-2025
			Dr. Soni Singh	Assistant Professor	Ph.D	115	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	205	Regular	Pay Scale: 37400-67000		08-August-2016
			Dr. Sukanta Ghosh	Associate Professor	Ph.D	144	Regular	Pay Scale: 37400-67000		19 April 2021
			Dr. Devender Kumar	Assistant Professor	Ph.D	91	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	276	Regular	Pay Scale: 37400-67000		07-April-2022
			Dr. Mahesh Kumar Sarva	Professor	Ph.D	312	Regular	Pay Scale: 37400-67000		01-August-2014
			Dr. Hitesh Jhanji	Associate Professor	Ph.D	203	Regular	Pay Scale: 37400-67000		28-January-2010
			Dr. Anushikha Sharma	Assistant Professor	Ph.D	191	Regular	Pay Scale: 15600-39100		04-April-2023
4	Bachelor of Commerce & Master of Commerce	3	Dr. Sachin	Associate Professor	Ph.D	172	Regular	Pay Scale: 37400-67000		01 July 2021
			Dr. Nidhi Bhagat	Assistant Professor	Ph.D	81	Regular	Pay Scale: 15600-39100		25 November 2021
			Dr. Ravi Kumar	Assistant Professor	Ph.D	110	Regular	Pay Scale: 15600-39100		04-April-2023
5	Bachelor of Arts	2	Dr. Danish Gulzar	Assistant Professor	Ph.D	36	Regular	Pay Scale: 15600-39100		17-June-2023
			Dr. Rasleena Thakur	Assistant Professor	Ph.D	49	Regular	Pay Scale: 15600-39100		02-May-2022
6	Master of Arts (English)	2	Dr. Sakshi Singh	Assistant Professor	Ph.D	60	Regular	Pay Scale: 15600-39100		17-April-2023
			Dr. Sukhvinder Kaur	Professor	Ph.D	255	Regular	Pay Scale: 37400-67000		17-June-2023
7	Master of Arts (Sociology)	2	Dr. Guddo	Assistant Professor	Ph.D	53	Regular	Pay Scale: 15600-39100		09-January-2023
			Dr. Chandra Shekhar Singh	Assistant Professor	Ph.D	41	Regular	Pay Scale: 15600-39100		09-January-2023
8	Master of Arts (Economics)	2	Dr. Tanima Dutta	Professor	Ph.D	311	Regular	Pay Scale: 37400-67000		12-July-2018
			Dr. Sandeep Kumar Tiwari	Assistant Professor	Ph.D	32	Regular	Pay Scale: 15600-39100		27-January-2024
9	Master of Arts (Political Science)	2	Dr. Nongmaithem Kishorchand Singh	Assistant Professor	Ph.D	70	Regular	Pay Scale: 15600-39100		26 July 2021
			Dr. Birendri	Assistant Professor	Ph.D	58	Regular	Pay Scale: 15600-39100		10 August 2021

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10	Master of Arts (Hindi)	2	Dr. Vinod Kumar	Professor	Ph.D	334	Regular	Pay Scale: 37400-67000	10-August-2012
			Dr. Reeta Singh	Associate Professor	Ph.D	189	Regular	Pay Scale: 37400-67000	25-March-2023
11	Master of Arts (Mathematics)	2	Dr. Sachin Kaushal	Professor	Ph.D	250	Regular	Pay Scale: 37400-67000	08-August-2017
			Dr. Gourav Gupta	Associate Professor	Ph.D	129	Regular	Pay Scale: 37400-67000	08-February-2023
12	Master of Arts (Education)	2	Dr. Ekta	Assistant Professor	Ph.D	84	Regular	Pay Scale: 15600-39100	27-January-2024
			Dr. Rishu Ahuja	Assistant Professor	Ph.D	182	Regular	Pay Scale: 15600-39100	16-May-2025
13	Master of Arts (History)	2	Dr. Santosh Kumar Yadav	Assistant Professor	Ph.D	77	Regular	Pay Scale: 15600-39100	07-January-2022
			Dr. Arun Kumar	Assistant Professor	Ph.D	63	Regular	Pay Scale: 15600-39100	08-April-2024
14	Master of Arts (Punjabi)	2	Dr. Gurbinder Singh	Associate Professor	Ph.D	194	Regular	Pay Scale: 37400-67000	08-April-2024
			Dr. Satwant Singh	Assistant Professor	Ph.D	203	Regular	Pay Scale: 15600-39100	06-January-2020
15	Bachelor of Library and Information Sciences & Master of Library and Information Sciences	3	Dr. Khusbu Thakur	Assistant Professor	Ph.D	30	Regular	Pay Scale: 15600-39100	28-November-2024
			Dr. Balvantbhai Ramabhai Tandel	Assistant Professor	Ph.D	151	Regular	Pay Scale: 15600-39100	01-March-2025
			Dr. Priya Vaidya	Assistant Professor	Ph.D	14	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	10
Assistants	3 (2 for DM Universities)	26
Computer Operator	2	23
Multi-Tasking Staff	2	21

(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	

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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 <u>View Annexure 4.2.2</u>	
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: i) the Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted ii) For 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	Yes 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. <u>Refer to Annexure 4.2.2</u> 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. Students need to have a minimum of 75% attendance in PCP classes, as per norms. <u>View Annexure 4.2.3</u>	
4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through 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	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. Refer to a sample programme guide of the ODL mode M.Sc.(IT) Programme	

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 View Annexure 4.2.8.1 View Annexure 4.2.8.2	
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	

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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. <u>View Annexure 4.2.10.a</u>	
	(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. <u>View Annexure 4.2.10.b</u>	
	(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; <u>Refer to Annexure 4.2.12.a</u>	
	(b) It shall be mandatory to have observer report submitted to the Higher	Yes;	

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S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	Educational Institution	<u>Refer to Annexure 4.2.12.b</u>	
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. <u>Refer to Annexure 4.2.12.a</u>	
	(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. <u>Refer to Annexure 4.2.9</u>	
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	

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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. <u>Refer to Annexure 4.2.9</u>	
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 <u>View Annexure 4.2.17.a</u>	
	(b) Each award shall also be uploaded on the National Academic Depository	Yes <u>View Annexure 4.2.17.b</u>	
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 <u>View Annexure 4.2.18</u>	

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.

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4.4 Result and Student Progression

For UG, PG and PGD programmes

Result and Student progression (Refer to Annexure 2.1.2.3)

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 all programmes offered through the Open and Distance Learning (ODL) mode are prepared in accordance with the regulations and guidelines prescribed by the University Grants Commission (UGC). The Centre for Internal Quality Assurance (CIQA) undertakes a systematic review of the PPRs to ensure compliance with quality benchmarks and regulatory requirements, following which they are placed before the Academic Council for approval.

The PPRs are developed through a consultative process involving relevant stakeholders and comprehensively capture the programme vision and objectives, relevance and need assessment, profile of the target learner group, suitability of the programme for ODL delivery with emphasis on skill and competency development, instructional design including curriculum development and periodic review, course structure and syllabi, programme duration, learner support and delivery mechanisms, media and technology selection, admission procedures, curriculum transaction and assessment strategies, laboratory and library resource requirements, financial provisions, and quality assurance mechanisms. The reports also clearly define the expected learning outcomes to ensure effective programme implementation and continuous quality enhancement.

View Annexure 5.1.1 (Sample PPR)

View Annexure 5.1.2 (Refer to Agenda item 41.24(i) of Academic Council Meeting held on 27th February 2025 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 resources in multiple media formats, along with curriculum and pedagogical frameworks for ODL programmes, are developed and periodically reviewed in accordance with the prevailing UGC regulations and quality benchmarks. The Centre for Internal Quality Assurance (CIQA) oversees these processes to ensure effective learner-centric delivery and continuous quality enhancement.

Self-Learning Materials (SLMs) for ODL programmes are developed in accordance with the prescribed UGC guidelines. The materials are designed in a learner-centric format, comprehensively covering the syllabus and organized into well-structured units incorporating essential pedagogical components to facilitate effective self-learning. 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.

To promote inclusivity and enhance learner accessibility, Self-Learning Materials (SLMs) for several courses have been developed in multiple languages, including English, Hindi, and Punjabi.

To promote flexible and technology-enabled learning, the University provides e-learning resources and programme guides through multiple digital platforms, including the LPU Distance Education website, LPU e-Connect portal, and LPU Touch Mobile App. These resources ensure easy accessibility and comprehensive academic support for ODL learners.

Additional academic support resources, including e-books, presentations, video lectures, sample papers, and previous examination papers, are made available through the Learning Management System (LPU e-Connect), thereby facilitating continuous learner engagement and effective academic support.

Instruction Plan: Detailed instructional plans for each course are prepared and disseminated to learners through LPU e-Connect prior to the commencement of Personal Contact Programmes (PCPs), ensuring effective curriculum transaction and facilitating learner preparedness regarding the schedule and content of academic sessions.

Curriculum and Pedagogy: The University follows established quality benchmarks for curriculum and pedagogy as prescribed in the Programme Project Reports and Programme Guides. The Centre for Internal Quality Assurance (CIQA) monitors and reviews these standards during the design and revision processes, in consultation with the Board of Studies, with final approval accorded by the Academic Council to ensure continuous quality enhancement.

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

[View Annexure 5.2.2](#) (Refer to Agenda item 41.24(ii) of Academic Council Meeting held on 27th February 2025 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 adheres to a policy framework for the development of Self-Learning Materials (SLMs) in line with applicable regulatory guidelines. The SLMs undergo the prescribed statutory review and approval process, ensuring compliance with quality standards and regulatory requirements.

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

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

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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 conduct edPCP	No. of PCP heldevery year	Total no. of students registered in the programme	No. of Students Attended on anaverage 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 LSCis how many HEIs? (No. and Names)	If yes, Allthe 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 Coordinat or and Counselor	Qualificatio nof Coordinato r and Counselor	No. of Counsellors	Progra m-mes offered	Total Enrolled student
1.	NA	NA		NA	NA	NA	NA	NA	NA	NA
N.	NA	NA		NA	NA	NA	NA	NA	NA	NA

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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	20,15	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: July-August, 2025 January Session: February, 2026	July Session: July-August, 2025 January Session: February, 2026	Yes
Audio-Video Material	July Session: July-August, 2025 January Session: February, 2026	July Session: July-August, 2025 January Session: February, 2026	Yes

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Online Material	July Session: July-August, 2025 January Session: February, 2026	July Session: July-August, 2025 January Session: February, 2026	Yes
Computer based Material	July Session: July-August, 2025 January Session: February, 2026	July Session: July-August, 2025 January Session: February, 2026	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 (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	

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	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' along with the number of	https://www.lpude.in/disclosure-of-information.php	

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	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 in take in conventional mode and incase 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

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	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

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	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
29	29

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9.3 Complaint Handling Mechanism

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

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

1. Academic Delivery and Learner Engagement

- **Optimization of Personal Contact Programmes (PCP):** Enhanced the two-phase PCP model to significantly augment learner participation, academic engagement, and meaningful faculty-student interaction.
- **Inclusivity through Multilingual Academic Support:** Strengthened multilingual academic support during PCP sessions to improve comprehension, accessibility, and inclusivity for a linguistically diverse learner base.
- **Targeted Academic Interventions:** Organised specialized remedial and supplementary classes for Distance Education learners, focusing on high-rigor domains such as Accounting, Finance, and Mathematics.
- **Holistic Student Development:** Actively encouraged and facilitated learner participation in academic, cultural, sports, and co-curricular activities to foster community engagement and well-rounded personal growth.
- **Campus Immersion Initiatives:** Expanded campus immersion opportunities for Open and Distance Learning (ODL) students, facilitating direct interaction with university leadership and providing comprehensive access to institutional infrastructure.

2. Technology Integration and Digital Infrastructure

- **Continuous LMS and Mobile App Upgradation:** Progressively enhanced the "LPU e-Connect" LMS and "LPU Touch" Mobile Application to ensure an enriched digital learning experience and seamless, intuitive access to academic services.
- **LMS Communication and Visual Engagement:** Upgraded LMS communication protocols through the deployment of graphic-based announcements and visually engaging notifications to improve information dissemination.
- **Optimized Notification Systems:** Integrated automated mobile push notification services to ensure the real-time, timely delivery of critical academic and administrative updates.
- **UI/UX Performance Enhancements:** Implemented critical user interface (UI) and performance optimizations on the LPU e-Connect dashboard to ensure high-speed accessibility and user satisfaction.
- **Streamlined Fee Payment Gateway:** Enhanced financial accessibility by provisioning a public-facing student fee portal that allows secure payments without mandatory login credentials, thereby simplifying the transaction process.

3. Examination Reform, Evaluation, and Student Services

- **Strengthening of Examination Integrity:** Robustly enhanced examination monitoring mechanisms by conducting rigorous observer orientations, deploying comprehensive CCTV surveillance, and mobilizing active flying squads to safeguard transparency and academic integrity.
- **Automation of Certification Processes:** Upgraded the Online Certificate Management System and seamlessly integrated it with the LMS to enable frictionless application processing and the reliable home delivery of credentials.
- **Grievance Redressal and Resolution Management:** Strengthened the *Resolution Management System (RMS)* to establish a more transparent, efficient, and traceable mechanism for student grievance registration, tracking, and timely resolution.
- **Decentralized Support via Regional Management Centres (RMCs):** Scaled up operations at RMCs by deploying additional trained personnel and implementing enhanced query-resolution frameworks to improve localized student support.

4. Employability, Professional Development, and Alumni Relations

- **Career Readiness and Employability Initiatives:** Organized structured masterclasses, mock placement drives, expert career guidance sessions, and corporate-student interactions to elevate learner employability and professional competence.
- **Experiential and Project-Based Learning:** Promoted experiential learning paradigms through specialized Career Development Programmes (CDPs), summer training seminars, rigorous project-based learning, and hands-on practical exposure during PCPs.
- **Strategic Alumni Engagement:** Fortified the university's alumni network through targeted engagement initiatives, highlighted by the recognition of outstanding professional achievements via the Alumni Awards 2026.

10.2 Best Practices of the HEI

The University adopts a range of best practices in Open and Distance Learning (ODL) across key areas, including curriculum design, Self-Learning Materials (SLMs), Personal Contact Programmes (PCPs), learner support services, evaluation and assessment systems, quality assurance mechanisms, placement and career support, and faculty development initiatives. These practices are aimed at enhancing academic quality, learner engagement, accessibility, and overall educational outcomes.

Details of these best practices are available on the LPU Distance Education website at:

<https://www.lpude.in/downloads/disclosure/ODL-Best-Practices.pdf>

10.3 Details of Job Fairs conducted by the HEI

A total of 711 recruitment drives were successfully organized through a combination of virtual platforms, on-campus sessions, and off-campus venues to generate meaningful employment opportunities for students enrolled in Open and Distance Learning (ODL) programmes. These strategically planned recruitment initiatives played a significant role in connecting academic learning with industry requirements. A diverse range of reputed organizations, including **Teleperformance, Mindenious, Mahindra & Mahindra, Paytm, Planet Spark, IBM, Simplilearn, Tag Vacations Club, Darbar Feed Mills, Birla Fertility & IVF, Intellipaat, IndiaMart, Slice, MoneyKarma, KPMG, Wyreflow Technologies, Genpact, Vedantu, Policy Bazaar, Muthoot Fincorp, NoBroker, Great Learning, Amazon** and several others, actively participated in the recruitment process. The drives enabled students to interact directly with industry professionals and compete for roles aligned with their qualifications, skills, and career aspirations. Employment opportunities were offered across multiple sectors, including Information Technology, Human Resources, Marketing, Finance, Manufacturing, Consulting, and EdTech, reflecting the wide spectrum of career pathways available to ODL learners. The extensive scale and outreach of these recruitment initiatives reaffirm the University's commitment to enhancing employability, fostering industry engagement, and promoting career readiness among its ODL students.

10.4 Success Stories of students of ODL mode of the HEI

In addition to their active participation in recruitment drives, students enrolled in LPU's Open and Distance Learning (ODL) programmes have achieved notable success in securing employment across diverse industry sectors. A total of 27 ODL students received job offers from Aspire Consultants, followed by 25 from The Leading Solutions, 16 from Stravence Global, and 12 from Invest4Edu. Overall, 257 ODL students commenced their professional careers during the reporting period through the placement support and career guidance provided by the Career Services Cell of LPU ODL.

During the LPU Alumni Awards 2026, the University celebrated the outstanding achievements of its ODL alumni, recognizing their contributions across diverse professional and social domains. Among the awardees from the Centre for Distance and Online Education, Mamta Gupta Sharma, who pursued the Master of Business Administration (MBA) programme, was honored with the Professional Excellence Award for her distinguished professional accomplishments. Gursahib Singh, who pursued the MBA programme, received the Social Service Award in recognition of his noteworthy contributions to society. Neha Sood, who pursued the MBA programme, was conferred the Alumni Achievement Award in Beauty Pageant for her remarkable achievements in the field, while Bhupinder Singh Bedi, who pursued the MBA programme, received the Alumni Achievement Award for Excellence in Academics in recognition of his outstanding academic performance. These accomplishments exemplify the diverse achievements of the University's ODL alumni and reflect the institution's commitment to fostering professional excellence, social responsibility, and holistic development.

ODL learners actively participated in major University events and co-curricular activities during the reporting year, demonstrating their talents and engagement beyond academics. Learners took part in flagship events such as One World, One India and the inter-school youth festival SPECTRA. In One India 2025, ODL learners secured the First Runner-Up position, while also achieving the Second Runner-Up position in another edition of the event.

At SPECTRA, ODL learners delivered commendable performances across various competitions, securing First Position in Spectra Runway: The Fashion Show, Second Position in Light Vocal, Third Position in Light Vocal, and Fourth Position in Virasat Folk Dance (Giddha). These achievements reflect the University's commitment to promoting holistic development and encouraging active participation of ODL learners in cultural, artistic, and co-curricular activities.

ODL learners also demonstrated excellence in sports and athletics by actively participating in the Inter-School Tournaments and the Annual Athletic Meet 2026. During the event, a student secured Second Position in Shot Put and Third Position in Javelin Throw, reflecting the University's commitment to fostering physical well-being, sportsmanship, and holistic development among its learners.

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 2,454 ODL students registered for the placement and internship drives conducted during the reporting period. As a result of these recruitment initiatives, 257 students successfully secured internship and placement opportunities

As part of its continuous efforts to enhance the employability and professional competencies of ODL learners, the Centre for Distance and Online Education organized a series of Professional Enhancement Workshops. These workshops were carefully designed to provide practical learning experiences and equip students with industry-relevant knowledge and essential career skills. The sessions covered a diverse range of contemporary topics, including Not Just HR: How to Build a Career in People, Culture, and Experience, Money Mastery 2025: Invest Smart. Grow Smart. Live Smart, Data Analysis using Power BI, Learn to Learn: Master the Skill of Success, and Generative AI: Practical Insights beyond Academic Theory. Through these initiatives, students gained valuable exposure to both technical competencies and professional development, further strengthening their career readiness.

10.7 Details of Alumni Cell and its activity

The University continued to strengthen alumni engagement through the activities of the Alumni Association, which provides a platform for graduates to remain connected with the institution and contribute to its academic and professional ecosystem. As part of these initiatives, the University recognized the achievements of its ODL alumni during the LPU Alumni Awards 2026. Among the awardees from the Centre for Distance and Online Education, Mamta Gupta Sharma (MBA) received the Professional Excellence Award, Gursahib Singh (MBA) was recognized with the Social Service Award, Neha Sood (MBA) received the Alumni Achievement Award in Beauty Pageant, and Bhupinder Singh Bedi (MBA) was conferred the Alumni Achievement Award for Excellence in Academics. The recognition of alumni achievements serves to promote professional excellence, social responsibility, and lifelong engagement with the University while inspiring current learners through exemplary accomplishments.

10.8 Any other Information

The University's Open and Distance Learning (ODL) programmes continue to attract a diverse learner base comprising working professionals, defence and police personnel, government officials, educators, entrepreneurs, and distinguished sportspersons. Several accomplished athletes, including Olympians, Arjuna Awardees, and medalists from World Cups, World Championships, Commonwealth Games, and Asian Games, have enrolled in the University's ODL programmes to pursue higher education alongside their professional commitments.

To promote inclusive and equitable access to education, the University offers a range of scholarships and fee concessions, including full fee waivers for national and international achievers as well as persons with spinal cord injuries. During the reporting year, a significant number of eligible learners benefited from these scholarship initiatives, enabling them to pursue higher education and achieve their academic aspirations.

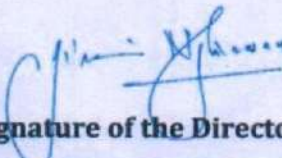
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DECLARATION

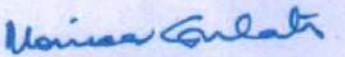
I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer Open and Distance Learning (ODL) programmes, 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. Ginni Nijhawan

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

Date: 25/08/2026


Signature of the Registrar:

Name: Dr. Monica Gulati

Seal: Registrar
Lovely Professional University

Date: 25/08/2026

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.



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22nd August, 2026

Extract of the Minutes of the meeting of the Academic Council of Lovely Professional University held on 6th August, 2026.

43.19 Approval of the Annual Report of Centre for Internal Quality Assurance (CIQA) for Open and Distance Learning mode Programs for the Academic Session 2025-26.

The Academic Council approved the Annual Report of Centre for Internal Quality Assurance (CIQA) for Open and Distance Learning Mode Programs for the Academic Session 2025-26.....

Monica Gulati

(Dr. Monica Gulati)
Registrar