HEI ID: -U-0747 **Name of HE**I: Chandigarh University **Type of HEI**: Private

ANNUAL REPORT

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER

OPEN AND DISTANCE LEARNING MODE

Academic Session 2025-26
(July 1, 2025 to June 30, 2026)

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Part – I: General Information

1.1 Date of notification of the Centre (attach a copy of the notification):
Notification dated 11.03.2026, 25.09.2025
Annexure 1(A)

1.2 Details of Director, CIQA
Name: Prof. (Dr.) Hitakshi Dutta
Qualification: PhD

1.3 Details of CIQA Committee

a. Composition as per Regulations – *Annexure 1 (A)*

S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor	Chairperson	Prof. (Dr.) Raviraja N. Seetharam PhD	Biotherapeutics Research	11.03.2026
b.	Three Senior teachers of HEI	Member 1	Prof. (Dr.) Satbir Singh Sehgal PhD	Mechanical Engineering	11.03.2026
		Member 2	Prof. (Dr.) V. R. Raghuveer ,Pro Vice Chancellor (Academic Affairs) and Dean-Academic Affairs PhD	CSE	11.03.2026
		Member 3	Prof. (Dr.) Gurpreet Singh PhD	Computer Applications	11.03.2026
c.	Head of three Departments or School of Studies from which programme is	Member 4	Prof. (Dr.) Ashita Chadha PhD	English	11.03.2026
		Member 5	Prof. (Dr.) Nitin Pathak PhD	Commerce	11.03.2026

	being offered in ODL and Online mode	Member 6	Prof. (Dr.) Manisha Malhotra PhD	Computer Applications	11.03.2026
		Member 7	Dr. Navjit Singh PhD	Management	11.03.2026
d.	Associate Director, CIQA	Member Secretary	Prof. (Dr.) Hitakshi Dutta PhD	Management	11.03.2026
e.	Dean - Academic Affairs	Member	Prof. (Dr.) Sheetal Sharma PhD	Management	11.03.2026
f.	Executive Director - Administration & Student Affairs	Member	Prof. (Dr.) Gagan Deep Singh Batth PhD	Management	11.03.2026
g.	Chief Financial Officer	Member	Mr. Rajesh Madan CA	Finance	11.03.2026
h.	Senior Director - Management	Member	Prof. (Dr.) Nilesh Arora PhD	Management	11.03.2026
i.	Additional Director - U.I.M.S.	Member	Prof. Gagan Deep Chauhan	Media Studies	11.03.2026
j.	HOD - BBA	Member	Prof. (Dr.) Satinder Pal Singh PhD	BBA	11.03.2026
k.	HOD- Computer Applications	Member	Prof. (Dr.) Amanpreet Kaur Sandhu	BBA	11.03.2026
l.	Senior Executive Director - U.I.L.A.H.	Special Invitee	Prof. (Dr.) Santosh Kumar PhD	U.I.L.A.H.	11.03.2026
m.	Professor - Management	Special Invitee	Prof. (Dr.) Gagandeep Kaur PhD	Management	11.03.2026
n.	Associate Professor - Management	Special Invitee	Dr. Ravinder Kaur PhD	Management	11.03.2026

o.	Program Coordinator - CDOE	Special Invitee	Dr. Arti Bansal PhD	Management	11.03.2026
p.	Program Coordinator - CDOE	Special Invitee	Dr. Vijeta Sharma PhD	Commerce	11.03.2026
q.	Associate Professor - Mathematics	Special Invitee	Dr. Akanksha Singh PhD	Mathematics	11.03.2026
s.	Professor, Department of Tourism and Hospitality Management, Kurukshetra University	External Member	Prof. (Dr.) Manjula Chaudhary PhD	Tourism and Hospitality	11.03.2026
t.	Director South Asia and Middle East for Higher Education, Harvard Business Publishing	External Member	Mr. Dviwesh Mehta	Ed Tech	11.03.2026
u.	Regional Head, Google Cloud Education	External Member	Ms. Aanchal Chopra	Ed Tech	11.03.2026
v.	Manager, Grant Thornton DHR Learning Solutions	External Member	Mr. Kamal Khatter	Ed Tech	11.03.2026

b. Whether members mentioned at 'b' to 'f' changed every 2 years? (Y/N) If No, reason thereof

Yes

1.4 Number of meetings held and its approval:

a. No. of meetings held every year: 02

b. Meeting details:

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
2025-26 (2)	18.03.2026	03	*Annexure 1(B)*	31.03.2026
2025-26 (1)	10.10.2025	04	*Annexure 1(C)*	29.10.2025

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

Not Applicable

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

Not Applicable

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

Not Applicable

1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:

04

Sr. No.	Undergraduate Degree Programmes	Duration (years)	Number of Credits	Admission Eligibility	UGC Recognition Letter no. and Date
1	Bachelor of Business Administration	3	124	10+2 or its equivalent examination in any stream conducted by a recognized Board / University / Council.	F. No. 1-10/2025 (DEB-SR), April 10, 2026 & October 3, 2025
2	Bachelor of Computer Applications	3	120	10+2 or its equivalent examination in any stream conducted by a recognized Board / University / Council.	F. No. 1-10/2025 (DEB-SR), April 10, 2026 & October 3, 2025
3	Bachelor of Arts	3	120	10+2 or its equivalent examination in any stream conducted by a recognized Board / University / Council.	F. No. 1-10/2025 (DEB-SR), April 10, 2026 & October 3, 2025

4	Bachelor of Commerce	3	120	10+2 commerce or its equivalent examination in any stream conducted by a recognized Board / University / Council.	F. No. 1-10/2025 (DEB-SR), April 10, 2026 & October 3, 2025

1.9 Number of programmes started at Post-Graduate Degree Programmes as per Commission Order:

04

Sr. No.	Post-Graduate Degree Programmes	Duration (years)	Number of Credits	Admission Eligibility	UGC Recognition Letter no. and Date
1	Master of Business Administration	2	92	Bachelor degree in any discipline from recognized University/ Institution. Graduates of recognized professional programs like CA/ ICWA etc. are also eligible to apply	F. No. 1-10/2025 (DEB-SR), April 10, 2026 & October 3, 2025
2	Master of Computer Applications	2	80	A candidate shall have passed the qualifying examination of BCA/ B.Sc. (Computer Science)/ B.Sc. (IT) / B.E. (CSE)/ B.Tech.(CSE) / B.E. (IT) / B.Tech. (IT) or passed any graduation degree (e.g.: B.E/ B.Tech / B.Sc. / B.Com. / B.A/ B.Voc) with Mathematics, Business Mathematics, Programming or Statistics at 10+2 level or at Graduation level.	F. No. 1-10/2025 (DEB-SR), April 10, 2026 & October 3, 2025
3	Master of Arts (English)	2	80	Bachelor's Degree or its equivalent from a recognized Board / University.	F. No. 1-10/2025 (DEB-SR), April 10,

					2026 & October 3, 2025
4	Master of Commerce	2	80	Bachelor's Degree in Commerce or its equivalent from a recognized Board / University.	F. No. 1-10/2025 (DEB-SR), April 10, 2026 & October 3, 2025

HEI ID: -U-0747 **Name of HEI:** Chandigarh University **Type of HEI**: Private

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	The Centre for Internal Quality Assurance (CIQA) acts as an apex body at Chandigarh University functions in accordance with the UGC-DEB Regulations 2020 through a robust internal quality monitoring mechanism focused on learner satisfaction, academic excellence, and continuous enhancement. It ensures and enhance the quality of programs offered in the Open and Distance Learning (ODL) and/or Online modes with key functions and initiatives including: ● Institutional Quality Monitoring Mechanism A well-defined internal framework is in place to monitor, review, and improve the design, delivery, and assessment of all ODL and Online programs to ensure they are at par in quality to conventional programs. ● Learner-Centric Support System CDOE has a quick responsive learner support team that addresses student queries related to systems, processes, academics, and services ensuring that learners are guided and supported throughout the duration of their academic journey. ● Continuous Quality Improvement Self-evaluation, academic audits, and feedback analysis is part of a dynamic and evolving internal quality assurance system that ensure academic standards are maintained and	*CIQA Annexure 2 (A)*

		continuously upgraded to meet national benchmarks and learner expectations. ● Compliance with UGC-DEB Norms CIQA ensures that all programmes, learner support services, and administrative processes adhere strictly to the UGC-DEB Regulations, 2020.	
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	Self-evaluative and reflective practices are adopted as a core part of its internal quality assurance mechanism, in line with the UGC-DEB Regulations, 2020 to ensure ongoing quality enhancement in the delivery of Online and ODL programmes including the key measures: • UGC- DEB recognized programmes are offered and all necessary approvals and documentation are maintained to meet minimum NAAC accreditation scores or NIRF rankings before launching ODL/Online programmes, evidencing proven quality and institutional experience. ● Periodic academic audits and monitoring exercises are conducted to evaluate the effectiveness of teaching-learning practices, curriculum implementation, and assessment systems to identify the gaps and areas for enhancement, fostering a cycle of improvement. ● A culture of continuous improvement is embedded across all academic and administrative processes to ensure seamless, learner-centric services at every operational level. ● Learner support systems are regularly reviewed through interactive sessions, office hours, discussion forums, and feedback mechanisms.	

3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	**Infrastructure & Technology** Availability of robust digital platforms and tools capable of supporting effective delivery, interaction, and assessment which includes Learning Management System, digital content, and secured IT infrastructure supporting synchronous and asynchronous learning. **Curriculum Design & Academic Standards** Curriculum is reviewed on a continuous basis and updated to reflect current developments in employment areas, and align with national requirements. Curriculum Development in ODL Mode are alignment with their conventional counterparts to maintain academic equivalence and inclusivity for learners from diverse educational backgrounds. It is further ensured that all programmes have a well-structured curriculum that matches the quality and standards of conventional programmes. **Faculty upskilling and re-skilling** Periodic capacity-building and training of teaching, administrative staff, and learner support personnel are conducted as well as supported to maintain high pedagogical standards. **Accessible Learner Support Services** Comprehensive student support extended across academic, technical, and administrative domains, ensuring accessibility, responsiveness, and learner satisfaction throughout the learning journey. **Assessment & Evaluation** Implementation of fair, transparent, and consistent systems for learner evaluations—covering assignments, examinations, and feedback. Continuous evaluation practices are embedded to monitor learner progress and improve instructional quality.	Proceedings of CIQA Meeting *Annexure 2 (B)*

		Quality Assurance & Feedback Mechanisms Academic Quality and delivery enhancement through continually strengthening the academic delivery in internal quality circles and pedagogical innovations to ensure learner-centric outcomes. **Transparency & Data Management** Regularly updating the website and also informing the statutory bodies about the programme details, enrolment data, approval letters, schedules, academic calendars, and other quality-related information as mandated by UGC regulations	
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)	Under the constant review of the statutory bodies of the University, a structured mechanism has been established to design, develop, and periodic revision of both new and existing programme as a practice to maintain academic integrity and quality standards: • Board of Studies • Curriculum Equivalence • Examination Integrity • Question Paper Setting • Centralized Evaluation • Quality Check • Examination Record Management • Convocation in Physical Mode	
05.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	As a Student Centric University, the CDOE has established a multi-tiered feedback mechanism to ensure systematic interaction with all stakeholders—learners, faculty, staff, and external entities for the purpose of curriculum review, enhanced learner experience, and academic excellence. This mechanism aligns with the UGC-DEB's mandate for quality assurance in Open and Distance Learning (ODL) and Online education with key feedback and support practices including: • Structured Counselling and Student Interaction Regular counselling sessions and interaction forums are conducted at pre-defined academic intervals, allowing students to share their experiences, concerns, and suggestions.	Learner Feedback Report *Annexure 2(C)*

		• Learner feedback is systematically collected through surveys, course evaluations, and open house sessions, ensuring actionable insights into course content, faculty support, and overall academic satisfaction. • A well-defined mentorship framework is in place where the faculty mentors guide students on academic planning, progression, and personal development to provide academic and emotional support during the special sessions conducted at regular intervals and extended through email support also for academic guidance and course-related queries. • 24x7 Helpdesk Services offers a round-the-clock helpdesk support system to address administrative, technical, and academic support queries, ensuring timely redressal and learner satisfaction. Outcome and Continuous Improvement: • Feedback collected is analyzed by the CIQA and also presented in the academic bodies meeting to identify gaps, assess performance, and initiate appropriate interventions. • Inputs received are directly fed into the curriculum review and redesign process, ensuring that academic offerings remain current, inclusive, and outcome-oriented. • Enhancements are made across the institutional verticals including academic processes, learner support services, and operational efficiency thereby embedding best practices and promoting systemic excellence.	
6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	• To ensure an effective monitoring and continuous improvement across all academic and administrative functions, a structured peer review process with both qualitative and quantitative evaluations based on data-driven indicators has been established. • This comprehensive approach helps in identifying areas for intervention and	

		ensures that appropriate resolutions are implemented in a timely and effective manner. • **Key Features of the Mechanism:** • Data-Based Evaluations are carried out using measurable indicators to assess performance, outcomes, and learner satisfaction across programmes. • Subject experts and academic peers review instructional practices, content quality, and assessment frameworks to ensure academic rigour and relevance. • Promotion of System-Based processes to support evidence-based decision-making and system-level research, aimed at fostering innovation and academic excellence. • Outcomes from peer reviews and data analysis are used to redesign services and academic delivery to promote a more responsive and learner-focused ecosystem. • Dedicated committees are constituted periodically to monitor, evaluate, and recommend improvements in curriculum delivery, learning resources, and learner support services. • Continuous feedback is collected from learners, faculty, and other stakeholders to identify gaps and make improvements in the development and enhancement of Self-Learning Materials (SLMs), in line with UGC guidelines.	
7.	Implementation of its recommendations through periodic reviews	The institution ensures that periodic reviews are systematically conducted to evaluate academic, administrative, and learner support processes. They aim to identify strengths, address gaps, and recommend actionable improvements for	

		enhancing overall quality. It supports a culture of continuous improvement, aligning institutional practices with the quality benchmarks set by UGC-DEB. ● Committees constituted for quality monitoring provide suggestions and recommendations based on internal assessments, audits, and stakeholder feedback. ● The outcomes of these reviews, along with feedback analysis, are shared with the concerned authorities to facilitate informed decision-making and prompt implementation.	
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.	Various activities are organized to ensure that the key stakeholders are upskilled/ reskilled about processes in Higher Educational Institutions in key areas such as: ● Faculty Orientation ● Teaching Pedagogy using application software ● Mapping of Learning Outcomes ● Preparation of effective Self Learning Material ● Preparation of the Programme Project Report	Activities conducted for stakeholders *Annexure 2(D)*
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	The best practices ensure comprehensive academic support, resource-rich learning environments, and continuous quality improvement for both faculty and learners aligned with the quality benchmarks set by UGC-DEB. • Seamless Digital On boarding & Student Induction • Regular Student Feedback • Free & Open Educational Resources • Industry Expert Integration & Webinars • Mentorship & Alumni Career Networking • Synchronous - Asynchronous Balance • Clear Communication & Timely Feedback • Global QA Standards & Continuous Monitoring • Hybrid Course Institute & Faculty Training • Digital Literacy & Faculty Training • Quality Assurance led Improvement	

10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s)	Data monitoring or collection, followed by data analysis in varied areas is thoroughly discussed and actionable points are taken. It is further presented in Annual Reports as key initiatives: ● SLM Content Development & Quality Check ● Feedback Analysis ● Grievance Redressal analysis ● Results & Student Progression ● Self-Assessment of Programme Coordinator ● Quality Check for Question Bank ● Progression & Quality Check for Assignments	
11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	Programme Project Report is prepared as per the guidelines of UGC ODL & Online Regulations 2020 and duly approved by the statutory bodies of University for consideration and approval. Programme Project Report for the newly proposed programmes are prepared and submitted to CIQA and placed to Academic Council for final approval before the launch of the new programme and submission to the commission.	Programme Project Report https://www.cuidol.in/
12.	Mechanism to ensure the proper implementation of Programme Project Reports	Programme Project Reports are approved by the appropriate statutory authorities of the University to ensure that each programme is according to the norms and guidelines prescribed by the Commission at par with the conventional programmes. Regular and Periodic checks are conducted to ensure the proper implementation of Programme Project Reports	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	The Centre for Internal Quality Assurance (CIQA) maintains a detailed record of all activities undertaken towards quality assurance and periodically present to the authorities of the University and submitted to the University Grants Commission (UGC), as and when required. Additionally, the Annual Report is made publicly available by uploading on the University's official	

		website to ensure transparency and accountability.	
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	Inputs are gathered from a diverse group of stakeholders, including industry experts, alumni, and academicians, to periodically review and redesign the curricula. It ensures that academic offerings remain dynamic, competitive, and responsive to the demands of the job market, thereby facilitating improved career outcomes for learners and strengthening institution-industry linkages. Areas are identified where curriculum updates or new programme offerings can enhance graduate employability and relevance through regular consultations with industry experts, alumni, and employers resulting in enahaced teaching learning experiences with technology integration, interdisciplinary approaches, and soft skills to align programmes with evolving job market needs.	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	I. Effective teaching methods and learner engagement with insights are adopted to enhance curriculum, teaching practices and offer a learner-centered environment to improve overall quality. II. Continuous feedback from stakeholders ensures the changes meet learner needs, promoting ongoing improvement and excellence in education. III. Continuous monitoring is implemented throughout the semester to proactively identify gaps or areas of improvement within the academic and administrative processes. IV. Timely and appropriate corrective actions are taken to address these gaps, ensuring smooth functioning and maintaining the quality standards as prescribed by the regulatory bodies.	

16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	Establishment of CIQA and IQAC as a dedicated Nodal Coordinating Unit of the University.	
17.	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	• Establishment of Centre for Internal Quality Assurance (CIQA) that functions as the cornerstone for continuous quality improvement and operates as an integral part of the institution ensuring planned intervention strategies for quality enhancement, fostering a culture of excellence and sustained academic growth. • Annual Quality Assurance Report is prepared for documenting progress and implementing peer committee recommendations to provide a structured and systematic approach to quality review, enabling timely identification and resolution of gaps. • Comprehensive Monitoring and Evaluation to evaluate academic delivery, learner support services, and administrative processes. Feedback collection from learners, faculty, and stakeholders, combined with data-driven analytics, ensure evidence-based enhancements. • Continuous Capacity Building for Faculty and Staff through workshops, and training sessions focusing on curriculum design, pedagogical innovations, assessment methodologies, and usage of technology in ODL & Online education while embedding quality culture within the faculty and administrative staff.  *Glimpses of Capacity Building Initiative*	

		• **Learner-centric Quality Initiatives:** Quality enhancement is aligned with learner needs through systematic feedback mechanisms, grievance redressal systems, and enhanced learner support services including digitally accessible self-learning materials (SLMs) and interactive online sessions.  *Glimpses of Initiatives Taken* • The report and analysis on the quality review in adherence to the Academic Calendar are shared with the concerned domain heads for further improvement and to enhance the accountability and process refinement through dedicated platforms to encourage transparency and accountability. All quality assurance activities, audit reports, and improvement measures are documented and made accessible.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	The University ensures that all processes and policies are formulated and periodically revised in accordance with the latest guidelines issued by the Commission. Appropriate measures are taken to keep the faculty informed and updated about new reforms and regulatory changes through orientations, circulars, and capacity-building initiatives to align institutional practices with regulatory expectations thereby fostering a collaborative approach to quality enhancement.	

		Timely submission of reports and documentation as required by the Commission.	
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	The quality benchmarking mechanisms are being developed and implemented to ensure continuous improvement in service delivery and to enhance the overall learner experience. Best Practices from other Higher Educational Institutions highlights their key quality benchmarks such as updated curriculum, transparent evaluation, modern infrastructure, faculty development, and strong learner support. These insights help our institution align with national standards and continuously improve academic quality.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	Annual report summarizes key accomplishments, challenges faced, and plans for ongoing enhancement. CIQA compiles the annual report that captures all quality assurance activities conducted during the year including academic reviews, feedback collection, curriculum improvements, faculty training, and learner support initiatives. It is shared with institutional leaders and stakeholders to promote transparency and continuous quality development. Other that sharing with the commission it is also uploaded on the website for stakeholders information.	
21.	(a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	Yes, the Annual Reports for all the previous Academic Sessions are submitted to the Statutory Authorities and also presented to the bodies of the Universities during the statutory meetings and duly approved. https://www.cuidol.in/ciqa-report**.php**	
	(b)Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	Yes, the duly approved reports are submitted to the Commission for all the previous Academic Sessions as per regulatory requirements. https://www.cuidol.in/ciqa-report.php	

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 (CIQA) is carefully monitored by the higher management to ensure it operates effectively in maintaining quality standards and upholding of academic excellence. Reports produced by CIQA assessing the quality assurance systems and processes are reviewed and approved to confirm their accuracy and usefulness.	
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 policies related to instructional planning and delivery are duly notified, and all necessary provisions are in place to design and implement a learner-centric instructional framework for each academic programme. Each programme is systematically planned and delivered through a structured academic process and include various media such as print, audio, video, online platforms, and computer-aided learning tools as a supplement to SLM in ODL.	
24.	Promoted automation of learner support services of the Higher Educational Institution	The automation of learner support services is actively promoted with initiative to enhances accessibility, efficiency, and responsiveness by implementing digital platforms for admissions, academic counseling, grievance redressal, and progress tracking. A fully automated Artificial Intelligence (AI) powered learner support system provides students seamless access to academic resources through an integrated Learning Management System (LMS). Automation ensures timely support for learners, improves communication, and streamlines administrative processes, contributing to a better overall learning experience.	
25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and	The Academic Committees include external subject matter experts, faculty from conventional learning, industry representatives from relevant organizations to ensure an objective review of the	

	annual review of its in-house processes	University's internal processes, particularly in activities related to academic validation. This external involvement enhances transparency, credibility, and alignment with academic and industry standards.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	The University has introduced third-party audits as part of its quality assurance mechanism to ensure unbiased evaluation of its academic programmes. These audits facilitate third-party validation of data, thereby strengthening the integrity, reliability, and transparency of institutional processes.	
27.	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	Yes, record and compliance of the same is maintained.	
28.	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	The curriculum, learning pedagogy, and research practices are designed to meet the demands of contemporary education and are aligned with international standards. Emphasis is placed on maintaining industry relevance through active collaboration and association with internal and external stakeholders, including academic communities, industry partners, and research organizations.	
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability	The University has established strong industry-academia linkages and networks to enhance learner exposure and employability across various domains. Regular Masterclasses are conducted by the Industry Experts that contribute to curriculum design, entrepreneurship development, skill enhancement, internships, project work, and access to advanced research facilities, thereby bridging the gap between academic learning and industry requirements.	https://www.youtube.com/@chandigarhuniversityonline https://www.linkedin.com/company/the-educators-studio/posts/

2.2 Compliance of Quality Monitoring Mechanism – As per 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. Organization Structure and Governance B. Management C. Strategic Planning D. Operational Plan, Goals and Policies	All policies and practices of the University are strategically focused on key areas such as planning, human resource management, recruitment, training, performance appraisal, financial management, and institutional leadership. Full compliance with the Quality Monitoring Mechanism outlined in Annexure–I (Part V (2)) of the UGC (ODL Programmes and Online Programmes) Regulations, 2020 is ensured while focusing on Governance, Leadership, and Management which includes establishing a clear organizational structure and effective governance frameworks to guide decision-making. Strong management practices are implemented to oversee operations, supported by strategic planning that aligns with the institution's vision and mission. Comprehensive operational plans and policies are developed and regularly reviewed to ensure quality delivery and continuous improvement in academic and administrative functions further implemented in alignment with statutory and regulatory requirements to ensure transparency, accountability, and effective governance.	
2.	Articulation of Higher Educational Institution Objectives	Chandigarh University's higher education objectives focus on delivering quality, accessible, and flexible ODL & Online learning to empower students worldwide.	

		Being a student centric university, it aims to promote innovation, inclusivity, and lifelong learning while preparing learners for a rapidly changing global environment. The university strives to equip students for professional success and meaningful societal contributions while emphasizing practical skills, interdisciplinary knowledge, and industry relevance. Hence, we are committed to fostering academic excellence, creativity, and holistic development in its learners.	
3.	Programme Development and Approval Processes A. Curriculum Planning, Design and Development B. Curriculum Implementation C. Academic Flexibility D. Learning Resource E. Feedback System	A structured process for programme development and approval is in place to maintain high academic standards. This holistic approach ensures that programmes are relevant, flexible, and aligned with industry standards, promoting academic excellence and learner success. • The curriculum is designed through collaboration between academic experts and industry professionals, ensuring relevance and inclusivity of emerging trends and skills required in the global market. • Flexible teaching methods, including blended learning, supported by experienced faculty and modern technology to ensure effective delivery. • Choice of electives, credit transfer options, and multiple learning pathways to accommodate diverse interests and career goals. • Comprehensive learning materials, digital library, interactive modules support student learning.	

		• Continuous feedback is collected to refine and improve the curriculum and teaching practices, fostering a responsive and quality-centric academic environment.	
4.	Programme Monitoring and Review	The University has constituted various academic review committees—including the Board of Studies, Academic Council, Programme Review Committee, and Content Review Committee—to monitor and review academic programmes based on diverse qualitative and quantitative criteria. Curriculum design and development procedures are closely aligned with the principles of quality and excellence, as well as the clear articulation of intended learning outcomes. The systematic needs assessments in the content are enriched through feedback obtained from key stakeholders such as students, alumni, industry experts, and academic professionals.	
5.	Infrastructure Resources	Adequate state-of-the-art infrastructure is maintained in alignment with the academic and operational requirements of the University. Strategic alignment of Degree Programmes with emerging industry needs, global digital skills demand, and employability opportunities being the priority. Systematic data collection and monitoring processes are in place to ensure the optimum utilization of facilities—including physical infrastructure, library and e-library resources, and Information and Communication Technology (ICT) infrastructure. These measures are implemented across all academic programmes to provide consistent and qualitative support to all stakeholders.	

6.	Learning Environment and Learner Support	Being committed to creating a supportive and inclusive learning environment that promotes active learner engagement and success. we offer comprehensive learner support services, including academic counseling, accessible study resources, and timely assistance through digital platforms. Innovative teaching methods and user-friendly technology enhance learning experiences, while continuous feedback mechanisms ensure that learner needs are addressed effectively. Student Campus Immersion Programme CDOE students get the opportunity to participate in on-campus immersion programs designed to provide them with hands-on workshops, networking opportunities, and exposure to the university environment.	SCIP Key Highlights Annexure 2(E))
7.	Assessment and Evaluation	The Assessment and Evaluation system is strategically designed to align with and measure the attainment of the intended learning outcomes of each programme. The assessment tools are employed to evaluate the diverse learning outcomes associated with different course components.	
8.	Teaching Quality and Staff Development	A well-established institutional framework is in place to promote quality academic counselling, capacity-building workshops, interactive teaching-learning practices, and staff development programmes. These initiatives are designed to continuously enhance the pedagogical competencies of academic staff and to foster a culture of innovation and excellence in teaching and learning.	Workshops & FDP *Annexure 2(F)*

HEI ID: -U-0747 **Name of HEI:** Chandigarh University **Type of HEI**: Private

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

Sr. No.	Provisions in Regulations	Action taken in respect of ODL Programmes	Upload Relevant Document
1.	Academic Planning	The Academic Calendar is meticulously prepared and approved prior to the commencement of each academic session and is made publicly available on the University's official website to ensure transparency and compliance. Appropriate academic planning procedures are implemented to deliver a high-quality, value-added learner experience. These include strategic alignment of teaching methodologies, infrastructure readiness, and technology support, all of which contribute to maintaining an up-to-date curriculum and achieving the broader institutional goals	*https://www.cuidol.in/*
2.	Validation	The validation mechanism is in place to ensure that all academic programmes are academically viable, aligned with prescribed academic standards, and appropriately structured to provide learners with optimal learning opportunities. External subject matter experts and industry professionals are actively involved in the validation process, as well as in the annual review of programmes, to maintain relevance, rigor, and continuous improvement.	
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	Quality remains a prime focus and is ensured through the Centre for Internal Quality Assurance (CIQA), covering all aspects from the delivery of programmes to the attainment of intended learning outcomes. a) Reports from examination centres are regularly collected and analyzed to ensure the integrity and smooth conduct of assessments. b) Audits provide independent evaluations, offering valuable insights for quality improvements. c)Performance data is systematically reviewed at programme, faculty, and institutional levels to identify strengths and areas needing attention. d) Comprehensive reporting and analytics enable data-driven decision-making and transparency.	

	Programme, Faculty and Higher Educational Institution levels E. Reporting and Analytic by the Higher Educational Institution F. Periodic Review	e) Periodic reviews of processes and outcomes are conducted to implement corrective actions and promote ongoing academic and administrative excellence.	

Part – III: Human Resources and Infrastructural Requirements

3.1 Name and details of Director of Centre for Distance and Online Education (Dual Mode University)- Regular, full time, at least Associate Professor
Or
Name and details of Head for each school (for Open University) - Full time dedicated, not below the rank of an Associate Professor

Prof. (Dr.) Gurpreet Singh, PhD
Director, CU-CDOE
Annexure 3(A)

3.2 Compliance status of "Human Resource and Infrastructural Requirements"– As per 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 Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

All the HR and Infrastructural requirements are met as per the statutory norms.
https://www.cuidol.in/faculty-list.php

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

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

Admin Staff	Required	Available
Deputy Registrar	1	1
Assistant Registrar	1	1
Section Officer	1	1
Assistants	3 (2 for DM Universities)	3
Computer Operator	2	2
Multi-Tasking Staff	2	5

HEI ID: -U-0747 **Name of HEI:** Chandigarh University **Type of HEI**: Private

Part – IV: Examinations

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

Sr. 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 recognized 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 organizations or unapproved Higher Educational Institutions. .	Yes	
4.	The examination center must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	-NA-	
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	-NA-	
6.	Building and grounds of the examination centre must be clean and in good condition	-NA-	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	-NA-	

8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	-NA-	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	-NA-	
10.	Safety and security of the examination centre must be ensured	-NA-	
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	-NA-	
12.	Provision of drinking water must be made for learners	-NA-	
13.	Adequate parking must be available near the examination centre	-NA-	
14.	Facilities for Persons with Disabilities should be available	-NA-	

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 being complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Yes, all the guidelines issued by the Commission for the conduct of proctored examinations are adopted.	
2.	A Higher Educational Institution offering ODL programmes shall have a Mechanism well in place for evaluation of learners enrolled through ODL mode and their certification.	Yes, the programme offered has a well-defined mechanism in place for evaluation of enrolled learners and their certifications.	

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 https://www.cuidol.in/academic-calendar.php Yes, Learner attendance sheet of each subject	
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/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	Yes	
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.	Yes https://www.cuidol.in/evaluation-system.php	

	(ii) summative assessment (end semester examination or term end examination): Minimum 70 per cent.		
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes https://www.cuidol.in/evaluation-system.php	
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	
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.	https://www.cuidol.in/evaluation-system.php *Annexure 4(A)*	
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	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Yes	
	(b) Availability of biometric system	--	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers		

	of Indian learners and Passports for International learners		
	(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		
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	Yes	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Yes	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	Yes	
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	
	(b) The Exams shall be under the direct control and responsibility of the Open and Distance Learning mode Institution	Yes	
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		
15.	The Learner Support Centres, as defined in the regulations and within the territorial jurisdiction, can also be used as examination centres provided they fulfill the criteria of an examination centre as defined in these regulations	*Yes,* *Chandigarh University Campus, Gharuan, Punjab*	
16.	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	*Yes*	
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* Sample Copy of Degree of learner *Annexure 4(B)*	
	(b) Each award shall also be uploaded on the National Academic Depository	*Yes*	
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)	*Yes* Sample Copy of Degree and Mark Sheet of learner *Annexure 4(C)*	

	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		

4.3 Whether any examination held through online mode.

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

No

4.4 Result and Student Progression

For UG, PG and PGD programmes

Result and Student Progression *Annexure 4(D)*

Part – V: Programme Project Report (PPR) and e-Learning Material (e-LM)

5.1 Compliance status of 'Guidelines on Programme Project Report' – As per Annexure - V of UGC (ODL 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.

Yes, PPR are submitted as per the requirement and programmes are duly approved
https://www.cuidol.in/compulsory-disclosures.php

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 Annexure-VI of the Regulations for ODL programmes.

All requirements pertaining to the Quality Assurance Guidelines specified in Annexure VI of the UGC (ODL and Online Programmes) Regulations, 2020 are adhered. The learning resources are developed in various formats, including audio-visual content, digital/online resources, and computer-based tools, ensuring they are clear, accessible, and pedagogically sound. The curriculum and teaching methods are carefully designed to promote effective self-learning with engaging multimedia elements. These resources are regularly reviewed and updated to maintain academic standards and meet regulatory requirements, thereby delivering a high-quality learning experience for all learners.

In addition to the above, the credit values, corresponding number of assignments, and the prescribed counseling hours for each programme have been meticulously determined in compliance with the UGC guidelines.

HEI LMS URL: https://portal.cuidol.in/

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

a) Content Review Committee comprising senior faculty members from the offering department and the Centre for Distance and Online Education (CDOE).

b) The committee selects contributors and editors for the preparation and editing of SLMs, and obtains approval from the competent authorities for their engagement.

c) Contributors are drawn from both internal faculty members and external subject matter experts in the relevant field.

d) After editing and formatting, the committee thoroughly examines the quality and content of the SLMs and recommends them to the Centre for Internal Quality Assurance (CIQA).

e) Upon CIQA's recommendation, the materials are placed before the Academic Council of the University for review and final approval

*HEI's LMS URL:*https://portal.cuidol.in/

Part – VI: Programme Delivery through Learner Support Centre (LSC)

6.1 Details of personal contact programmes implemented:

Please provide link and details of Learning Platform opted by HEI.

HEI's own LMS URL: https://portal.cuidol.in/

S. No.	Programmes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	No. of Students Attended on an average basis
1	UG	CU-IDOL	1	2	80
2	PG	CU-IDOL	1	2	130
3	PGD	Not Applicable			

6.2 Compliance status of 'Learner Support Centre' – As per 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.

The Chandigarh University is a Private University and hence its ODL Programmes are functioning from its headquarters only. The University has formulated a policy for Establishment & Functioning of Its Learner Support Centre in line with Annexure - VIII of UGC (ODL Programmes and Online Programmes) Regulations, 2020.The program delivery is planned and executed while following all the statutory norms. The semester wise Academic Calendar is followed and Learner engagement is ensured to maintain effective learner engagement and academic quality.

6.3 LSC wise enrollment details (Not for Private University)

Not Applicable

6.4 Off campus details (For Deemed to be University)

Not Applicable

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 SLM	Whether delivered SLM to learners within a fortnight from the date of admission
Printing Material	As per UGC- DEB norms		Yes
Audio-Video Material			Yes
Online Material			Yes
Compute based Material			Yes

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

a. Provide details as under:

No

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

Not Applicable

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

Sr. No.	Provision	Complied Yes/No with explicit link address	If no Reason, thereof
1.	Joint declaration by authorized signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2'to '17' have been uploaded on the HEI website?	Yes,	
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	Yes, https://www.cuidol.in/compulsory-disclosures.php	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes, https://www.cuidol.in/compulsory-disclosures.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	Yes, https://www.cuidol.in/	
5.	Programme-wise information on syllabus, suggested readings, contact points for counseling/mentoring, programme structure with credit points, programme wise faculty details, list of supporting staff, their working hours and mentoring (for	Yes, https://portal.cuidol.in/	

	Open and Distance Learning mode) Schedule;		
6.	Important schedules or date-sheets for admissions, registration,re-registration, counseling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes, https://portal.cuidol.in/	
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	Yes, feedback is gathered from learners, faculty, and other stakeholders on course design, content delivery, and continuous evaluation through online survey, and also direct interactions. Collected feedback is reviewed, and actionable changes are made to improve academic content, delivery methods, and learner support. These improvements are discussed during the meetings, ensuring transparency and ongoing quality enhancement of ODL programmes.	
8.	Information regarding all the programmes recognised by the Commission	Yes, https://www.cuidol.in/compulsory-disclosures.php	
9.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Yes, maintained	
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;	Yes, https://portal.cuidol.in/	
11.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with	Yes https://www.cuidol.in/faq.php	

	learners providing hyperlink support for Open and Distance Learning Programmes		
12.	List of the Learner Support Centers 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	--	
13.	List of the Examination Centers along with the number of 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	Yes	
15	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc.	Yes, https://www.cuidol.in/academic-calendar.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	Yes A third Party audit for LMS is being conducted in addition to the internal academic audit by CIQA and records are maintained. findings and recommendations are thoroughly reviewed, and corrective measures are implemented to continually improve the quality and effectiveness of our programmes.	

HEI ID: -U-0747 **Name of HEI:** Chandigarh University **Type of HEI**: Private

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 mode, shall render the enrolment invalid	Yes
3.	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) Only by way of online transfer, bank draft or pay order directly in favor of the Higher Educational Institution.	Yes
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 a Higher Educational Institution shall not engage in commercialization of education in any manner whatsoever, ands hall 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 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	Yes
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 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 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 mode, which shall be in consonance with the resources	Yes

8. (d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	Yes
8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	Yes
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	Yes
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	Yes
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centers (for ODL 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	Yes

	consideration for admission to any seat or seats in a programme of study conducted by it	
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 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 mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	Yes
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 recognized by the appropriate statutory authority or by the Commission where it is not so recognized; (b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorized to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	Yes

Part – IX: Grievance Redressal Mechanism

9.1 Compliance status of 'Grievance Redressal Mechanism' – As per 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 University has a streamlined process to prove prompt resolutions to learner queries and complaints regarding admission, examinations, dispatch of SLM, contact classes/practical, assignments etc. at the primary point.

A Grievance Redressal Cell (GRC) has been established to look into the matters of students' complaints with due approval of the Competent Authority. Contact information of the Coordinator is shared at the portal. Redress Committee is responsible to monitor, assess and review the effectiveness of procedures and closure of grievances in a time bound manner.

The Grievance Redress Mechanism has been defined, notified and uploaded on the website. The information published is updated regularly and offers online facility for submitting grievances with time based resolution facility to track the status. The Grievance, if any can be reported through online grievance redressal portal on our website via link https://www.cuidol.in/contact-us.php

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
Annexure 9(A)	

9.3 Complaint Handling Mechanism

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

A Grievance Redressal Cell (GRC) has been established to look into the matters of students' complaints with due approval of the Competent Authority. Contact information of the Coordinator is shared at the portal. Redress Committee is responsible to monitor, assess and review the effectiveness of procedures and closure of grievances in a time bound manner.

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)
Annexure 9(B)		

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

- **Student Campus Immersion Programme (June/November 2026)**

Students get the opportunity to participate in on-campus immersion programs designed to provide them with hands-on workshops, networking opportunities, and exposure to the university environment.

- **Virtual Engagement Initiatives**

The University introduced a range of virtual engagement activities including orientation programmes, learner communities, networking sessions, peer-learning activities, and online student clubs to strengthen the overall learner experience.

- **Career Readiness and Employability Enhancement Programmes**

Specialized initiatives focusing on resume building, interview preparation, communication skills, aptitude development, and professional networking were conducted to improve employability and industry readiness among ODL & Online learners.

- **My LOFT - My Library on Fingertips**

A comprehensive, digital library platform providing 24/7 access to an extensive collection of e-books, journals, and academic resources. My LOFT empowers students with fingertip access to learning materials, promoting seamless and self-paced education.

- **Office Hours for Learners to Meet Faculty**

A dedicated virtual space for students to interact with faculty during pre-scheduled office hours. This initiative fosters academic mentorship, individualized guidance, and stronger student-faculty connections.

- **AI-powered student support system**

An intelligent, AI-driven platform to assist students with real-time support for academic and administrative queries. This system will ensure a personalized and efficient resolution to learner concerns, enhancing overall satisfaction and engagement by utilizing technologies such as chatbots and intelligent tutoring systems to provide personalized assistance to students. These systems can identify specific areas where students need help and offer tailored resources and feedback, enhancing the learning experience.

10.2 Best Practices of the HEI

- Emphasis on Inclusivity and Affordability with an aim to make quality education accessible, Chandigarh University ODL provides affordable fee structures and academic counseling, ensuring that circumstances such as financial constraints or distance do not hinder educational aspirations.

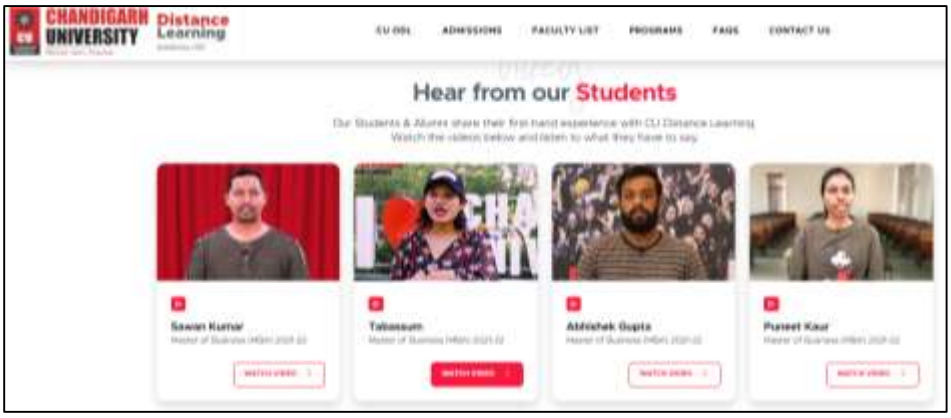
- Industry-Aligned Curriculum with input from industry experts, ensuring that learners gain skills relevant to current market needs.
- Gamified Learning Management System for flexible and student-centered education supported by a robust digital platform CU-Verse.
- Student Campus Immersion Programme integrates learning with on-campus activities for practical exposure.
- A comprehensive support & engagement with a dedicated help-desk, regular online webinars, expert sessions, and peer discussion forums, meet your Vice Chancellor, Director and Faculty to create an interactive and supportive learning environment.

10.3 Details of Job Fairs conducted by the HEI

The Industry mentorship sessions are conducted on regular basis to prepare the learners for the job market. The University also organize placement drives for students to support career development and industry engagement.

10.4 Success Stories of students of ODL mode of the HEI

The students' achievements in ODL programmes reflect our dedication to quality education as guided by UGC (ODL Programmes & OL Programmes) Regulations, 2020. We actively share these success stories on the University website, our social media platforms to recognize student accomplishments and keep all stakeholders informed. Interactive learner sessions with graduates and alumni are organized for better connect.



10.5 Initiatives taken towards conversion of SLM into Regional Languages

At CDOE we are actively working to convert E-Learning Materials into regional languages to improve accessibility and support learners across diverse linguistic backgrounds by leveraging modern technologies, including AI-based translation tools and collaborations with language experts, to ensure high-quality, culturally relevant content is made available to learners. My LOFT

our library initiative empowers students with fingertip access to learning materials, promoting seamless and self-paced education as per the user friendly language. Key initiatives to promote accessibility and inclusivity in digital education include:

• Multilingual Learning Support to facilitate access to learning resources belonging to diverse linguistic backgrounds through technology-enabled language support mechanisms.

• Digital learning resources are designed to be accessible through multiple formats, ensuring wider reach and improved learner engagement across different regions of the country.

10.6 Number of students placed through Campus Placements

The Campus Placement mechanism is being devised and placement opportunities and job placement drives are being shared with the graduating batches on a continual basis.

https://www.cuidol.in/



10.7 Details of Alumni Cell and its activity

Yes, "CU- Online & ODL Community" our dedicated alumni cell is established to initiate continuous interactions, contributions and feedback of the Alma Mater. It actively fosters engagement among its graduates by organizing virtual and physical events such as alumni meets, networking sessions, and guest lectures while maintaining a robust database of alumni and facilitate continuous interaction to support career development, knowledge sharing, and institutional growth. Through these activities, we aim to strengthen the bond between alumni and the University, encouraging collaboration and lifelong learning.



Glimpse of CU- Online & ODL Community Chapters

10.8 Any other Information

CHANDIGARH UNIVERSITY

NAAC GRADE A+

HEI ID: -U-0747 **Name of HEI:** Chandigarh University **Type of HEI**: Private

Declaration

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

Signature of the Director:

Name: Prof (Dr.) Nitakshi Dutta

Seal:

Director
Centre for Internal Quality Assurance (CIQA)
Chandigarh University
Gharuan, Mohali (Punjab)-140413

Date: 29.08.2026

Signature of the Registrar:

Name: Prof. (Dr.) S.S. Sehgal

Seal:

Chandigarh University
CU CHANDIGARH UNIVERSITY
Gharuan, Mohali

Date: 29.08.2026

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 amendments.