

HEI ID: HEI-U-0223

Name of HEI: JAIN (Deemed-to-be University)

Type of HEI: Dual

Annual Report

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER

OPEN AND DISTANCE LEARNING MODE

<2020-21>

Part – I: General Information**1.1 Date of notification of the Centre (attach a copy of the notification):**

https://drive.google.com/file/d/1ii2X1j5TWnn_uXjWAWy1QXabsXMvtjFf/view?usp=share_link

1.2 Details of Director, CIQA

- Name: Dr. Asha Rajiv

Qualification: PhD (Physics), M.Phil. (Physics), M.Sc. (Physics) B.Ed.

Appointment letter & Joining report -

https://drive.google.com/file/d/1h4QynX0X3E7DTUDsMiK58V_laVQKrRFG/view?usp=share_link

1.3 Details of CIQA Committee:**a. Composition as per Regulations**

Sr. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Dr. Raj Singh	Sciences	12 th Jan 2021
b.	Three Senior teachers of HEI	Member 1	Prof. Balasubramanya N	Sciences	12 th Jan 2021
		Member 2	Dr. Chandra Sekar Shastry	Engineering	12 th Jan 2021
		Member 3	Dr. Richa Gupta	Social Sciences	12 th Jan 2021
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Dr. Dinesh Nilkant	Management	12 th Jan 2021
		Member 5	Dr. Hariprasad S A	Engineering	12 th Jan 2021
		Member 6	Dr. H. Muralidharan	Management	12 th Jan 2021
d.	Two External Experts of ODL and/or Online Education	Member 7	Dr. G.S.D.Babu, Former Director- M P Birla Institute of Fundamental Research	Sciences	12 th Jan 2021
		Member 8	Dr. R.S. Deshpande, Former Director, Institute for Social and Economic Change (ISEC)	Social Sciences	12 th Jan 2021
e.	Officials from departments of HEI · Administration · Finance	Member 9 Administration	Mr. Paswanath M S	Commerce	12 th Jan 2021
		Member 10 Finance	Mr. N Babu	Commerce	12 th Jan 2021
f.	Director, CIQA	Member Secretary	Dr. Asha Rajiv, Director - IQAC	Sciences	12 th Jan 2021

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

Yes

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	12 th Jan 2021	1	https://drive.google.com/file/d/105VmzRwe9tX6YeJqCxcQNvk8QJJt8E5c/view?usp=share_link	https://drive.google.com/file/d/105VmzRwe9tX6YeJqCxcQNvk8QJJt8E5c/view?usp=share_link
Meeting 2	8 th May 2021	1	https://drive.google.com/file/d/105VmzRwe9tX6YeJqCxcQNvk8QJJt8E5c/view?usp=share_link	NA

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

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority	No. of Learner Support Centre	Number of students admitted (Male/Female/Trans-gender)
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HEI ID: HEI-U-0223			Name of HEI: JAIN (Deemed-to-be University)					Operationalized as per territorial jurisdiction*/ Off Campus	Type of HEI: Dual			
							(s) (DD-MM- YYYY) of HEI/Regulatory authority (if required)		M	F	TG	Total
1.	NA											
N.												

***Not for Private University**

Note: Mention details separately for <Month, Year>academic session, as applicable, as above.

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

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority(if required)	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.	NA											
N.												

***Not for Private University**

Note: Mention details separately for <Month, Year>academic session, as applicable, as above.

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

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and	No. of Learner Support Centre Operationalized as per territorial	Number of students admitted (Male/Female/Trans-gender)
1.	NA							

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N								
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Note: Mention details separately for <Month, Year>academic session, as Applicable, as above.

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

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 Operational ized as per territorial jurisdiction */Off Campus	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1	Bachelor of Arts	3 years	132	10+2 or any equivalent from a recognized University	Rs. 36,500/-	F.No. 14-3/2018(DEB-II) 26/10/2018	0	480	195	0	675
2	Bachelor of Science (PMCS)	3 years	132	10+2 or any equivalent from a recognized University	Rs. 44,000/-	F.No. 14-3/2018(DEB-II) 26/10/2018	0	4401	1308	0	5709
3	Bachelor of Commerce	3 years	132	10+2 or any equivalent from a recognized University	Rs. 39,500/-	F.No. 14-3/2018(DEB-II) 26/10/2018	0	513	188	0	701
4	Bachelor of Computer Applications	3 years	132	10+2 or any equivalent from a recognized University	Rs. 51,500/-	F.No. 14-3/2018(DEB-II) 26/10/2018	0	93	34	0	127
5	Bachelor of Business Administration	3 years	132	10+2 or any equivalent from a recognized University	Rs. 50,000/-	F.No. 14-3/2018(DEB-I) 24/01/2019	0	8318	623	0	8941

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

Sr. NO	Post - 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 Campuses	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1	Master of Science (Psychology)	2 years	90	Degree from a recognized University with a minimum of 50% of total marks obtained (45% for SC/ST) in the cognate/related subjects in the entire degree course.	Rs. 34,500/-	F.No. 14-3/2018(DEB-II) 26/10/2018	0	232	392	0	624
2	Master of Arts (Economics)	2 years	90	Degree from a recognized University with a minimum of 50% of total marks obtained (45% for SC/ST) in the cognate/related subjects in the entire degree course.	Rs. 25,500/-	F.No. 14-3/2018(DEB-II) 26/10/2018	0	52	25	0	77
3	Master of Commerce	2 years	90	Degree from a recognized University with a minimum of 50% of total marks obtained (45% for SC/ST) in the cognate/related subjects in the entire degree course.	Rs. 25,500/-	F.No. 14-3/2018(DEB-II) 26/10/2018	0	132	125	0	257

Not for Private University*Note: Mention details separately for <Month, Year>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	The University is focused on seamless learning, access to learning resources and instructional materials in order to improve the knowledge quotient and employability of learners by improving various skills. The curriculum is periodically revised with the implementation of contemporary industry requirements, concepts and skills prior to the commencement of the program. Instructional manuals, SLMs are constantly updated as per provisions stipulated as per UGC [ODL] regulations 2020. The quality in teaching - learning process is enhanced by focusing on knowledge transfer through multiple interactive platforms, optimal access to teaching-learning resources, instructional materials, improved self-learning material (SLM), multi device access to LMS - learning management system (LMS) for student progression. The academic counselling, personal contact programs and doubt clearance sessions, discussions were conducted online to ensure the learning experience is at par with conventional mode.	https://drive.google.com/file/d/1yIxpVOHNSuzrzBa4GQL9H4PWvLgK1Od8/view?usp=share_link
2	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes	Introspection and reflective exercise for optimal service quality and service delivery by the University is facilitated through a consultative process with students, faculty, subject matter experts and principal officers. Constant observation and review of the academic, administrative and evaluation process give the inputs for quality improvements. The continual self-reflective exercise has facilitated the improvement in enabling learning through multi-device access to learning materials, access to live counselling and PCP sessions, and use of Self Learning Material through both synchronous and asynchronous mode aiding in the ease and progression of learners. Comprehensive review of curriculum, instructional material and learning resources, SLM, tools for self-evaluation and continuous assessment prior to the commencement of every semester to ensure maintenance of academic integrity of the academic system and improved learning aligned with learners. The self-evaluative process of the academic system constantly ensures the need and relevance of programs on offer for contemporary learners and job requirements by evaluating the courses under each of the programs, the course material and its availability, the academic calendar, adequacy of learner and faculty resources for conduct of the program. The review of the learner support system mitigates and resolves the issues faced by the learners within specific time lines enabling learner progression through formative and summative assessment with timelines and relevant feedback.	https://drive.google.com/file/d/1y-ZVGkvujKtioBFt6v-PEqJltF_elecQ/view?usp=share_link https://drive.google.com/file/d/1V0fcp9RCScttSR1-incGHnS_KL3ydIS/view?usp=share_link

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	of the Higher Educational Institution		
3	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	Based on the observations and interactions the University looked into the quality-of-service offerings of ODL. The university constantly looks into the functioning, systems, structure and process of ODL in fulfilling its mandate as prescribed. The key areas identified where the quality should to be maintained were: • Learning management system (LMS) - Focus on access and responsiveness of LMS, access the instructional and self-learning material, facilitation and administration of teaching-learning process, tracking of student progression, formative assessment & evaluation and monitoring of student participation • Formative assessment: The progression in learning, formative assessment through self-evaluation and practice exercises and communication of learners' performance, observations of academic counsellors and progression in each course and semester. • Summative assessment - Integrity and due diligence in all aspects of summative Coverage of the entire curriculum of the course, proctoring, integrity and transparency in evaluation, reporting mechanisms and announcement of results. • Mode of instructional design and curriculum delivery: The curriculum encompassing knowledge components, and skill components, Mechanism of curriculum delivery, platform for interaction and guidance to learners, and access to learning resources. • Students Support: Responsive and proactive support to learners, addressing the diversity in nature and type of support viz, academics, assignments, examinations and general inquiry.	https://drive.google.com/file/d/1MURPpGkt4asiXPU5B1PgZB6BEHNwg1M/view?usp=share_link
4	Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the	The mechanism to ensure the quality of ODL programmes matched with quality of programmes in the conventional mode is learner centricity. The university has Learner first and learner always as an approach for the teaching - learning process. The key components of the mechanism for ensuring quality of ODL programmes matched with quality of programmes in the conventional mode are: • The Curriculum is developed in par with the programmes of conventional mode with moderation befitting the needs of the distance learners embedding transferable skills for better employability. • Providing academic flexibility through CBCS- Choice based credit system where the students get to choose specific choice courses • High quality of instructional materials and the content for self-learning material developed to lead the learner through key knowledge components while embedding of Self-assessment questions, glossary of key terms and references to augment the learning through the SLM • Qualified faculty, having the requisite technical knowledge and skill sets for development of program and instructional materials	https://drive.google.com/file/d/1jwxP7UscISXMZScZ85sPm6LZ9QThiS6C/view?usp=share_link

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	quality of relevant programmes in conventional mode (For Dual Mode HEIs)	- Online assessment system with good quality questions that are based on recall, understanding, application and comprehension levels enabling progression in learning through formative assessment which follows the progression in learning. Distribution of the formative assessment to leverage the progression with appropriate distribution of course curriculum i.e. The first assignment covers the first half of the curriculum and the second assignment covers the remaining half of the curriculum for the course. Feedback is also given to the learner during the formative assessment process. - Conduct of Academic counselling and Personal Contact Programs (PCP) sessions to provide in-depth knowledge in respective courses, clarification of doubts, and provide an interface to facilitate the learning experience.	
5	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	Feedback from stakeholders is obtained to infuse into the system relevant inputs that reflect on the service offerings and insights necessary to augment and supplement the teaching-learning. The feedback from students is taken through the learning management system on a regular and routine basis on the course, faculty and PCP session. The learners are free to give their feedback obtained in anonymous mode. The feedback forms are annexed to this document. Course Feedback Faculty feedback PCP feedback The feedback is shared with the concerned faculty for making suitable changes and improvement in content and delivery. Faculty and staff provide feedback based on interaction and queries raised by the learners and the same is factored in curriculum development, course content and teaching learning process. Other stakeholders provide feedback during specific interactions, events and such other opportunities as may arise from time to time. Due consideration is given to the same for suitable action. Academic peers and subject matter experts also provide valuable feedback for improvement of the instructional materials, self-learning materials, teaching learning process and evaluation for improvement in service quality and better learner engagement.	https://drive.google.com/file/d/1Ouu3XZiUQCeslbQtspxsPRKUxCk322B/view?usp=share_link

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6	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement are: - Establishment of the Centre for Internal Quality assurance which shall ensure defined process along with the necessary documentation of each activity conducted by the department. - Quality monitoring mechanism covering key areas of instructional design, learning and learner support and mechanism for monitoring the programme delivery. - Defining the process to ease the maintenance and access of documents for future references - Annual Academic planning and strategic planning of activities to meet future trends and possibilities. - Learning environment and learner support creating an environment conducive to learning and providing adequate support to the learner through career counselling	https://drive.google.com/file/d/1y-ZVGkvujKtioBFt6v-PEqJltF_elecQ/view?usp=share_link https://drive.google.com/file/d/1V0fcp9RCSgttSR1-incGHnS_KL3ydIS/view?usp=share_link
7	Implementation of its recommendations through periodic reviews	The CIQA committee ensured the quality parameters as per directives of the University and regulations were set and monitored. The Centre reviewed all aspects of the program implementation, instructional material, program delivery, faculty and infrastructure resources are in place prior to the commencement of every semester. Suggestions and recommendations are effected immediately and academic process review conducted prior to the commencement of every semester ensures the effectiveness of changes made. - Process review and development of the admission process flow chart was done to ensure interaction with the learners, enabling pre-admission counselling for making informed decisions by learners and facilitating seamless admission process for the learner. - Instructional design was reviewed with focus on interaction and learner engagement. The Self-Learning materials made accessible to the learners through multiple devices of Desktop, laptop, tab, mobile etc. Quality monitoring mechanisms covering key areas of instructional design, learning and learner support and mechanism for monitoring the programme delivery were ensured through periodic review. - Strategic planning of activities to meet future trends and possibilities were initiated with focus on learning environment and learner support creating an environment conducive to learning and providing adequate support to the learner.	https://drive.google.com/file/d/1Nci2ilW7GprXOEztKNIBCguvuhDn2XYZ/view?usp=share_link
8	Workshops/seminars/symposium organized	Curricular and co-curricular activities are organized and conducted by CDEVL to enable enhancement in quality of learning and knowledge among students, leveraging faculty towards better learner engagement and research and disseminating contemporary knowledge and research insights. A report on activities is prepared and submitted in the form of an annual report. Entrepreneurship is a thrust area of the University and CDEVL conducts sessions on Innovation and Entrepreneurship and Growth Opportunities of Entrepreneurship. To enable students and faculty to	https://drive.google.com/file/d/1oeSuQ4ozoUsSFfY5gbuyyDt-fAEFFgwu/view?usp=share_link

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	on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.	mitigate the impact of pandemic as session on Importance of work life balance. The sessions conducted relating to the thrust area include: • Importance of Work-Life balance • Innovation and Entrepreneurship • Growth Opportunities of Entrepreneurship	https://drive.google.com/file/d/19CKw76vswQ5hiF2YPUPFekNn-MaUpSVb/view?usp=share_link https://drive.google.com/file/d/1mvsQnMoByuDu6Sw007atFoGO-X1pyuU/view?usp=share_link
9	Developed and collated best practices in all areas leading to quality enhancement in services to the	Distance learners have a challenge of managing time between personal, professional, and learning. CDEVL, recognizing this critical element, looked into the following best practices: • Embracing technology for better and quick access to learning resources, remote access to personal contact programs and counselling sessions, enabling learning through interactive mediums for discussions, doubt clearance and responsive to learner queries and grievances. • Active Learning, to make sessions more interactive and learner centric and engaging including flipped classrooms. • Progression in learning through regular assessments and self-evaluative exercises. • Enabling Peer to Peer learning through discussion forums, interactive sessions, flipped classrooms. Colloquiums for cross levelling of knowledge among students and faculty. • Enabling asynchronous learning by ensuring access to all sessions conducted online and in blended mode. The aforesaid best practices were implemented and embraced by CDEVL through the LMS platform and faculty. Content covering the four-quadrant of e-content, e-tutorial, web resources, and self-assessment. Mapping the four-quadrants through use of glossary of terms, video content and use of	https://drive.google.com/file/d/14PpBrGWY_U M7HmNnCPbsx2vJeMzv35ai/view?usp=share_link

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	learners and disseminate the same all concerned in Higher Educational Institution	e-games, stepwise presentation, process chart, apparatus, and test inventories are significant innovations used by the CDEVL- ODL. Internships and field training in the field of Psychology was encouraged to acquire hands-on experience. Faculty interactive sessions were conducted to encourage faculties adopt and use these best practices which conduct counselling sessions and personal contact programs.	
10	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the program me(s).	The program quality is monitored by collecting, collating and disseminating data relating to the key activities of the program. The process followed: • The Academic calendar of events states the time for all academic activities. • Monitoring the progress of the program follows the academic calendar. • Data collected on academic activities i.e academic counselling sessions held, Course completion status, Formative assessment completion, attendance of learners, progression of learners are compared with Benchmarked standards. • Deviations are identified for corrective and preventive actions The report on academic counselling sessions (PCP) helps in monitoring the number of sessions held and mid-course corrections done to ensure adequate counselling sessions for learners under each program and course. Submission of assignments by learners and their evaluation are monitored to ensure timely evaluation and processing of results and progression of learners. Quality of programme relies on close evaluation of course plan delivery, assessment, and employability. Feedback from stakeholders on course, counselling sessions and faculty do provide additional insights into the programme and provide additional inputs for quality improvement.	https://drive.google.com/file/d/1Ouu3XZiUQCeslbQtspxsPRKUxCk322B/view?usp=share_link
11	Measures taken to ensure that Program me Project	The Centre for Distance Education and Virtual Learning prepares the Program Project Reports for every proposed program keeping in mind the regulations and guidelines of UGC with respect to programs that can be offered, nomenclature of the program, existence of the program in the regular mode and approvals from statutory bodies and principal officers of the University. The program objectives, program outcomes are aligned to meet the outcomes for distance learners. Keeping in mind the Vision, Mission and Goals of the University, ensure preparedness for offering the program by: • Preparing Program Objectives, Program outcomes, course outcomes and Course Matrix	https://drive.google.com/file/d/1ug65GYifvtZCTguMIWz5jNZmEFRDVhw/view?usp=share_link

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	Report for each program me is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the program me	• Preparation of Self Learning Material (SLM) for the program based on the curriculum and guidelines of UGC and University on preparation of SLM. • Submission and obtaining approval for the self-learning material for the courses offered under the program to the Academic council and Board of Management for due approval. • Receiving of Approval for obtaining necessary approval from UGC • Submission of PPR to UGC-DEB for offering the program. • The programs are offered to the distance learners only upon the due approval of UGC. Measures taken: 1. Identification of programs to be offered in Distance education mode. 2. Moderation of the Program details and course matrix of the course at the department level 3. Preparation of program report for due submission to principal officers through the Academic Director. 4. Submission of the proposed programs with detailed outline of the programs to Principal officers for seeking due approval. 5. Approval by Statutory Bodies – Academic Council and Board of management 6. Submission of proposal to UGC, providing all relevant details. 7. Due scrutiny inspection presentation and validation of submissions made by UGC. 8. Receiving of approval from UGC 9. Initiation of implementation of the program in CDEVL.	
12	Mechanism to ensure the proper implementation of Program me Project Reports	Program Project Report provides a complete outline of the courses, course matrix, POs and COs, academic calendar and evaluation. Prior to implementation, operational preparedness for implementation of the program is scrutinised, verified and validated. The tasks performed are: 1. On-boarding of the program in the Learning Management System and ERP, Uploading and review of Self Learning Material and the contents on LMS, Ensuring availability of self-assessment questions, mock tests, etc., Pre-loading of question bank for mock assessments and continuous evaluation and Validation of functionality and operational readiness in terms of self-learning material 2. The key elements monitored and scrutinised for ensuring systematic implementation of program projects are:	https://drive.google.com/file/d/1ug65GYiftZCTguMIWz5jNZmEFRDVhw/view?usp=share_link

		1. Availability of Self Learning Material (SLM) module wise and unit wise in the LMS 2. Availability of self-assessment questions, 3. Availability of mock assessments 4. Availability of E-content, videos, etc., in the LMS 5. Availability of other learning tools (if any) 6. Availability of continuous assessment on the LMS in terms of all the continuous assessments components (Assignment 1, Multiple Choice Question Paper 1, Descriptive Assessment Questions 1, Assignment 2, Multiple Choice Question Paper 2, Descriptive Assessment Questions 2) 3. Ensuring ease of access and seamless learning by distance learners. 4. Ensuring availability of the academic calendar, hand book and student handbook. 5. Providing due publicity and information relating to the program through the website, social media etc., 6. Enrollment of students to the program through counseling. 7. Admission and enrollment of the eligible candidates. 8. Based on academic calendar, orientation program for newly enrolled students is organized wherein the learners are appraised of the vision, mission, program, methodology of accessing LMS, SLM, counseling support and mechanism to resolve queries relating to academics, assignments, general enquiry, exams, etc., 9. Preparation of academic counseling session in the form of PCP sessions for all programs and courses and sharing the same with learners through LMS, through emails, notification, through LMS app (learning go app) 10. Monitoring the conduct of academic counseling sessions (PCP), evaluation of continuous assessments, monitoring of the progress of the program and progression of the learners. 11. Conduct of end semester examination for eligible students 12. Due follow up for the ensuing semesters till completion of the program for the batch and subsequent batches.	
13	Maintenance of record of Annual Plans and Annual Reports of Higher Education	The Centre for Distance Education and Virtual Learning prepares an annual calendar to ensure due performance of academic and administrative activities to ensure time bound compliance and completion of the tasks. Annual reports are also prepared at the centre level as well as university level. University's audit process ensures due scrutiny of performance as well as review. The reports provide insight into activities performed as well as suggestions for future course of action. Annual reports are prepared taking into consideration the qualitative and quantitative metrics of all the activities performed by the institution during the academic year. The faculty performance is monitored to ensure due compliance and completion of requisite PCP session and progression w.r.t preparation of SLM. Annual appraisal is undertaken to evaluate the performance of faculty.	https://drive.google.com/file/d/1y-ZVGkvujKtioBFt6v-PEqJltF_elecQ/view?usp=share_link https://drive.google.com/file/d/1V0fcp9RCScgttSR1-

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	al Institution, review them periodically and generate actionable reports.	The University collects and collates the data relating to students' enrolment, academic performance and progression to monitor and evaluate the performance of the centre and evolve the strategic and future plans for the centre. Academic activity is reviewed at the beginning of the semester, midcourse for corrective action and at the end of the semester. The review at the end of the semester includes stakeholder feedback.	incGHnS_KL3ydIS/view?usp=share_link
14	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	The feedback from stakeholders, peers and academia are used to collate key inputs for moderation and restructuring of programs offered. Adoption of specializations suitable to the diverse interest of distance learners, introduction of project-based learning, adoption of field reports as mechanism for experiential learning for distance learners, embedding skills based components to ensure better employability and relevant to the job market. Introduction of new programs that are being sought by distance learners in areas of humanities, commerce and management.	https://drive.google.com/file/d/1Ouu3XZiUQCeslbQtspxsPRKUxCk322B/view?usp=share_link
15	Facilitated system based research on ways of creating learner centric	Access to learning resources and instructional materials to distance learners through multiple devices and channels of communication have enhanced the learning environment. The measure has facilitated faculty qualitatively utilising the time in counselling sessions and personal contact programs. The learners can perform all learning and academic activities through their Computers and through an app on their mobile devices. The learners are now able to access all the contents, notifications, learning materials and also attend the counselling and personal contact programs, completion of assignments and other curricular and co-curricular activities. The initiatives have instilled a learner centric	NA

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	environment and to bring about qualitative change in the entire system.	environment which has also ensured faster and timely response to questions and queries raised by learners	
16	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	The University's Centre for Distance Education and Virtual Learning initiated its programs in 2019 and is in progress towards applying for accreditation upon completion of five years. The collation and compilation of data is an ongoing process duly monitored by the IQAC committee. The nodal coordinating unit takes the following measures to pursue evaluation and accreditation from a specified organization such as the National Assessment and Accreditation Council (NAAC): • Understand the accreditation process: The CIQA coordinator will educate the faculty members about the assessment criteria, standards, and guidelines established by the accreditation body. This will assist them in getting ready for the evaluation and accreditation process. • Accreditation committee: Form a committee comprising of faculty members, students, and other stakeholders. The committee will be responsible for coordinating the accreditation process and collecting the necessary information. • Self-assessment: Conduct a self-assessment of the institution based on the assessment criteria provided by the accreditation body. This will help identify the strengths and weaknesses of the institution and help in preparing for the assessment. • Preparing for the assessment: Providing data for AQAR metrics related to Open and Distance Learning (ODL). Documenting information year wise which is important to prepare for the assessment. Overall, seeking assessment and accreditation from a designated body like NAAC is a comprehensive process that requires significant preparation, documentation, and commitment from the institution.	NA
17	Measures adopted to ensure internalisation and institutionalisation of quality enhancement	Periodic assessment is an effective measure that is adopted to ensure the institutionalization of quality enhancement practices. Here are some of the steps that is taken into to achieve this: • Development of Quality Assurance Framework: For ensuring institutionalization of quality enhancement practices, CIQA is established to develop a quality assurance framework that outlines the key principles and practices. • Develop a Quality Enhancement Plan: Plan developed which focuses on the unique aspects of ODL programmes, such as learner support services, online teaching methodologies, and technology infrastructure. It outlines the objectives, strategies, and activities that are undertaken to improve the quality of the programmes.	NA

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	ent practices through periodic accreditation and audit	• Conduct Regular Quality Reviews: Regular quality reviews are conducted to identify areas for improvement in ODL programmes. The reviews cover all aspects of the programme, including curriculum, learner support services, and technology infrastructure. The reviews are conducted by internal and external experts. • Evaluate Learner Outcomes: Periodic evaluation of learner outcomes. This is done through online assessments, learner surveys, and feedback mechanisms. The evaluation is used to improve the quality of the programme and ensure that learners are achieving the desired learning outcomes. • Encourage Faculty Development: Faculty members are trained in online teaching methods, learner support services, designing and developing effective SLMs and technology infrastructure. The institution regularly organizes conferences, workshops, and guest lectures to keep faculty and students updated on the latest trends. • Implementation of Action Plans: The institution has developed action plans based on the results of the self-assessment and external assessments to address any weaknesses or deficiencies identified. The action plans are implemented in a timely manner and monitored regularly to ensure their effectiveness. • Regular evaluation of SLMs: The SLMs are accessible to all learners which involve providing materials in multiple formats, such as text, audio, and video, and ensuring that the materials are designed in a way that accommodates different learning styles. SLMs are periodically reviewed based on the feedback provided, and ensured that the revised materials meet the established quality standards.	
18	Steps taken to coordinate between Higher Education Institution and the Commission for various quality related initiatives	The centre ensures performance and compliance to all aspects of academic, administrative and regulatory requirements with the help of faculty, administrative, ICT and infrastructure resources duly guided by the Vice Chancellor and principal officers of the University. The administrative and coordinating unit takes measures to pursue evaluation and quality related initiatives. enabling the coordination of University activities in sync with regulations, guidelines, directive and statutory compliance. Periodic interaction by the coordinating unit with the office of the principal officers and communication of compliance ensure due coordination between the University and Commission.	NA

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	or guidelines		
19	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	The University provides constant inputs on various quality parameters and initiatives taken periodically to all centres and faculties. The notifications and circulars cover dimensions covering the mapping the program objectives and outcomes as also the course objectives and outcomes. Adoption of quality benchmarks which include the narrative style in self-learning material making it amenable to distance learners, the content presentation facilitating ease of understating and learning keeping in mind the diversity in learner profile, methodology to facilitate progression in learning through the course by embedding self-assessment questions and mock tests, articulation of continuous assessment in the form of assignments by providing clarity on coverage of curriculum, etc.	NA
20	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality	The activities on quality assurance presented in the form of annual report of CIQA are prepared and submitted to the principal officers for due perusal of activities undertaken and guidance on way forward. The activities of the Centre for Distance Education and Virtual Learning includes those that are conducted University wide by the University and those by the centre. The activities are focused on quality improvement, accreditation, learner engagement, faculty development, curriculum, instructional design, curricular and cocurricular initiatives. The activities cover initiatives taken on various aspects of quality parameters relating to the Teaching Learning and Evaluation Plan - TLEP, Curriculum Development Guidelines, Guidelines on Project Centric Learning and generation of project ideas, Assessment and Grading, Open Electives, research initiatives of the University etc	https://drive.google.com/file/d/1tigTdSlSjDRhHU0u-IVNB2RXB2jRtoez/view?usp=share_link

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	Assurance .		
21	Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	Annual reports are submitted every year which include details on various events and activities conducted in the institution. A detailed information on the performance of the learners, feedback received, and quality measures taken to improve the programmes are also collected and collated in the annual reports.	https://drive.google.com/file/d/1w93ZSHP7h2pMbSSFiYaJT_ZgSbgv_Ncl/view?usp=share_link
	(a) Submitted a copy of report in the format as specified by the Commission, duly approved		https://drive.google.com/file/d/1w93ZSHP7h2pMbSSFiYaJT_ZgSbgv_Ncl/view?usp=share_link

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	by the statutory authorities of the Higher Educational Institution annually to the Commission.		
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	The Centre Head along with the Director IQAC- The Internal Quality Assurance Cell (IQAC) oversee the functioning of the CIQA of the Centre for Distance Education and Virtual Learning. Periodicity of interactions and meetings, monitoring of the programmes offered, methods of teaching learning, curricular and co-curricular activities undertaken, and quality measures taken to improve the process. The committee helps create a benchmark and develop an effective and efficient system for the conduct of academic and administrative activities.	NA

	systems and processes		
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 instructional design is based on stated policy and guidelines issued by the University which are based on the philosophy of Open and Distance Learning formulated by the Academic Council and Board of management. The instructional design requirement is well articulated and covers the following key elements outlined below: Self-Learning Material (SLM) prepared for distance learners at JAIN University, aims at making content for each course self-explanatory, self-contained, self-directed, self-motivating and self-evaluating. Keeping the diverse backgrounds of learners at the Centre for Distance Education and Virtual Learning, SLM's aims to enhance learner experience, support their learning and facilitate synchronous and asynchronous learning. - Each course under each of the programs are mapped with the Program Educational Objective, Program Outcomes. Each course and the course contents under each of the programs shall be moderated keeping in mind the learning through the course based on the course outcomes ensuring that the SLM's are self-contained covering all dimensions of learning - The SLM's are drafted keeping in mind the learning objectives which are aligned to the course outcomes. They follow the guidelines issued by the University for preparation of SLM's. - Assessment of their prior knowledge and progressions in learning shall be enabled through practice questions given at the end of each module, learning activities and examples given in the SLM. - E-learning materials and other learning activities and case study shall be included enabling the learner to appreciate and understand the progressions in learning achieved as well as self-evaluation of progression made. - Summary of the module with glossary of terms and pointers given at the end of each module help the students to have a better grasp and understanding of key learning under each module. Guidelines for developing SLM (Self Study Material) - SLM shall be developed with the approach of - self-explanatory - self-contained - self-directed - self-motivating - self-evaluating	https://drive.google.com/file/d/1yIxpVOHNSuzrzBa4GQL9H4PWvLgK1Od8/view?usp=share_link

2. The Self-Learning Material shall be self-contained providing complete course description comprising overview of units along with the objectives, activities, assignments and additional resources.
3. There shall be description of credit value of each module or unit in the course.
4. The course material shall provide an environment for practice, at the learner's own pace and in his/her own time.
5. There shall be clear guidelines on academic integrity and netiquette (internet etiquette) expectations regarding activities, discussions and plagiarism.
6. The course shall be designed to teach concepts and skills that the learner will retain throughout the study.
7. There shall be multiple learning paths for engaging the learner in active learning.
8. The content shall provide opportunities for learners to engage in higher- order thinking, critical-reasoning activities and thinking in increasingly complex ways.
9. The following is an indicative list of quality standards for printed learning materials:
 - i. The Self Learning Material shall be structured on the Learning Outcome based Curriculum Framework (LOCF).
 - ii. The Self Learning Material shall be designed with the approach of two-way communication between the learner and content.
 - iii. The content of Self Learning Material shall be presented in an interactive, conversational format with dialogue and personal system of writing method which will create the nature of interactivity in Self Learning Materials.
 - iv. The Self Learning Material shall involve the learner actively through various experience-based activities and assignments.
 - v. The learner should get clear information about the structure of the programme and course.
 - vi. There shall be detailed concept/learning map in Self Learning Material for the learner so that he or she will be self-directed for completion of his or her studies with clearly stated learning outcomes.
 - vii. The Self Learning Material shall encourage learner to apply new knowledge and skills.
 - viii. The content of a course should be divided into a few Blocks on major related themes, each block containing a few Units on a major theme for effective learning.
 - ix. Units in the Self Learning Material shall be developed in defined formats with the following features, namely: -
 - a. Consistent layout and format;
 - b. Inclusion of overview of content;
 - c. A unit structure, Introduction, and expected learning outcomes and reference to prior learning at the beginning of the unit and Summary at the end
 - d. Presentation of content in appropriate sequence in sections and sub-sections synchronized with learning objectives and outcome, containing plenty of examples including national or international case studies, wherever relevant;
 - e. Explanation of icons, symbols, formula etc. used in content;
 - f. Explanation on technical, new, difficult terms or word in a glossary/ keyword section;

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		g.Inclusion of adequate suggested reading (both print and online). Important Note; SMEs are also required to prepare a question bank that includes at least 50 MCQs from each module and 20 descriptive questions (1mark questions=5, 2 mark questions=5, 5 mark questions=5, 10 mark questions=5 from each module.	
24	Promoted automation of learner support services of the Higher Educational Institution	The Centre for Distance Education and Virtual learning has prioritised learner support for timely redressal of learner grievances. Support sought by learners are academics related, assignment related, Examinations related or general queries. The centre has responded to the learner queries in a time bound manner. The support sought by learners cover, doubt clarifications, assignment submissions, process completions, status of progression and other related matters. . The general issues are given below: • Queries related to Learning Management System - LMS, Viz., password, login credentials, subject miss-match, language options, access to SLM, access to video, must be addressed to enquiry.cde@jainuniversity.ac.in • All queries pertaining to assignments, assessment mode, assignment pattern, duration, shall be addressed to assignments.cde@jainuniversity.ac.in • All queries related to academics, course credits, project/training sessions, synopsis, dissertations, personal contact programs, doubt clarification sessions, videos, reference materials, previous year question banks shall be addressed to academics.cde@jainuniversity.ac.in • All queries related to examinations, Examination Timetable, Question paper pattern, duration of examination, mode of examination, passing criteria, Backlogs, payment of exam fees and revaluation fees, practical and Viva-Voce Exams shall be addressed to exams.cde@jainuniversity.ac.in The university has addressed all the issues raised by students as per issues raised in the above category. The University has not received any grievances that have been escalated to higher authorities during the period.	NA
25	Coordinated with external subject experts or agencies or organisations, the	The Centre, guided by the Academic Director of the University and Principal officers, conducts a review of the in-house processes along with subject matter experts. The suggestion on the functioning and quality dimensions that require improvements such that they meet with the standards and expectations of the University. CDEVL initiates actions accordingly to ensure due compliance to the directives received.	NA

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	activities pertaining to validation and annual review of its in-house processes		
26	Coordinated with third party auditing bodies for quality audit of programme(s)	The Centre in coordination with IQAC ensured due monitoring of all activities of the centre periodically and annually. A comprehensive audit of the all the centres, schools, research centres at the University is undertaken once in every three years	NA
27	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf	The CDEVL is in process to undergo its assessment cycle aligned with the university assessment cycle. However, due process of quality maintenance and recording of activities undertaken and generation of reports ensure availability of records of preparation of SAR.	NA

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	of Higher Educational Institution		
28	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	The University ensures a 360 degrees approach to quality. The quality initiatives of the University cover all the schools and centres indoctrinating contemporary and futuristic quality standards and initiatives. The dimensions include, learner centricity, research, entrepreneurship. The multiple centres of research, societal concerns and entrepreneurship support CDEVL. The research and other centres of the University are CERSSE - Centre for Research in Social Sciences and Education, Center for Ancient History and Culture (CAHC), Centre for Nano and Material Sciences (CNMS), Center for Research in Aerospace Engineering and Management, Fire and Combustion Research Center (FCRC), Chenraj Roychand Center for Entrepreneurship (CRCE), The Center for Disaster Mitigation (CDM). These centres have been spearheading research initiatives. Research centres in various domains are creating opportunity for all learners towards enhancement of knowledge and enhancement of quality in education and research.	NA
29	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	University placement cell has linkage with several industries and institutions. The Centre leverages the linkages for better industry collaborations, facilitation of field study, internships, empirical study and also placement. The linkages are also used for co-curricular activities of guest lectures and interactions that provide exposure to the learners and facilitate consolidations knowledge and honing in transferable skill for career enhancement. The university reaches out to employed learners by connecting with key personal organizations through whom it reaches out to employed learners helping them enroll to various programs at the university ensuring their learning and progression	NA

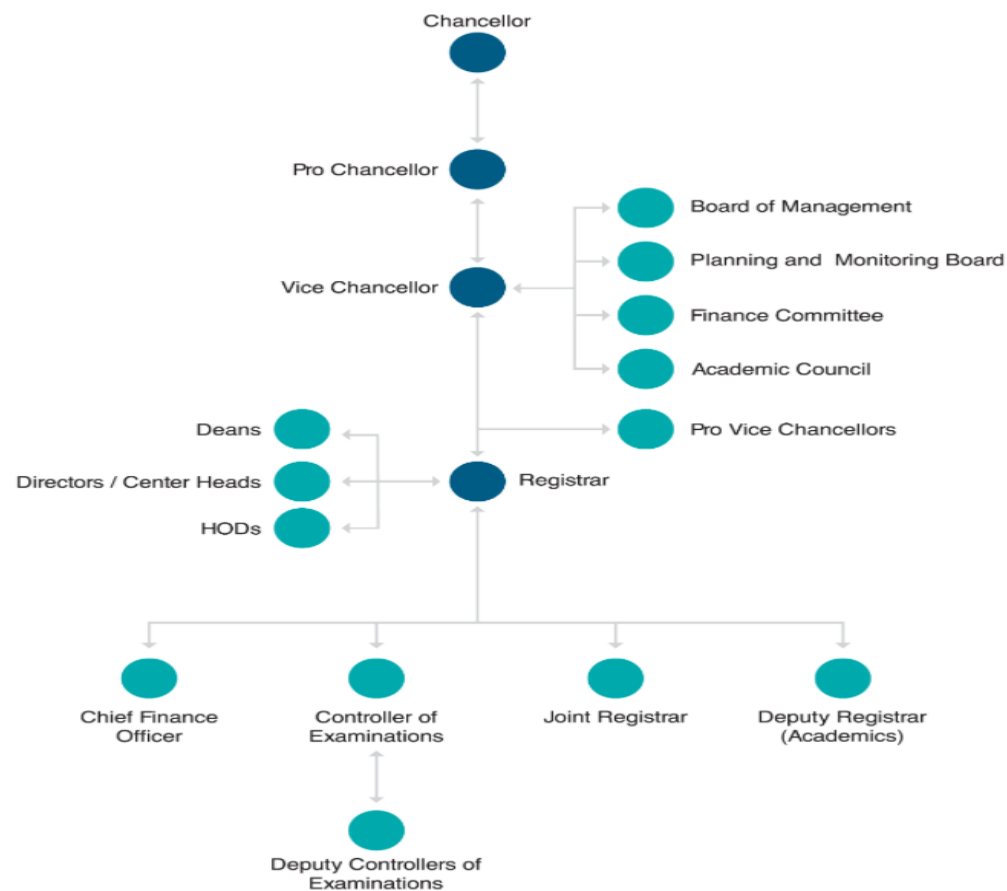
2.2 Compliance of Quality Monitoring Mechanism – As per Annexure–I (Part V (2)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020:

Sr. No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document
1	Governance, Leadership and Management: a. Organisation Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	The University has a highly pro-active and engaging leadership in the Chancellor and Founder of the University Dr Chenraj Roychand who is inspirational and motivational. The Pro Chancellor Dr Sundararajan who was also the former Vice Chancellor of the university provides guidance and shares his insights to ensure maintenance of the highest standards of quality in education and institutional processes. The Vice Chancellor is duly supported by The Board of Governors, Academic Council, Planning and Monitoring Committee, Finance Committee, The Pro Vice Chancellor supports the Vice Chancellor in smooth operations and functioning of the University. The leadership team ensures and facilitates in planning activities of the centre, access to and availability of infrastructure, finance and human resources, formulation of strategic and future plans of the centre. a. Organisation Structure	https://drive.google.com/file/d/14aCmME64R8x-ngBlTY_MCNmGduF71xn1/view?usp=share_link

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b. Management

The Leadership team of the University provides impetus to ensure the organisation culture and environment amenable to attainment of the vision and mission of the University. The University facilitates a dynamic environment inspiring and encouraging learners to transform their innovative ideas and develop new enterprises through a culture of entrepreneurship.

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		The University Vision “To make societal impacts through increased access and quality education” is facilitated by the Centre for Distance Education and Virtual Learning through its mission of: • Contributing to democratisation of higher education through Distance Education. • To provide access to quality higher education to redress social and educational inequality • Enhancing flexibility and student centric educational opportunities • To make education a lifelong activity for all sections of society The Centre for Distance Education and Virtual Learning ensures conducive atmosphere to all learners by ensuring easy access to instructional materials through appropriate technology tools and LMS, Self-Learning Materials conducive for easy understanding of knowledge components and enabling of transferable skills, curricular and co-curricular activities through academic counselling and PCP sessions etc. c. Strategic Planning The Pandemic sensitised the University and the Centre to the power of technology and its ability to enable the University to reach the learner through multiple channels and devices. The strategic initiatives included: • Harness the power of ICT to redefine the University’s educational standards • Enrich the study content by bringing together the conventional and new learning approaches to create an innovative learning models. • Motivate the departments to develop quality, uniformity, standardisation of content and assessment for various courses in the University • Make the University’s new and innovative digital platform – Multimedia Pravachan, a model to use Multimedia in teaching and become a pioneer d. Operational Plan, Goals and Policies The Centre for Distance Education & Virtual Learning has since its establishment focussed on the following key aspects of distance learning viz., to provide an effective alternative path to wider opportunities in education and especially in higher education, to provide an efficient and less expensive education, to provide education facilities to all qualified and willing persons, to provide opportunities of academic pursuits to educated citizens willing to improve their standard of knowledge, to provide education facilities to those individuals who look upon education as a life-long activity and to reach out to all the stakeholders including students from the deprived sections of society.	
2	Articulation of Higher Educational Institution Objectives	Dr. Chenraj Roychand is the Founder Chairman of JAIN Group. A visionary leader, educationist, social entrepreneur, and angel investor, he has been promoting the educational and entrepreneurship sectors in India for more than two decades. Dr. Chenraj Roychand incepted JAIN Group in 1990 with the aim of providing quality educational and	NA

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		entrepreneurial opportunities to the masses. Driven by the vision and motivation of the Chairman, the University has as its vision; “To foster human development through excellence in Quality Education, Research, and Entrepreneurial Development” The mission of the University is to provide quality education, creating human assets / manpower and intellectual capital, to enhance research and development in different disciplines, to develop new generation entrepreneurs who will be instrumental in fueling economic growth, to create able Leaders, Managers, and Technocrats and to foster an ethical environment founded on human values in which both spirit and skill will thrive to enrich the quality of life. The attainment of the vision and mission of the University are driven by the values of Ethics and integrity, Imbibing scientific temper, Environmental consciousness & sustainable development, Promotion of Indian culture & heritage, Active citizenry and Service to society and contribution towards national development The Centre for Distance Education and Virtual Learning draws its vision from the university's vision, mission and values The Vision of CDEVL is “To make societal impacts through increased access and quality education” Towards achievement of its vision, CDEVL has the mission of contributing to democratisation of higher education through Distance Education, to provide access to quality higher education to redress social and educational inequality, enhancing flexibility and student centric educational opportunities and to make education a lifelong activity for all sections of society	
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 Academic planning begins with the decision at the level of principal officers to offer programs in distance learning mode. The program project reports are then prepared and submitted to the academic council for due ratification and approval is obtained from the Board of Management for offering the programs along with the learning materials necessary for the program. The adequacy in terms of physical resources but also the faculty and manpower of resources are determined and augmented prior to the implementation of the academic program. a. Curriculum Planning, Design and Development - The Programme Project Report (PPR) document is prepared by the University which covers the details of the proposed programs following the process as indicated below:	NA

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Syllabus formulation by **Center for Distance Education and Virtual Learning**



Scrutiny by the **Standing Committee**



Recommendation by the
Planning & Monitoring Board



Expert review by the **Special Board of Studies**
(BoS constituted with experts from Industry & Academia)



Approval for introduction by the
Academic Council



Sanction by the **Board of Management**

(b) Curriculum Implementation -

Prior to commencement of the academic session, the operational preparedness for implementation of the program is scrutinized, verified and validated. The specific tasks include - on-boarding of the program in the Learning Management System and ERP, uploading and review of Self Learning Material and the contents on LMS, ensuring availability of self-assessment questions, mock tests, etc., pre-loading of question bank for mock assessments and continues evaluation, validation of functionality and operational readiness in terms of self-learning material, availability of Self Learning Material (SLM) module wise and unit wise in the LMS, availability of self-assessment questions, availability of mock assessments, availability of E-content, videos, etc., in the LMS, availability of other learning tools (if any), availability of continuous assessment on the LMS in terms of all the continuous assessments components, ensuring ease of access and seamless learning by

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distance learners, ensuring availability of the academic calendar, hand book and student handbook.

An annual calendar of Events is prepared providing complete details of the academic events for the year and the same is duly notified to the students through a notification announced in the learning management portal. The follow up of academic calendar event is performed through - preparation of academic counseling session in the form of PCP sessions for all programs and courses and sharing the same with learners through Learning Management system -LMS, communication of the commencement of the Academic Calendar of Events through Notification to all the learners, monitoring the conduct of PCP and academic counseling sessions, evaluation of continuous assessments, monitoring of the progress of the program and progression of the learners, conduct of end semester examination for eligible students, evaluation and declaration of results and due follow up for the ensuing semesters till completion of the program for the batch and subsequent batches.

(a) Academic Flexibility -

The University provides academic flexibility to the distance learners to pursue the program in synchronous and a synchronous mode. The students also have options to choose subjects of choice through elective courses, generic elective, ability and skill enhancement courses and Open electives where the student can choose a subject of choice from other faculties.

(b) Learning Resource -

The University ensures adequacy of Infrastructure resources , financial resources, human resources and ICT resources required for smooth and seamless functioning of the Centre.

(c) Feedback System -

The University gives high importance and relevance to the feedback from stakeholders. Feedback infuses into the system inputs that reflect on the service offerings and insights necessary to augment and supplement the teaching-learning. The feedback is taken through the learning management system on a regular and routine basis. The feedback is shared with the concerned faculty for making suitable changes and improvement in content and delivery. Faculty and staff provide feedback based on interaction and queries raised by the learners and the same is factored in curriculum development, course content

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		and teaching learning process. Other stakeholders provide feedback during specific interactions, events and such other opportunities as may arise from time to time. Due consideration is given to the same for suitable action. Academic peers and subject matter experts also provide valuable feedback for improvement of the instructional materials, self-learning materials, teaching learning process and evaluation for improvement in service quality and better learner engagement	
4	Programme Monitoring and Review	An annual calendar of Events is prepared providing complete details of the academic events for the year and the same is duly notified to the students through a notification announced in the learning management portal. The key details includes the academic year, commencement of Academic session for the respective semesters, conduct of orientation for all the students, commencement of Personal Contact programs, dates of continuous assessment, Announcement of Eligibility List, announcement of University End Semester Examination Timetable, commencement of University End Semester Examination (Practical's and theory) and commencement of next Semester Monitoring of the program follows execution of academic calendar of events placed chronologically. The status of academic counselling session conducted, PCP sessions held, monitoring the conduct of PCP and academic counselling sessions, evaluation of continuous assessments, monitoring of the progress of the program and progression of the learners through status reports, ensuring time lines for conduct of end semester examination for eligible students and declaration of results. The monitoring of the program based on the calendar of events is ensured till semesters till completion of the program.	https://drive.google.com/file/d/1bSDsOE1GLYapcNVmU_Tw9zAGQ68fHLVA/view?usp=share_link
5	Infrastructure Resources	The University has a dedicated facility for enabling teaching learning process for all distance learners. The DDE has exclusive use of 6 classrooms, 1 seminar hall and other teaching learning facilities such as library, studio, ICT & other labs, staff rooms, administrative area etc. - The University has made due provision for academic activities such as classrooms with ICT enabled facilities for facilitating teaching learning with a total space of 30,000 square feet. The academic facilities also include, discussion rooms, faculty rooms for academic discussions, doubt clarification and counselling to learners who may choose to visit the campus physically. - The Administrative area accommodates the support and administrative staff who enable the physical, blended and online learning and also facilitate the availability of the recording of session through the LMS to all the students. They also facilitate the	https://drive.google.com/file/d/1N4LhcGT29mTwGHRPF1uXsNogd3ug2RXI/view?usp=share_link

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		requirements in relation to all administrative process and support to the academic process including the monitoring and maintenance of statutory compliances and processes. The administrative area covers a total of 15000 square feet of space. Academic support such as Library, Reading Room, Computer Centre, Information and Communication technology labs, Video and audio labs etc., cover a total space of 10000 square feet. Other support amenities take up about 10000 square feet.	
6	Learning Environment and Learner Support	Students are given access to the learning management system on enrolment to any of the programs offered under the Distance Education program. Students are provided with Username and password which the candidate needs to use to access the LMS through the ODL websites student login tab accessible through https://www.odljain.com/. The student may login to the LMS directly through the URL http://lms.jainonline.in/. On entering the Username and password the students are directed to the home page of the Student Portal which provides an overview of student profile, the programs and program details and particulars related to learning, examination, fee paid, support, details of announcements and communications etc. The centre provides access to the students to attend the counselling sessions and personal contact program in the physical mode or online. The centre ensures conduct of adequate number of counselling and contact programs ensuring dissemination of knowledge and doubt clearance. The students can also access the video recordings of the sessions for asynchronous learning. The students can access e-library resources through ebsco, emerald, capitaline database, shodhganga, NDLI from the CDEVL headquarters. The students can also visit the university library. Learner support for timely redressal of learner grievances. Support sought by learners are academics related, assignment related, Examinations related or general queries. The centre has responded to the learner queries in a time bound manner. The support sought by learners cover, doubt clarifications, assignment submissions, process completions, status of progression and other related matters. - Queries related to Learning Management System - LMS, Viz., password, login credentials, subject miss-match, language options, access to SLM, access to video, must be addressed to enquiry.cde@jainuniversity.ac.in - All queries pertaining to assignments, assessment mode, assignment pattern, duration, shall be addressed to assignments.cde@jainuniversity.ac.in - All queries related to academics, course credits, project/training sessions, synopsis, dissertations, personal contact programs, doubt clarification sessions, videos, reference materials, previous year question banks shall be addressed to academics.cde@jainuniversity.ac.in - All queries related to examinations, Examination Timetable, Question paper pattern, duration of examination, mode of examination, passing criteria, Backlogs, payment of	https://drive.google.com/file/d/1MEKB-IwrLoyrZwuJIjbq-YmEDbBqc4tu/view?usp=share_link

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		exam fees and revaluation fees, practical and Viva-Voce Exams shall be addressed to exams.cde@jainuniversity.ac.in	
7	Assessment and Evaluation	The centre's assessment and evaluation pattern are two types. Continuous or formative assessments with a weightage of 30% in total assessment Summative assessment with a weightage of 70% in total assessment Formative Assessment The formative assessment aims at embedding “learning to learn” skills of the students by emphasizing on the process of teaching and learning and involving students as learning partners. It also improves the competency of the students through different learning strategies and monitoring of formative learning. Formative Assessment – Components & Process The students may take up the practice questions/MCQs given at the end of each module for validating their learning and understanding. The students will also have to complete two assignments. Each assignment has two sections, Section A and Section B. <u>Section A:</u> Consists of 20 MCQs which are time bound with a duration of 20 minutes. After logging into the portal, if it is initiated, it has to be completed at one sitting. After the duration, access will be restricted. Multiple attempt shall not be allowed. <u>Section B:</u> Has 5 descriptive type questions. This part of assignment shall be hand written and the answers in the digitalised form shall not be accepted. Summative assessment The summative assessment is conducted at the end of the semester. The question paper pattern covers objective type questions in section A, short answers of analytical in nature are covered in Section B and critical thinking and descriptive answers in Section.	https://drive.google.com/file/d/1YAQTqQONGN8mCZ3lJGG6oKcDdz3zn5iEz/view?usp=share_link
8	Teaching Quality and Staff Development	The quality initiatives for enhancing teaching quality and staff development covered quality improvement, accreditation, learner engagement, faculty development, curriculum, instructional design, curricular and cocurricular initiatives. The activities covers initiatives taken on various aspects of quality parameters relating to the Teaching Learning and Evaluation Plan - TLEP, Curriculum Development Guidelines, Guidelines on Project Centric Learning and generation of project ideas, Assessment and Grading, Open Electives, research initiatives of the University etc The workshops and symposiums were conducted at the centre to share real world experiences with learners and enhance their knowledge were Importance of Work-Life	NA

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	balance, Innovation and Entrepreneurship, Growth Opportunities of Entrepreneurship which were aligned with the vision of the University.	
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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:

S.No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof (Not more than 500 words)	Upload Relevant Document
1	Academic Planning	The Academic planning begins with the decision at the level of principal officers to offer programs in distance learning mode. The program project reports are then prepared and submitted to the academic council for due ratification and approval is obtained from the Board of Management for offering the programs along with the learning materials necessary for the program. The adequacy in terms of physical resources but also the faculty and manpower of resources are determined and augmented prior to the implementation of the academic program. Prior to commencement of the academic session, the operational preparedness for implementation of the program is scrutinized, verified and validated. The specific tasks include: 1. On-boarding of the program in the Learning Management System and ERP. 2. Uploading and review of Self Learning Material and the contents on LMS 3. Ensuring availability of self-assessment questions, mock tests, etc., 4. Pre-loading of question bank for mock assessments and continues evaluation. 5. Validation of functionality and operational readiness in terms of self-learning material a. Availability of Self Learning Material (SLM) module wise and unit wise in the LMS b. Availability of self-assessment questions, c. Availability of mock assessments d. Availability of E-content, videos, etc., in the LMS	NA

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- e. Availability of other learning tools (if any)
- f. Availability of continuous assessment on the LMS in terms of all the continuous assessments components (Assignment 1, Multiple Choice Question Paper 1, Descriptive Assessment Questions 1, Assignment 2, Multiple Choice Question Paper 2, Descriptive Assessment Questions 2)
6. Ensuring ease of access and seamless learning by distance learners.
7. Ensuring availability of the academic calendar, hand book and student handbook.
8. Providing due publicity and information relating to the program through the website, social media etc.,
9. Enrolment of students to the program through counseling.
10. Admission and enrolment of the eligible candidates.

An annual calendar of Events is prepared providing complete details of the academic events for the year and the same is duly notified to the students through a notification announced in the learning management portal. The key details provided includes:

- The academic year
- Commencement of Academic session for the respective semesters
- Date of conduct of orientation for all the students
 - The Orientation program gives details relating to the program, Learning Management system, self-assessment questions , mock tests, learning materials available, Self-learning Materials, Formative assessment through assignments (MCQ's and Descriptive assessment), weightage given to formative assessment (30%)and summative assessment (70%), Personal contact program cycles and academic counselling and provide an opportunity for learners to get all clarifications on the program and any other query.
- Commencement of Personal Contact programs
- Date of announcement of Assignments and date of submission of assignment -I
- Date of announcement of Assignments and date of submission of assignment -II.
- Commencement of Practical Orientation Sessions
- Announcement of Eligibility List for University End Semester Examination
- Announcement of University End Semester Examination Timetable
- Commencement of University End Semester Examination (Practical's and theory)

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		- Commencement of next Semester Based on academic calendar, all the academic activities are executed commencing with the - orientation program for all enrolled students is organized wherein the learners are appraised of the vision, mission, program, methodology of accessing LMS, SLM, counseling support and mechanism to resolve queries relating to academics, assignments, general enquiry, exams, etc. The follow up of academic calendar event is performed through: - Preparation of academic counseling session in the form of PCP sessions for all programs and courses and sharing the same with learners through Learning Management system -LMS - Communication of the commencement of the Academic Calendar of Events through Notification to all the learners - Monitoring the conduct of PCP and academic counseling sessions, evaluation of continuous assessments, monitoring of the progress of the program and progression of the learners. - Conduct of end semester examination for eligible students - Evaluation and declaration of results - Due follow up for the ensuing semesters till completion of the program for the batch and subsequent batches.	
2	Validation	JAIN (Deemed-to be University) has launched Distance Learning programmes to promote seamless learning across various faculties with the vision “To make societal impacts through increased access through quality education” The mission of the distance learning program are to: - Contributing to democratization of higher education through Distance Education. - To provide access to quality higher education to redress social and educational inequality - Enhancing flexibility and student centric educational opportunities - To make education a lifelong activity for all sections of society Keeping in mind the aforesaid objective and mission, the academic viability of the programs offered are articulated through the Program Project reports highlighting the Program objectives and Outcomes, courses matric, curriculum, course objectives etc. The same are vetted by	NA

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		the principal officers through the Academic Council and Board of Management. The centre for distance education makes conscientious effort to ensure parity of the programs offered in the distance mode with regular mode. To ensure the quality of education and learning as well as facilitate the teaching learning through distance mode, the following process is followed: • The SLM - self-learning material developed and prepared as per UGC guidelines and policy of the University – ensures leading the students' learning through self-assessment questions, mock assessments and formative assessment. • Each module of every course outlines the objective of the module and articulates the knowledge and skill it purports to infuse into the learner. • A list of key words included in the glossary at the end of every unit augments the learning and reinforces the concepts learnt • References given at the end of each module enhance the scope for learning for the students who can do further reading through these references. • Self-assessment questions and mock assessments facilitate the students to monitor their progression and learning through each course. • Formative assessments, which have a weightage of 30% of the total assessment reinforces the progression and learning of the student. Hand book- Communication of the details entire process of learning duly articulated topic wise is made available to the students through the handbook duly shared with the students Through the hand book, the students are communicated key information about the Centre, the program details, Program Outcomes, Academic Learning approach, Academic Counselling sessions, Assignments, Pattern of assessment and assessment criteria including weightage, , Self-Learning Material, Learning Management system, Learning support Centre, Course matrix, syllabus etc.	
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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	The Centre for Distance Education and Virtual Learning operates only from the Headquarters situated at 25th Main, JP Nagar 6th Phase, Bengaluru Karnataka. All operations including conduct of examinations of the Centre are conducted from the aforesaid office. Hence the monitoring, evaluation and enhancement plans are executed at the headquarters only. a. Reports from Learner Support Centres (for Open and Distance Learning programmes) The Centre for Distance Education and Virtual Learning operates only from the Headquarters and does not have any Learning Support Centres. b. Reports from Examination Centres The Headquarters has adequate provision for conduct of examinations. However, on account of the pandemic, examinations were conducted online during the period. c. External Auditor or other External Agencies report The IQAC headed by the Director – IQAC monitors the activities of all the schools and centres of the University. The university conducts its external audit once in three years and the centre is due for its audit in the year 2023. d. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels Programme: The program level parameters of enrolment, academic progression, promotion to the next semester and progression are monitored. • The enrolment year on year provides insight into the acceptance of the program among learners and the academic standard of the program. • The academic progression is monitored based on (a) participation in the academic counselling and PCP sessions (b) participation in formative assessment (c) number of students eligible for end semester examination (d)	NA
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performance in the summative (end semester) assessment and progression.

Faculty:

The faculty are assigned specific tasks relating to conduct of counselling sessions and PCP, preparation of Self Learning Materials, facilitation in conduct of examinations and research and publications. The faculty performance is monitored by the centre head periodically to ensure due compliance and completion of requisite PCP session and progression w.r.t preparation of SLM. Annual appraisal is undertaken to evaluate the performance of faculty.

Higher Educational Institution:

The performance of the centre is done by the University through an annual report submitted by the centre. The annual report provides details of activities conducted by the Centre such as webinars, conferences, events, guest lectures, student participation, PCPs conducted, student support provided etc.

- e. Reporting and Analytics by the Higher Educational Institution
The University collects and collates the data relating to students' enrolment, academic performance and progression to monitor and evaluate the performance of the centre and evolve the strategic and future plans for the centre.
- f. Periodic Review
Academic activity is reviewed at the beginning of the semester, midcourse for corrective action and at the end of the semester. The review at the end of the semester includes stakeholder feedback.

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, atleast Associate Professor**

Dr. Chandrashekar Shastry, Director, CDEVL, Regular Employee, Science

Appointment Letter & Joining Report : https://drive.google.com/file/d/1NV2xogGxiIa9mHO-7TWjwfolDkV4WuXA/view?usp=share_link

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:

The University has dedicated facility for enabling teaching learning process for all distance learners. The DDE has exclusive use of 6 classrooms, 1 seminar hall and other teaching learning facilities such as library, studio, ICT & other labs, staff rooms, administrative area etc.

- The University has made due provision for academic activities such as class rooms with ICT enabled facility for facilitating teaching learning with a total space of 30,000 square feet. The academic facilities also include, discussion rooms, faculty rooms for academic discussions, doubt clarification and counselling to learners who may choose to visit the campus physically.
- The Administrative area accommodates the support and administrative staff who enable the physical, blended and online learning and also facilitate the availability of the recording of session through the LMS to all the students. They also facilitate the requirements in relation to all administrative process and support to the academic process including the monitoring and maintenance of statutory compliances and processes. The administrative area covers a total of 15000 square feet of space.

Academic support such as Library, Reading Room, Computer Centre, Information and Communication technology labs, Video and audio labs etc., cover a total space of 10000 square feet. Other support amenities take up about 10000 square feet.

Type of HEI: Dual

Sr . N o.	Programme Name	No. of Full time- Dedicated faculty for OD L	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

HEI ID: HEI-U-0223			Name of HEI: JAIN (Deemed-to-be University)					Type of HEI: Dual		
1	COMMERCE & MANAGEMENT	1	Dr. Chandrashekar Shastry	Director	P.HD	20 Years	Regular		NA	2/11/2016
2	BA - PSYCHOLOGY - SOCIOLOGY - ECONOMICS	1	Dr. Mekhala Venkatesh	Associate Professor	MA	12 Year 6 Months	Regular		NA	21/12/2015
3	BA - PSYCHOLOGY - SOCIOLOGY - ECONOMICS	1	Dr. Nirmala M M	Assistant Professor	MA	10 Years	Regular		NA	24/06/2013
4	BA - PSYCHOLOGY - SOCIOLOGY - ECONOMICS	1	Dr. D. Yogananda Rao	Assistant Professor	MA	2 Years 5 Months	Regular		NA	13/01/2016
5	BA - PSYCHOLOGY - SOCIOLOGY - ECONOMICS	1	Dr. Priyanka Mathur Velath	Associate Professor	MA	3 Years	Regular		NA	20/12/2017
6	BA, BSC, BCOM, BCA, BBA, MA	0	Ms. Masarrath Anjum	Assistant Professor	MA in English Language and Literature	1 Year 2 Months	Contractual		1 Year	21/06/2020
7	BA, BSC, BCOM, BCA, BBA, MA	1	Dr. Chennaraju M	Assistant Professor	Ph.D (Kannada Literature)	7 Years	Regular		NA	23/06/2020
8	BA, BSC, BCOM, BCA, BBA, MA	1	Ms. Vibha N Kashyap	Assistant Professor	Master of Arts	2 years 6 Months	Regular		NA	28/11/2019
9	BA, MA	1	Dr.Richa Gupta	Assistant Professor	PhD (Economics)	21 Years 7 Months	Regular		NA	15/12/2005
10	BA, MA	1	Ms. Devika R M	Assistant Professor	MA	3 Years	Probation		NA	10-01-2020
11	BA, MA	1	Dr.Shanu N. Nazar	Assistant Professor	PhD in Economics	6 Years	Regular		NA	01-03-2021
12	BA, MA, MCom, BCom, BBA	1	Dr. Rana Shaista	Assistant Professor	MA, KSET	3 Years	Regular		NA	22/10/2019
13	BA, MSc	1	Ms.Evangeline Supriya	Assistant Professor	M.Sc	3 Years	Regular		NA	02/1/2019
14	BA, MSc	0	Dr. Safeya Makhmur	Assistant Professor	PhD (Health psychology and Positive Psychology)	5 Months	Contractual		1 Year	09-05-2020
15	BA, MSc	0	Mr. Shravan Abraham	Assistant Professor	MSc (Clinical Psychology)	2 years	Contractual		1 Year	15-03-2021
16	BBA	1	Dr. Roopa Traisa A	Associate Professor	MBA	4 Years	Regular		NA	21/06/2005
17	BBA	1	Dr. Deva Prasad F	Assistant Professor	MBA	12 Years	Regular		NA	24/06/2016
18	BBA	1	Mr. Avinash Raj D	Assistant Professor	MBA	3 Years	Regular		NA	01-06-2017
19	BBA, BCom, MCom	0	Dr.Hemanth Babu R	Assistant Professor	MBA (Marketing)	10 Years	Contractual		1 Year	01-07-2022
20	BBA,BSC,BBA,BCO M,BA	1	Ms. Rajni Shah	Faculty and Translator	MA HINDI(PHD)	14 Years	Regular		NA	01-04-2021

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21	BCA	1	Dr. Shankarnarayan Jaganathan	Associate Professor	MCA(Computer Science)	32 Years	Regular		NA	05-10-2016
22	BCA	1	Mr. Manjunath B	Assistant Professor	MCA(Computer Science)	24 Years	Regular		NA	07-01-2017
23	BCA	1	Ms. Sushma B	Assistant Professor	MCA(Computer Science)	4 Years	Regular		NA	08-01-2016
24	BCA, BSc	1	Prof.N. Balasubramanya	Deputy Director	M.Sc, M.Phil	32 Years	Regular		NA	17/12/2020
25	BCA, BSc	0	Dr. Yagati Narayan Ananth	Adjunct Faculty	P.hD(COMPUTER SCIENCE)	22 Years	Contractual		1 Year	01-04-2021
26	BCA, BSc	0	Ms. Kanchana Gore	Assistant Professor	MCA(Computer Science)	6 Years	Contractual		1 Year	05-01-2021
27	BCom	1	Dr. T.R. Ramakrishna	Associate Professor	M.Com	22 Years	Regular		NA	06-01-2017
28	BCom	1	Ms. Sreesha B R	Assistant Professor	M.Com	7 Years	Regular		NA	02-02-2011
29	BCom	1	Ms. Nasreen Sayyed	Assistant Professor	M.Com	11 Years	Regular		NA	24/06/2009
30	BCom, MCom, BBA	0	Dr. Chaitra Karanth	Assistant Professor	M.com (FA), UGC NET (Commerce)	2 Years 7 Months	Contractual		1 Year	27/04/2021
31	BCom, MCom, BBA	0	Ms. Roshal P A	Assistant Professor	M.com, UGC NET (Commerce)	3 Years	Contractual		1 Year	20/05/2021
32	BSc - PMCS	1	Dr. Shambhavi G	Assistant Professor	MSc	5 Years	Regular		NA	15/03/2017
33	BSc - PMCS	1	Dr. Venkata Ramana Raju J	Assistant Professor	MSc	13 Years	Regular		NA	02-01-2011
34	BSc - PMCS	1	Dr. Grianatprakash C	Associate Professor	MSc	6 Years	Regular		NA	01-09-2014
35	BSc - PMCS	0	Ms. Shruthi K S	Assistant Professor	MSc Physics	9 Years	Contractual		1 Year	08-01-2021
36	MA - ECONOMICS	1	Dr. Maheshwara Jayapau	Assistant Professor	MA	9 Years	Regular		NA	05-10-2015
37	MA - ECONOMICS	1	Ms. Anila Bajpai	Assistant Professor	MA	13 Years	Regular		NA	02-12-2016
38	MA - ECONOMICS	1	Dr. R Aparna	Associate Professor	MA	2 Years 2 Months	Regular		NA	06-01-2016
39	MCom	1	Dr. Smitha Kavatekar	Associate Professor	M.Com	12 Years	Regular		NA	13/08/2005
40	MCom	1	Dr. Madhavi R	Assistant Professor	M.Com	10 Years	Regular		NA	09-01-2017
41	MCom	1	Ms. Meena Rajendra Kunar	Assistant Professor	M.Com	10 Years	Regular		NA	01-10-2010
42	MSc - PSY	1	Dr. Seramadevi Saravana Kumar	Associate Professor	MSc	13 Years	Regular		NA	21/12/2017
43	MSc - PSY	1	Dr. Ramesh Srinivasan	Assistant Professor	MSc	12 Years	Regular		NA	01-04-2018
44	MSc - PSY	1	Dr. Babitha B S	Assistant Professor	MSc	12 Years	Regular		NA	22/01/2007

Joining Reports of Faculties: https://drive.google.com/drive/folders/1AeIerwhhPE8qo6Apg-xFXILiH31U4ybY?usp=share_link

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	1
Assistant Registrar	1	1
Section Officer	1	1
Assistants	3 (2 for DM Universities)	3
Computer Operator	2	2
Multi-Tasking Staff	2	2

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

https://drive.google.com/drive/folders/1rf8uFS4dN5DJ3NZgyHB74wIzaw5AfBmZ?usp=share_link

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:**

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 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	Yes	

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	private organisations or unapproved Higher Educational Institutions.		
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 examination hall with adequate seating capacity and basic amenities	Yes	
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	Yes	

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	clean, supplied with necessary items, and in working order		
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

Sr . 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 Guidelines - https://drive.google.com/file/d/1Ho_Jgw9RCPNEwBor7_Mko9nbVITp54wb/view?usp=share_link	
2	A Higher Educational Institution	Yes	

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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.	Mechanism - https://docs.google.com/document/d/12OnVkzndAgR5TxwSPYJYP7RU_4DJllpf/edit?usp=share_link&ouid=114664547423056104253&rtpof=true&sd=true	
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	Yes https://drive.google.com/file/d/16LbrJqTN3pF7HYkHaVVPw7enSgqZVUaW/view?usp=share_link	

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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

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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		
4 The curricular aspects, assessment criteria and credit framework for the award of Degree	Yes https://drive.google.com/file/d/1JnyvdYLG_lAB7D3rBD_poOdHtI1zrbFC/view?usp=share_link	

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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

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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 Question paper: https://drive.google.com/file/d/1JHrRtpgaa8jkOpfZD6q5O337C2qwkfw/view?usp=share_link Course matrix: https://drive.google.com/file/d/1mfVhZN6PFJtxcHcoJOKCVIudfe5SVLm-/view?usp=share_link	Due to pandemic, for the convenience of the learners' different pattern was followed for the End Semester Examination. The same is attached for reference.
6 The Higher Educational Institution shall	Yes https://drive.google.com/file/d/1ZVITy6XaukvdhxTpgkKcuR25oT_ep3pn/view?usp=share_link	

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	notify all assessment tools to be used for formative and summative assessments		
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 Grade Sheet: https://drive.google.com/file/d/1KHrv_yP787RXpHgqaXM-QhXzh7VbuaO9/view?usp=share_link	
8	A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process	Yes Evaluation Mechanism: https://drive.google.com/file/d/1i7nRn43vgbHVzXUhfm1he4dPd_AUDSqV/view?usp=share_link	

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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.

9 The examination of the programmes in Open and Distance learning mode shall be

Yes

Notification:
https://drive.google.com/file/d/1bE9J1BJEsjxHnS-izPSyktMEzdd_fr4d/view?usp=share_link

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	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.		
10	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	No	• Due to pandemic all the End Semester Proctored Examinations were conducted online through Zoom Platform. • All the zoom recordings of the examination are in custody of the Examination centre.
	(b) Availability of biometric system		

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(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian 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

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	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 Screenshot: https://drive.google.com/file/d/1S3zb2dpeuEeytQZbBabo_HoEwi_Y5sAK/view?usp=share_link	The file size of the video recordings is too large due to which we have attached the screenshots of the examinations conducted under the Zoom Platform.
12	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Appointment Letter: https://drive.google.com/file/d/1sxRmNBSHl3NrGp-YHcFcH_rGGZeiRSTu/view?usp=share_link	
	(b) It shall be mandatory to have observer	Observer Report: https://drive.google.com/file/d/1Zh25RNe4NXuys8kYoTVbeMETAtijkoPF/view?usp=share_link	

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	report submitted to the Higher Educational Institution		
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	Yes https://drive.google.com/file/d/1efoy8-JpeUftC-OUmkfYoQIMK87mRiZH/view?usp=share_link	

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	mentioned in these regulations.		
	(b) The Exams shall be under the direct control and responsibility of the Open and Distance Learning mode Institution	Yes https://drive.google.com/file/d/1QIg2yIDS9lEX9_eInuWYp1BLrSBGhuCU/view?usp=share_link	
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	Yes https://drive.google.com/file/d/17XiZ-uHl5xcW4SsqRguMYd8OTESeknAq/view?usp=share_link	The examinations are conducted only in the Head Quarters of the Institution, 319, 25 th Main Rd, K R layout JP Nagar, 6 th Phase, Bangalore.

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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

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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	No	The examinations are conducted only in the Head Quarters of the Institution, 319, 25 th Main Rd, K R layout JP Nagar, 6 th Phase, Bangalore.
16	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	Yes https://drive.google.com/file/d/1rxoFjHHTpCdsBwDSIOvtSZ9UMxhXT2P/view?usp=share_link	

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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	No Sample Degree Certificate: https://drive.google.com/file/d/1A28SfozowQt8aJHlM33h11ruEPzAGQvi/view?usp=share_link	For students of previous batches the marks card and certificate have been printed and distributed without the given information, but henceforth it will be followed.
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	Programme name.		
	(b) Each award shall also be uploaded on the National Academic Depository	No	
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	No	For students of previous batches the marks card and certificate have been printed and distributed without the given information, but henceforth it will be followed.

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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		

4.3 Whether any examination held through online mode.

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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

The examination was conducted through Learning Management System (LMS) for the year 2020-21. LMS has the following features for the conduct of the examination:

- Identification of the learner through unique username and password.
- Access to the examination was provided only to the eligible learners.
- Learners' issues related to examination process (login issues, eligibility, video and audio issues) were addressed by the examination unit.
- Questions were available in MCQ format, and descriptive format where the learners had to provide detailed answers.
- Examination was proctored by the faculty of the Institution throughout the session, along with continuous recording of the examinees.
- Access was allowed for the stipulated duration of the exam.

4.4. Result and Student Progression for UG, PG and PGD programmes

Result and Student Progression for UG:

Semester beginning	Programme name	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year	% of students passed	% of students passed in first class
<July, 2020>	BA SEM I	306/306	30	6	20	10
	BA SEM II		42	13	31	14
	BA SEM III		1	1	100	100
	BCOM SEM I	648/648	62	33	53	33
	BCOM SEM II		37	14	38	24
	BCOM SEM III		3	2	67	33
	BCA SEM I	81/81	41	25	61	36
	BCA SEM II		16	4	25	6
	BCA SEM III		3	3	100	-
	BBA SEM I	95/95	6	4	67	16
	BBA SEM II		22	20	91	55
	BBA SEM III		-	-	-	-
	BSC SEM I		1	1	100	100

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	BSC SEM II	99/99	7	1	14	-
	BSC SEM III		-	-	-	-
<Jan, 2021>	BA SEM I	369	170	55	32	26
	BA SEM II		20	9	45	35
	BA SEM III		30	19	63	27
	BA SEM IV		1	1	100	-
	BCA SEM I	46	60	43	72	27
	BCA SEM II		32	23	72	13
	BCA SEM III		11	8	73	-
	BCA SEM IV		3	3	100	-
	BCOM SEM I	53	437	237	54	37
	BCOM SEM II		48	29	60	40
	BCOM SEM III		31	29	94	45
	BCOM SEM IV		3	3	100	67
	BBA SEM I	8846	67	44	66	30
	BBA SEM II		3	3	100	-
	BBA SEM III		17	14	82	24
	BBA SEM IV		-	-	-	-
	BSC SEM I	5610	64	28	44	31
	BSC SEM II		-	-	-	-
	BSC SEM III		4	4	100	50
	BSC SEM IV		-	-	-	-

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Type of HEI: Dual

Result and Student Progression for PG:

Semester beginning	Programme name	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year	% of students passed	% of students passed in first class
<July, 2020>	MA SEM I	64	4	2	50	-
	MA SEM II		6	5	83	67
	MA SEM III		2	1	50	-
	MCOM SEM I	200	28	26	93	36
	MCOM SEM II		35	23	66	43
	MCOM SEM III		6	2	33	16
	MSC SEM I	569	74	58	78	18
	MSC SEM II		109	86	79	49
	MSC SEM III		34	28	82	68
<Jan, 2021>	MA SEM I	13	29	22	76	55
	MA SEM II		3	3	100	33
	MA SEM III		5	3	60	20
	MA SEM IV		2	1	50	-
	MSC SEM I	55	330	231	70	22
	MSC SEM II		62	54	87	42
	MSC SEM III		97	82	85	33
	MSC SEM IV		30	28	93	10
	MCOM SEM I	57	154	115	79	51
	MCOM SEM II		27	24	89	59
	MCOM SEM III		26	12	46	19
	MCOM SEM IV		5	3	60	40

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.

Center for Distance Education and Virtual Learning prepares the Program Project Reports for every proposed program keeping in mind the regulations and guidelines of UGC with respect to programs that can be offered, nomenclature of the program, existence of the program in the regular mode and approvals from statutory bodies and principal officers of the University. The program objectives, program outcomes are aligned to meet the outcomes for distance learners. Keeping in mind the Vision, Mission and Goals of the University, ensure preparedness for offering the program by:

- Preparing Program Objectives, Program outcomes, course outcomes and Course Matrix by focusing on relevance and appropriateness of the programme of the students of ODL.
- It also includes the nature of prospective target group of learners and instructional design, which comprise the course delivery mechanism, content development, technology enabled learning, teaching learning process of distance education.
- Receiving of Approval for obtaining necessary approval from UGC
- Submission of PPR to UGC-DEB for offering the program.
- On receiving approval from UGC, the programs are offered to the distance learners.

Statutory Approval: https://drive.google.com/file/d/17goDpJoe0AraoeswnDpnEGHwCJtl-Uoz/view?usp=share_link

Sample PPR: https://drive.google.com/file/d/19An313TgfM2dhmIOS7l_HQrBfJj-fLgU/view?usp=share_link

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.

The distance program learners come from very diverse backgrounds, the university gives due importance to learner experience, support to their learning and facilitate synchronous and asynchronous learning.

‘Self-Learning Material (SLM) for each course is prepared such that the SLM’s are self-explanatory, self-contained, self-directed, self-motivating and self-evaluating.

The typical learner background is, employed and seeking progression through education, furtherance of education on account of inability to access formal education, seeking cost effective education through distance learning mode, pursuit of higher education for career progression etc.

The SLM’s for each course are then formulated and drafted keeping in mind the learning objectives which are aligned to the course outcomes. The module wise contents of the syllabus start with an overview, learning objectives and learning outcomes and also includes a case study to facilitate learning through practical examples.

Summary of the module with glossary of terms and pointers given at the end of each module help the students to have a better grasp and understanding of key learning under each module. The links of online articles and informative videos are also provided in the form of pre-reading and post reading materials.

E-learning materials and other learning activities culminate through the self-assessment questions (both Multiple Choice Questions (MCQs) and Descriptive) and mock assessment given at the end of each module enabling the learner to appreciate and understand the progressions in learning achieved as well as self-evaluation of progression made.

The Self-Learning Material are thus prepared for each course separately and as elaborated above are made available on the Learning Management System (LMS) well before the scheduled date for commencement of the course and conduct of contact sessions.

In addition to the exhaustive self-learning material and other learner centric materials facilitating learning and progression of students, learners are also given access to the power point presentations used by the faculty members teaching the course as well as the recordings of online / blended sessions taken by the faculty week after week.

Further, the learners are provided with the audio and video content for all the courses of their respective programmes and the same can be accessed through the Learning Management System (LMS) and/or mobile app. It is a tool that provide a greater ease of use to the learners by accessing the PCP videos delivered by the faculty.

However, the center also provides digital content such as e-text books and research articles that shall enable the learners to enhance their knowledge and competencies of the courses offered by Online and Distance Learning of the University.

The curriculum includes vision and mission statements of the Online and Distance Learning of the University, overview of the program, Programme objectives and Programme Specific Objectives, Pattern of Assessment, Eligibility, Programme structure and syllabi.

The students seek counselling and advice on matters relating to academic processes, student engagement, knowledge acquisition and progression etc. The academic counsellors, tutors and mentors, counsellors with academic competencies, skills and comprehensive information, provide counselling to distance learners.

Statutory Approval: https://drive.google.com/file/d/1kouvi-wLS6CbB4nomq8wWUzJuIeZwtp-/view?usp=share_link

Sample SLM: https://drive.google.com/file/d/1OQwUa3luAf1URWHzz9CZTukuQtxM74yo/view?usp=share_link

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.

- a. Each course under each of the programs are to be mapped with the Program Educational Objective, Program Outcomes. Each course and the course contents under each of the programs shall be moderated keeping in mind the learning through the course based on the course outcomes ensuring that the SLM's are self-contained covering all dimensions of learning.
- b. The SLM's shall be formulated and drafted keeping in mind the learning objectives which are aligned to the course outcomes.
- c. Assessment of their prior knowledge and progression in learning shall be enabled through practice questions and self-assessment questions given at the end of each module, learning activities and examples given in the SLM.
- d. E-learning materials and other learning activities and case study shall be included enabling the learner to appreciate and understand the progressions in learning achieved as well as self-evaluation of progression made.
- e. Summary of the module with glossary of terms and pointers given at the end of each module help the students to have a better grasp and understanding of key learning under each module.

SLMPolicy:https://drive.google.com/file/d/1Xn7PmjLH1Mz83r6awZKzRIUQZn8nMsAx/view?usp=share_link

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

6.1 Details of personal contact programmes implemented:

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

Sr. No.	Programme s name	Centre Name	No. of centres conducte d PCP	No. of PCP held every ye ar	Total no. of students registered in the programme	No. of Students Attended on an average basis
1	UG	CDEVL	1	306	2838	2535
2	PG	CDEVL	1	169	951	596
3	PGD	NA	NA	NA	NA	NA

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 learner support is being provided to the learners in the headquarters of Center for Distance Education and Virtual Learning of the University and the support services are delivered thereon. The students can initiate tickets by logging in to the LMS portal to raise the queries pertaining to academic counseling, information related to academics, assignment submissions, doubt clarifications, announcement of time table and publication of results in the portal.

6.3. LSC wise enrollment details (Not for Private University)

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

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 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	Yes	11 Years	Yes

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Type of HEI: Dual

6.4. Off campus details (For Deemed to be University)

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						
N.							

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 SLM of delivery	Whether delivered SLM to learners within a fortnight from the date of admission
Printing Material	30 Nov 2020 (For July)	30 Nov 2020 (For July)	30 Nov 2020 (For July)
Audio-Video Material	30 April 2021	30 April 2021	30 April 2021
Online Material	(For January)	(For January)	(For January)
Compute based Material	15 Dec 2020	15 Dec 2020	15 Dec 2020

6.6. Whether any course in a particular programme was allowed through OER/ Massive Open**Online Courses: Y/N****No**

a. Provide details as under:

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Sr. 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 Course	Percentage of total courses programme in (Semester wise – programmes wise)

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

Upload

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. 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?		
Uploading of the following on HEI website (Mention link) https://drive.google.com/drive/folders/14dg3SFY38y1FRXTSfMm1VfO8PBphmGMC?usp=share_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		
3	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities		
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		

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5	Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme- wise 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;			
6	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.			
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			
8	Information regarding all the programmes recognised by the Commission			
9	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded			
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;			
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			

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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		
13	List of the 'Examination Centres' 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		
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		
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		

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

Sr. No.	Provision	Whether being complied Yes/No
1	The intake capacity under Open and Distance Learning mode for a programme under science discipline to be offered by a Dual Mode University shall be three times of the approved intake in conventional mode and in case of Open University, it shall be commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the admitted learners:	Yes
2	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the enrolment invalid	Yes
3	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes
4	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	Yes

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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, 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 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

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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 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

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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

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Name of HEI: JAIN (Deemed-to-be University)

Type of HEI: Dual

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 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 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 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.

DDE has a transparent mechanism for timely redressal of learner grievances.

Typically, Grievances may include academic, assignment related, Examinations related or others. The university has created emails to look into each of these aspects independently and addresses them immediately.

The global crisis has necessitated the use of digital technologies to the learners to enable seamless experience. Learners can escalate academic issues by logging in the LMS platform and/or mobile app and raise queries through the E-Tickets module. In addition, the learners are also accorded with the email support and the same is made available through the handbooks offered by the University. Though the learners are encouraged to reach out through the student helpline via telephone, the support services have been restricted to extend due to the surge of COVID cases. Further, the students' queries shall be monitored and resolved by the concerned. Based on the type of issue raised by the learners, corrective actions shall be taken to ensure seamless experience and academic progressions to the learners.

The general issues are given below:

- Queries related to Learning Management System - LMS, Viz., password, login credentials, subject miss-match, language options, access to SLM, access to video, must be addressed to enquiry.cde@jainuniversity.ac.in
- All queries pertaining to assignments, assessment mode, assignment pattern, duration, shall be addressed to assignments.cde@jainuniversity.ac.in
- All queries related to academics, course credits, project/training sessions, synopsis, dissertations, personal contact programs, doubt clarification sessions, videos, reference materials, previous year question banks shall be addressed to academics.cde@jainuniversity.ac.in

- All queries related to examinations, Examination Time Table, Question paper pattern, duration of examination, mode of examination, passing criteria, Backlogs, payment of exam fees and revaluation fees, practical and Viva-Voce Exams shall be addressed to exams.cde@jainuniversity.ac.in

Students are communicated with the emails mentioned prior to the commencement of the programme to raise their problems (if any). This information is made available to the students in the respective handbooks for all the programmes offered by Center for Distance Education and Virtual Learning.

For instance, had a learner faces a trouble in accessing the LMS platform and/or mobile app, he/she can raise a request through email to enquiry.cde@jainuniversity.ac.in

Or

A student shall reach out to the academic instructors over zoom meetings to attend the scheduled doubt clarification session and the same shall be communicated through the academic calendar of events.

Average percentage of grievances received at DDE and redressed during the last year – 100%

Grievances received the last year (July 2020-June 2021)

The university has addressed all the issues raised by students as per issues raised in the above category.

9.2. Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
294	294

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 Online – Complaint Handling Mechanism of the Center for Distance Education and Virtual Learning (CDEVL), JAIN (Deemed-to-be University) facilitates learners to submit online complaints through the LMS portal and/or mobile app and track their resolution status.

The Center for Distance Education and Virtual Learning has initiated a fair policy to resolve complaints of the distance learners.

In order for the center to initiate investigation into the complaint, the following must be true:

1. The student shall submit the complaint electronically using the LMS platform and/or Mobile app. The student's complaint must contain name and enrollment of the student, programme and semester and a detailed description of the complaint, along with the names of all involved.
2. The student recognizes that the center will not investigate anonymous complaints. The center then shares the information to the complaint handling body for the redressal of the issue.
3. The student shall note that the minimum time for the resolution of issue is not less than 3 working days of registering the complaint.

Upon receiving the complaint of the learner, the committee investigates the issue and necessary action may be initiated. The student may be contacted during the investigation to submit documented evidence of the complaint.

Details of Nodal Officer: https://drive.google.com/file/d/16LbIGy36r2t-vHSZq2mjDOmiphK7ruG7/view?usp=share_link

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)
0	0	NA

Part – X: Innovative and Best Practices**10.1. Innovations introduced during academic year**

The global crisis has necessitated every sector to shift its operations to online thus providing an opportunity to initiate a 24x7 learning environment. In this view, the Centre has enabled student learning through the use of digital technologies by making the digital content accessed by the students from remote locations. The Center for Distance Education and Virtual Learning (CDEVL) has continuously striven to introduce new initiatives to support academic learning among the students.

The new initiatives include

- Online Self Learning Material
- Audio and Video Content
- Digital content
- Technology enabled learning
- Email support

The above services were introduced to make the learning easy for distance learners.

10.2. Best Practices of the HEI

With a view to improve the quality of the HEI, the following practices have been initiated.

1. Ensuring quality through the development of TLEP with a special emphasis on four-quadrant approach.
2. To enhance student learning, SLMs are supplemented by the digital content, audio and video material which can be made accessible to the students of open and distance learning.
3. To provide real time experience to the students, the case study approach has been in practice across the programmes offered.
4. Learners are encouraged to undertake internships electronically from the industries as a part of student dissertations.
5. The questions for formative and summative assessment has been developed by aligning the cognition levels of the learners using Bloom's taxonomy.

In addition, the contents were reviewed and redesigned course wise providing complete course description with an overview of units along with the objectives, activities, assignments and additional resources. The contents were revamped so as to provide opportunities for learners to engage in higher- order thinking, critical-reasoning activities and thinking in increasingly complex ways and to provide an environment for practice, at the learner's own pace and in his/her own time. The contents were reorganized keeping in mind the learning outcome based curriculum framework (LOCF). The learning outcomes were identified from all cognition levels of Bloom's Taxonomy for each unit in every module and have designed appropriate learning experiences corresponding to each learning outcome in order to achieve the desired learning outcomes. The contents were restructured to facilitate involvement of learners actively through various experience based activities and to encourage learner to apply new knowledge and skills.

10.3. Details of Job Fairs conducted by the HEI

The learners of Open and Distance Learning have been undertaking their programme and are expected to be graduated by Dec 2023.

10.4. Success Stories of students of ODL mode of the HEI

The learners of Open and Distance Learning have been undertaking their programme and are expected to be graduated by Dec 2023.

10.5 Initiatives taken towards conversion of SLM into Regional Languages

The Centre has not initiated any activity towards conversion of SLM into Regional Languages.

10.6. Number of students placed through Campus Placements

The learners of Open and Distance Learning have been undertaking their programme and are expected to be graduated by Dec 2023.

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10.7. Details of Alumni Cell and its activity

HEI ID: HEI-U-0223

Name of HEI: JAIN (Deemed-to-be University)

Type of HEI: Dual

The learners of Open and Distance Learning have been undertaking their programme and are expected to be graduated by Dec 2023.

10.8 Any other Information

NA

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:**Signature of the Registrar:****Name:****Name:****Seal:****Seal:****Date:****Date:**

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.