

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**

<2022-23>

Part – I: General Information

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

https://drive.google.com/file/d/1J-Z3Cd64TkP4YJodooNOUnUzukuwbsbov/view?usp=share_link

https://drive.google.com/file/d/1mcz5oyamTnCWf9kxFvXQw1BKIS6gNDRQ/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 and Joining Report:

https://drive.google.com/file/d/1R2c96xS2ZOpMuFlnOTMg_oCgpEAJNIVC/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	Social Sciences	12th January 2021
b.	Three Senior teachers of HEI	Member 1	Prof. Balasubramanya N	Sciences	12th January 2021
		Member 2	Dr. Dhimant Ganatra	Management and Commerce	17th July 2021
		Member 3	Dr. Richa Gupta	Social Sciences	12th January 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	12th January 2021
		Member 5	Dr. Hariprasad S A	Engineering	12th January 2021
		Member 6	Dr. H. Muralidharan	Management	12th January 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	12th January 2021
		Member 8	Dr. R.S. Deshpande, Former Director, Institute for Social and Economic Change (ISEC)	Social Sciences	12th January 2021
e.	Officials from departments of HEI · Administration · Finance	Member 9 Administration	Mr. Paswanath M S	Commerce	12th January 2021
		Member 10 Finance	Mr. N Babu	Commerce	12th January 2021
f.	Director, CIQA	Member Secretary	Dr. Asha Rajiv, Director - IQAC	Sciences	12th January 2021

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

If no, reason thereof

Yes

1.4 Number of meetings held and its approval:**a. No. of meetings held every year: Two****b. Meeting details:**

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	17th August, 2022	1	https://drive.google.com/file/d/1hFg_pTSjio4DJP5zcX1H7OWHNgmyMl21/view?usp=share_link	https://drive.google.com/file/d/1HjOVmos8vLOL3xYoV-mmNNdaKuLq_Naf/view?usp=share_link
Meeting 2	30th January 2023	1	https://drive.google.com/file/d/1HjOVmos8vLOL3xYoV-mmNNdaKuLq_Naf/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 (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	T G	Total
1.	NA											
N.												

***Not for Private University**

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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							
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 Operationalized as per territorial jurisdiction*/Off Campus	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1	Bachelor of Arts	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 36,500/-	29/08/2022	0	51	52	0	103
2	Bachelor of Science (PMCS)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 44,000/-	29/08/2022	0	289	71	0	360
3	Bachelor of Commerce	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 39,500/-	29/08/2022	0	76	61	0	137
4	Bachelor of Computer Applications	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 51,500/-	29/08/2022	0	136	74	0	210
5	Bachelor of Business Administration	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 50,000/-	29/08/2022	0	1330	196	0	1526
6	Bachelor of Science (Honours) (Data Science and Analytics)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 59,000/-	29/08/2022	0	0	0	0	0

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7	Bachelor of Commerce (Honours) (Accounting and Finance)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 54,500/-	29/08/2022	0	0	0	0	0
8	Bachelor of Commerce (Honours) (Logistic and Supply Chain Management)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 54,500/-	29/08/2022	0	1	0	0	1
9	Bachelor of Arts (Optional English, Psychology and Journalism)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 47,000/-	29/08/2022	0	3	2	0	5
10	Bachelor of Management Studies (Tourism and Hospitality)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 54,500/-	29/08/2022	0	0	0	0	0
11	Bachelor of Arts (Economics, Sociology and Political Science)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 47,000/-	29/08/2022	0	0	0	0	0
12	Bachelor of Arts (History, Economics, Political Science)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 47,000/-	29/08/2022	0	0	3	0	3

Not for Private University*Note: Mention details separately for <Month, Year>academic applicable, as above.**

1.9 Number of programmes started at Postgraduate 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 Campus	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/-	29/08/2022	0	140	202	0	342
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/-	29/08/2022	0	13	31	0	44
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/-	29/08/2022	0	32	48	0	80
4	Master of Arts (Kannada)	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. 26,500/-	29/08/2022	0	0	0	0	0
5	Master of Arts (Hindi)	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. 26,500/-	29/08/2022	0	0	0	0	0
6	Master of Social Work	2 Years	90	Degree from a recognized University with a minimum of 50% of total marks obtained (45% for SC/ST) in	Rs. 25,500/-	29/08/2022	0	4	2	0	6

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				the cognate/related subjects in the entire degree course							
7	Master of Arts (English)	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. 26,500/-	29/08/2022	0	1	2	0	3
8	Master of Arts (Political Science)	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. 26,500/-	29/08/2022	0	1	1	0	2
9	MBA	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. 106,500/-	29/08/2022	0	21	23	0	44
10	MCA	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. 86,500/-	29/08/2022	0	10	10	0	20

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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	1. Curriculum is reviewed regularly by the Board of Studies to ensure its relevance to distance learners 2. Continuous monitoring of academic counseling, feedback on counseling sessions, and tracking of e-content usage ensured quality learning and learner progression. 3. Faculty quality is enhanced through colloquiums and interactive sessions 4. Availability of updated e-learning resources and Teaching Learning and Evaluation Plan mapping the four-quadrant approach	1. BoS reports - https://drive.google.com/drive/folders/1el7gotOqpHo9Icns2gyVNPwRNxkDFqoN?usp=share_link 2. Presentations - https://docs.google.com/presentation/d/1bjqzgOhIHktKo7GPHE4236vRSOzfY5pw/edit?usp=share_link&ouid=111269170976514381765&rtpof=true&sd=true 3. Colloquium Reports - https://drive.google.com/drive/folders/16RNqQSEBlyuXze2FtLCbFhv4CSY_PWbJ?usp=share_link 3. FDP Report - https://drive.google.com/file/d/14YDaOz68zb-bStg3jFo6Rz9xOzoqv-kk/view?usp=share_link 4. E Learning - https://drive.google.com/file/d/14wwElXxq1Z3_ExBhm9HfZcWNwhiKPC4n/view?usp=share_link

2	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	1. Stakeholders feedback is analyzed for corrective and preventive action. In this regard the counselling and PCP sessions were shifted to weekends with blended mode, benefiting both on-campus and remote learners. 2. Question banks were reviewed to ensure contemporary and objective evaluation with updated content and relevant case lets and examples. 3. Website is reviewed regularly to provide better information to learners and stakeholders. 4. The activities done every week are consolidated in the form of a weekly report and the same is communicated to the statutory authority of the University for due intimation and further guidance.	4. Weekly Reports - https://drive.google.com/drive/folders/1iSp6USpTStHPWmNj32h_3D8quKRyxoM4?usp=share_link
3	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	1. In order to facilitate learning for distance learners, the Centre redesigned the teaching, learning, and evaluation plan by incorporating e-resources, e-content, and videos aligned with the four quadrants. 2. The Centre also utilised the learning garnered through adoption of technology by conduct of academic counselling and PCP sessions in blended mode facilitating both the learners who come to the headquarters for learning as well as those who are unable to come and prefer to attend the sessions online. 3. A placement policy has been introduced to support career opportunities, and an Alumni Meet for the 2020 batch held on May 27, 2023.	1. TLEP - https://drive.google.com/file/d/1LEYqe4BOaZYfwROa_uoLVMvyce9Q300K8/view?usp=share_link 3. Placement Policy - https://drive.google.com/file/d/1s6mmh1712KPRdodyHFLvkYXiDA8i1X6B/view?usp=share_link
4	Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	1. Faculty revised the instructional material from March to June 2022, updating self-learning content with key knowledge components, incorporating self-assessment questions, glossary, and references to enhance learning through the SLM. 2. Scheduling of practical lab sessions for courses having practical components, counselling sessions to discuss field trips, synopsis and dissertation writing, qualified academic counsellors.	1. Revised SLM - https://drive.google.com/file/d/1CM6Qu5BTiCQS_szeDhPOz2zYYMoTn71/view?usp=share_link 2. PCP Schedules - https://docs.google.com/spreadsheets/d/1yDN4m4F6yIElscdv5SGbftN5-Kjxdzuv/edit?usp=drive_link&ouid=

			114664547423056104253&rtpof=true&sd=true
5	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	Learner feedback on courses, faculty, and PCP sessions is collected regularly and anonymously through the learning management system. The feedback: • Used to review instructional material to improve the teaching-learning process, self-learning materials, and learner engagement. • Considered for curriculum development and course content improvement. • Shared with the concerned faculty for making suitable changes and improvement in content and delivery.	Course Feedback Form - https://drive.google.com/file/d/16uX9HZ_lnfaZddWy8CR2N_JF4FkCQzhI/view?usp=share_link Program Feedback Form - https://drive.google.com/file/d/1s6ycrJPapPkdnoohhWNUUnJpMGxYoxFan/view?usp=share_link Overall feedback https://docs.google.com/spreadsheets/d/114fkYrJnzFLFqDpFkjdyx71gpqTejE5W/edit?usp=share_link&ouid=104272759208675380168&rtpof=true&sd=true
6	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	CIQA suggestions: • Adoption of blended mode of PCPs/ Counseling and activities: • Research activity (Embedding research culture among faculty and students): • Identification of focus areas programme wise for skill enhancement and relevance to job market	MoM CIQA Meetings - https://drive.google.com/file/d/1hFg_pTSjio4DJP5zcX1H7OWHNgmyMl21/view?usp=share_link https://drive.google.com/file/d/1HjOVmos8vLOL3xYoV-mmNNdaKuLq_Naf/view?usp=share_link

7	Implementation of its recommendations through periodic reviews	1. The Centre has adopted the practice of blended mode for all major activities (including Conference) as well as important Personal Contact sessions. 2. The centre focussed on skill enhancement of faculties with regard to embedding of technology in the Self Learning Material. The process was initiated by sending select faculty members for a workshop in SLM development conducted by IGNOU. 3. The focus on research was initiated with the introduction of PCL – Project Centric Learning in UG and PG programs across semesters. The initiative is to enable experiential learning and internalisation of research process practice and generation of output in the form of research papers, innovative ideas and creating entrepreneurs. The process is expected to yield results by the end of graduation of the relevant batch of learners.	1.Conference Report - https://drive.google.com/file/d/1-J1o6rYq8WvPDbdA0Px8xqOTbTCnoZR3/view?usp=share_link 1.Mind Meld - https://drive.google.com/file/d/13FP4GG6zG_Bd38G5xjZMgkmDj5ZZzeCG/view?usp=drive_link 2.FDP Report - https://drive.google.com/file/d/14YDaOz68zb-bStg3jF06Rz9xOzoqv-kk/view?usp=share_link 2.FDP for SLM - https://drive.google.com/drive/folders/1YUWUOfIhYwHXB-OeMYgCh9obUseV1dk9?usp=share_link 3.PCL Guidelines - https://drive.google.com/file/d/12I9LHFD03e2fDcC9AtVE6QAvH4nMouFo/view?usp=share_link
8	Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all	The quality related events conducted in the academic year: • Vigilance Week Workshop (Cyber Security Awareness) • Guest Lecture on Dynamics of Distance Education • FDP for quality improvement of SLMs • Colloquium on Working on BoS • Colloquium on Gender Inclusivity (Bechtel Test) • Webinar on 5 D's Towards Health – Health Is Energy • Webinar on Siddha diet and Nutrition for Healthy Life	Quality Event - https://drive.google.com/drive/folders/1jscQwwWzTeaybkoOcYF8BdI4RV1DVSCH?usp=share_link Skill Enhancement Events- https://drive.google.com/drive/folders/1cvbuOtsLrC2

	the stakeholders in Higher Educational Institution.	• Colloquium on Implementation of Project Centric Learning • Colloquium on Plagiarism in Research • Guest lecture on Campus to Corporate • Guest Lecture on Entrepreneurship – Contribution towards Economy • Webinar on Inception of Business • Workshop on Essentials of Writing Research Articles • Workshop on Research Design • National Conference in Emerging Areas and Sustainable Development To enhance the quality of teaching learning, enabling better cross functional knowledge among faculty, colloquiums were conducted during the year. • Workshop on SPSS – Data Analysis • Pre Budget Conclave 2023 • Webinar on Skill Up to Scale Up • Workshop on Financial Literacy • Colloquium on Stock Market Movement • Colloquium on Relationship Marketing in Hospitality Industry • Webinar on Finite groups and application • Panel Discussion on Union Budget 2023	oIoq_7k52djfUQaLXwL?usp=share_link Other events - https://drive.google.com/drive/folders/1YWQsuDoYmXJDrvT98xFV4rUW5dgskwCD?usp=share_link Conference Report - https://drive.google.com/file/d/1-J1o6rYq8WvPDbdAoPx8xqOTbTCnoZR3/view?usp=share_link
9	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution	1. The measures of embedding research culture among faculty and learners had resulted in many learners writing research papers independently and in collaboration with faculty. The centre created an opportunity for learners to present their research work in the National conference on “Innovations in emerging areas and sustainability” conducted on 29th -31st of March 2023. The conference attracted 83 papers from our faculty, students and academia thereby encouraging research culture among faculty and students, and creating a platform for dissemination and sharing of knowledge. 2. Promoting the research culture among learners: The centre through publication of abstracts of research based empirical projects of students has initiated this measure to inculcate research culture among the student community. The abstract of master dissertations are published in the book of abstracts. 3. The emergence of technology tools facilitating better access to knowledge resources and ease of access to resources was initiated through a faculty	1. Conference Report - https://drive.google.com/file/d/1-J1o6rYq8WvPDbdAoPx8xqOTbTCnoZR3/view?usp=share_link 2. Conference Proceedings - https://drive.google.com/file/d/1ocUwcU6E3K_2-4tJGw1GouQN2_qoHc/view?usp=share_link 2. Book of Abstracts - https://drive.google.com/drive/u/1/folders/1anaUymy7kgUhdSZGzKGI6maVIHyIvUmd

		development program for all the faculty. The FDP has enabled faculty to take up work on existing SLM at the university to embed technology tools for enhanced access to knowledge resources. The SLM designed for distance learners ease of learning can now provide access to resources which may be desired by a more advanced learner thereby ensuring learner centricity through adoption and embedding of technology. 4. Mind Meld: An interactive forum for learners to mingle with learners of other streams enabling cross functional learning and sharing of knowledge. The event was held on 27th of May 2023. The event attracted learners from commerce, management, economics, sciences, computer applications and psychology.	3. Workshop on embedding technology - https://drive.google.com/file/d/1oEL9W2DtS66UT2ayhLYIfy7oC5SywoWO/view?usp=share_link
10	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	Quality of academic and administrative processes which are: Admission process, Academic Processes and Evaluation process are monitored by collecting, collating and disseminating data relating to the activities. The Academic calendar provides chronological sequence of all academic and evaluation related events which are duly adhered to by the centre. 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 number of academic counselling and personal contact sessions held are monitored 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.	Assignment details - https://docs.google.com/spreadsheets/d/1BLNDkqq9PpQylUFvXCWoKKolgFLRhbc-/edit?usp=share_link&ouid=111269170976514381765&rtpof=true&sd=true Calendar of Events- https://drive.google.com/drive/folders/1ifkzlSJdu_Xo85kxUCUCgX2vQLgQ9Qmq?usp=share_link Feedback Details - https://docs.google.com/spreadsheets/d/114fkYrJnzFLFqDpFkjdyx71gpqTejE5W/edit?usp=share_link&ouid=111269170976514381765&rtpof=true&sd=true
11	Measures taken to ensure that Programme Project Report for each	The Centre follows due process to ensure compliance to the norms and guidelines prescribed by the commission and regulatory bodies. The University's Centre for Distance and Online Education (formerly Centre for Distance Education and Virtual Learning) prepares the Program Project Reports for every	PPR - https://drive.google.com/drive/folders/1PqdGd2koyXi

	programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	proposed program conforming to the norms and guidelines of UGC. The following measures have been taken for the preparation of program project reports after identifying the programs to be proposed: • The mission statement and objectives of the proposed programs were defined so as to reflect the strategic direction and academic goals • The proposed programs have been aligned with the Mission and goals • The program objectives and program outcomes were formulated for each program • The target groups of the proposed programs were identified taking into account the diverse class of learners that included learners with a low level of disposable income, rural dwellers, women, unskilled men and minorities. • The appropriateness of the proposed programs was evaluated by mapping the program objectives with the skills and competencies to be acquired by the learners. • The instructional designs for the proposed programs were defined with detailed syllabi of all the courses prescribed under each program by mapping the learning resources namely SLMs, videos, audios, reference materials with four quadrant approach, faculty requirement and delivery mechanisms. • The cost estimation was done taking into account all the deliverables with regard to each proposed program indicating, program development, delivery and maintenance. • The admission policy was defined including such details as minimum eligibility, fee structure and the documents to be submitted. • As regards the proposed programs having practical components, the University has given the clear guidelines for lab support for performing experiments and execution of programs. • The review mechanism has been defined for the proposed programs to continuously enhance the standards of curriculum and instructional design relevant to professional requirements. • The program project reports of the proposed programs were submitted to the members of the academic council and Board of management for ratification after due scrutiny for seeking approval from UGC. • After due ratification, the program project reports of the proposed programs were submitted to UGC for approval.	ot7SKsSwzJKAh5gnzevE?usp=share_link
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12	Mechanism to ensure the proper implementation of Programme Project Reports	The mechanism for ensuring proper implementation of the Program Project reports: • The program project reports of the proposed programs duly compliant with regulations are submitted to the Honourable members of the academic council and Board of Management for ratification after due scrutiny for seeking approval from UGC. • Post approval from statutory bodies of the University, the program project reports of the proposed programs were submitted to UGC for approval. • On receiving approval from UGC, the university offers the program to the learners, as per calendar announced by UGC. • The monitoring of the progress of implementation of the program is based on the academic calendar with schedules of Personal contact programs, doubt clearance sessions, conduct of assessment tests and assignments	PPR - https://drive.google.com/drive/folders/1PqdGd2koyXjot7SKsSwzJKAhn5gnzevE?usp=share_link
13	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	The annual calendar of events is published prior to the commencement of academic sessions on the Learning Management System (LMS) portal. The annual details the schedule w.r.t key events and tasks relating to the academic, curricular and co-curricular activities for the Year. Periodic review is conducted by the CIQA committee to ensure proper implementation of the Annual plan and suggest required modifications.	Calendar of events - https://drive.google.com/file/d/1TilzT8jmdomPurnCErOFkGUl2dETPjK/view?usp=share_link https://drive.google.com/file/d/1DzM1LhYCjWhVDQQTsecov6BgmA_NAlGZ/view?usp=share_link MoM CIQA Meetings - https://drive.google.com/file/d/1hFg_pTSjio4DJP5zcX1H7OWHNgyMl21/view?usp=share_link https://drive.google.com/file/d/1HjOVmos8vLOL3xYoV-mmNNdaKuLq_Naf/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 University through its experience and its learnings through interaction with a cross section of learners and based on the inputs provided in the BoS meeting, restructures programmes to include necessary courses based on current knowledge, developments in the national and international arena, relevance of concepts, ideas and innovations in the domain - inclined towards employability, entrepreneurship, and skill enhancement of the learners relevant to the job market.	BoS meeting - https://drive.google.com/drive/folders/1RlVhyeRPHMCSd_4kzmT77V-mH3RFwfd?usp=share_link MoM CIQA Meetings - https://drive.google.com/file/d/1HjOVmos8vLOL3xYoV-mmNNdaKuLq_Naf/view?usp=share_link
15	Facilitated system based research on ways of creating learner-centric environment and to bring about qualitative change in the entire system.	- The centre began to implement multiple teaching techniques to enhance students' experience and provide them with greater control over their academic learning. - The learning material have been intensified to ensure in depth learning of the learners by embedding research articles, interesting facts (related to the topic), practical exercises, assignments/tasks, self-assessment quiz in it. - With a view to promote experiential learning through research, 'Field Visit' has been introduced to the Master programs in the fields of Sciences, Humanities and Social sciences. - The centre has introduced Project Centric Learning (PCL) in UG and PG programs across semesters to enable cross functional and multi-disciplinary learning.	Program feedback - https://docs.google.com/spreadsheets/d/114fkYrJnzFLFqDpFkjdyx71gpqTejE5W/edit?usp=share_link&ouid=111269170976514381765&rtpof=true&sd=true List of new programs: https://drive.google.com/file/d/1O-sj_3hkSBxABbJnoa8bP3npohLy05nw/view?usp=share_link
16	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	Jain University CDOE initiated its programs in 2019 and plans to apply for accreditation upon completion of five years. The university is gathering data for AQAR, and as a result, the documentation process has begun for each criterion. The nodal coordinating unit will take 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. - Form an accreditation committee: Form a committee of faculty members, students, and other stakeholders. The committee will be responsible for	NA

		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. • Collect data: Collect data related to the institution's infrastructure, faculty, student performance, research output, and other relevant information that would be useful in the assessment process. • Documentation: Document all the data collected and prepare a comprehensive report that showcases the institution's strengths, achievements, and challenges. • 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.	
17	Measures adopted to ensure internalisation and institutionalisation of quality enhancement practices through periodic accreditation and audit	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 • Develop a Quality Enhancement Plan • Conduct Regular Quality Reviews • Evaluate Learner Outcomes: Periodic evaluation of learner outcomes • Encourage Faculty Development • Implementation of Action Plans • Regular evaluation of SLMs	NA
18	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality	All aspects of academic, administrative and regulatory requirements are duly complied 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. facilitating the coordination of University activities in sync with regulations, guidelines, directive and statutory	Activities: https://drive.google.com/drive/folders/1YWqsuDoYmxJDrvT98xFV4rUW5dgskwCD?usp=sharing

	related initiatives or guidelines	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. Based on directives of the commissions the centre has initiated the following actions during the period: • Monitoring of all communication given by the commission w.r.t compliance and learner interaction are duly monitored and implemented. • The centre has implemented directives of the commission w.r.t all activities to be conducted. These activities have ensured better quality inputs and conduct of activities enhancing the understanding, knowledge and initiatives of the commission, government and general awareness on progression of the nation. The activities conducted include: Bharatiya Bhasha Divas Panch Pran Vigilance Week Swachhta Pakhwada World Environment Day Millets Day Vishwamanava Day	
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. Best practices followed by other institutions include: • Providing a basket of activities as formative assignments. the same is well entrenched in the practices at Open and Distance learning programs of our University • Conduct of need analysis among the stakeholders during orientation done by the institution. • The assignment feedback is automated among a few institutions. However, the same is obtained through multiple means at ODL. • The CDOE has developed its own SLM for all courses across all programmes offered. The Center makes efforts to benchmark the SLM's with other ODL materials of other Universities. The Centre has made efforts for a well-defined inhouse SLM structure aligned to IGNOU. • The centre makes efforts to attract a diverse set of learners across the demographic landscape representing many segments of the society. • Outreach with the learner community through multiple channels of communication is well embedded in distance education with 52 official WhatsApp groups created for all programmes to disseminate information	NA

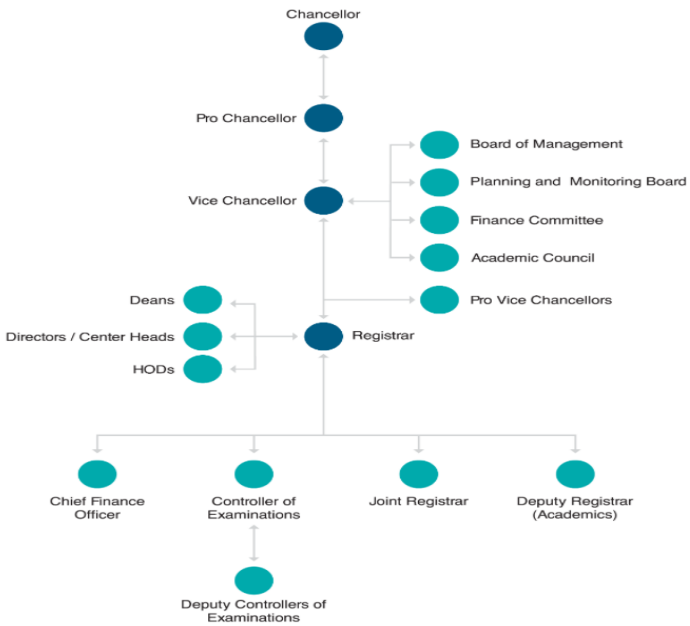
		on a daily basis. The feature augments and supplements the other channels of communication which include emails, notifications sent through LMS, DIGIVARSITY app which are learner friendly, while most of the other institutions are lagging behind. • The University has embedded the learner's efforts through MOOCs using SWAYAM, SWAYAMPRAKHA. The same is being adopted for ODL. • IGNOU is in process of developing SLMs in multiple languages. ODL is hoping to emulate the same in due course	
20	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	The record of activities undertaken including those on quality assurance are documented in the form of an annual report of the centre for Internal quality assurance. The same is also submitted for due guidance, support and further improvements. The annual report of the CIQA includes details on activities undertaken by ODL with regard to the stakeholders, faculty and staff. Some of the tasks undertaken are outlined below: • Faculties attended FDP for SLM quality enhancement at IGNOU • Orientation conducted by Placement Cell • Learners briefed regarding registration and pre-requisites for placement • Technology embedded SLM	FDP Reports - https://drive.google.com/file/d/14YDaOz68zb-bStg3jF06Rz9xOzoqv-kk/view?usp=share_link Placement Report - https://drive.google.com/file/d/1YZCF1q4UE2Pm-oIbt_894tArX-uwxXBq/view?usp=share_link https://drive.google.com/file/d/1JmF2AOYeECBe37Ci3FW5ifa9UhFRJPN/view?usp=share_link Updated SLM - https://drive.google.com/file/d/1CM6Qu5BTiCQS_szeDhPOz2zYYMoTn71/view?usp=share_link
21	Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its	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.	Annual Report 2022-23 - https://drive.google.com/file/d/1O5nCJiBOYzbrvWeNharsU3wgaatl-TvJ/view?usp=share_link

	activities at the end of each academic session.		
	(a) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	Yes	
22	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	The Director along with the Director IQAC- The Internal Quality Assurance Cell (IQAC) oversees the functioning of the CIQA of the Centre for Distance and Online Education. 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.	AAA meeting report: https://drive.google.com/file/d/1AvoaRQheWoLKSEo8Q-J1vLYgga3iFo3c/view?usp=share_link
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 all key elements including CO-PO Mapping at curriculum, course, and assessment level.	TLEP - https://drive.google.com/file/d/1LEYqe4BOaZYfwROaUoLVMvyce9Q3o0K8/view?usp=share_link
24	Promoted automation of learner support services of the Higher Educational Institution	The learner may seek support through an IVRS based phone line to access a counsellor. The phone number is being displayed on the website and home page of LMS of the students. The learner support is also available through emails as indicated below: • General Enquiry: Queries related to Learning Management System - LMS, Viz., password, login credentials, subject miss-match, language options,	NA

		access to SLM, access to video, must be addressed to enquiry.cde@jainuniversity.ac.in • Assignments: All queries pertaining to assignments, assessment mode, assignment pattern, duration, shall be addressed to assignments.cde@jainuniversity.ac.in • Academics: 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 • Examinations: 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 centre responds to all queries in a time bound manner ranging between 2 hours to 24 hours on any working day. The Centre 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.	
25	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	The Centre, 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.	AAA meeting report: https://drive.google.com/file/d/1AvoaRQheWoLKSEo8Q-J1yLYgga3iFo3c/view?usp=share_link BoS reports - https://drive.google.com/drive/folders/1RlVhyeRPHMCSd_4kzmT77V-mH3RFwfd?usp=share_link
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. The activities of the centre was presented to the Academic and Administrative Audit (AAA) duly constituted by the University.	AAA Presentation - https://docs.google.com/presentation/d/1Z4RK_vlw185ZWJldZ99q_QGLNw2XAhpl/edit?usp=share_link&o

			uid=111269170976514381765&rtpof=true&sd=true
27	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	The University is a dual mode University and has submitted the AQAR- Annual Quality Appraisal Report for the year 2021-22 to NAAC.	NA
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 and 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 research centres in various domains are creating opportunities 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 consolidation of 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 enrol to various programs at the university ensuring their learning and progression.	MoUs - https://drive.google.com/drive/folders/1lyIEEKV7owjyhyRiJEJsE-RzAqdhaBxY?usp=share_link Placement Policy - https://drive.google.com/file/d/1s6mmh1712KPRdodyHFLvkYXiDA8iX6B/view?usp=share_link

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 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  <pre> graph TD Chancellor --> ProChancellor ProChancellor --> ViceChancellor ViceChancellor --> BoardOfManagement[Board of Management] ViceChancellor --> PlanningMonitoringBoard[Planning and Monitoring Board] ViceChancellor --> FinanceCommittee[Finance Committee] ViceChancellor --> AcademicCouncil[Academic Council] ViceChancellor --> ProViceChancellors[Pro Vice Chancellors] ViceChancellor --> Registrar Registrar --> Deans Registrar --> DirectorsCenterHeads[Directors / Center Heads] Registrar --> HODs Registrar --> ChiefFinanceOfficer[Chief Finance Officer] Registrar --> ControllerOfExaminations[Controller of Examinations] Registrar --> JointRegistrar[Joint Registrar] Registrar --> DeputyRegistrarAcademics[Deputy Registrar (Academics)] ControllerOfExaminations --> DeputyControllersOfExaminations[Deputy Controllers of Examinations] </pre> 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	NA

		encouraging learners to transform their innovative ideas and develop new enterprises through a culture of entrepreneurship. 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 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.	
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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 inceptioned JAIN Group in 1990 with the aim of providing quality educational and 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.	NA
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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:  <pre> graph TD A[Syllabus formulation by Center for Distance Education and Virtual Learning] --> B[Scrutiny by the Standing Committee] B --> C[Recommendation by the Planning & Monitoring Board] C --> D[Expert review by the Special Board of Studies (BoS constituted with experts from Industry & Academia)] D --> E[Approval for introduction by the Academic Council] E --> F[Sanction by the Board of Management] </pre>	E Learning resources - https://drive.google.com/file/d/14wwElXxq1Z3_ExBhm9HfZcWNwhiKPC4n/view?usp=share_link
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		(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 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. (c) 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. (d) Learning Resource - The University ensures adequacy of learning resources and ICT resources required for smooth and seamless functioning of the Centre.	
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		(e) 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 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	Monitoring of the program follows execution of academic calendar of events placed chronologically. The monitoring of the program based on the calendar of events is ensured till semesters till completion of the program.	NA
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 sessions through the LMS to all the students. They also facilitate the requirements in relation to all administrative processes 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.	Infrastructure Resources - https://drive.google.com/file/d/1s4rb eTwaagkhoe7z1z UZlH4Mu-AjJsF/view?usp=share link

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 website's 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- https://drive.google.com/file/d/1BEZXNAX8dnk45jouM9xjgidfoocUNHEH/view?usp=share_link
7	Assessment and Evaluation	The centre's assessment and evaluation pattern are two types. 1. Continuous or formative assessments with a weightage of 30% in total assessment 2. 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. Section A: 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.	Assessment and Evaluation details: https://drive.google.com/file/d/1fHj77wJmQnt2rODA2G-ztcVQdgOB-szp/view?usp=share_link

		Section B: 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.	
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 emergence of technology tools facilitating better access to knowledge resources and ease of access to resources was initiated through a faculty development program for all the faculty. The FDP has enabled faculty to take up work on existing SLM at the university to embed technology tools for enhanced access to knowledge resources. The SLM designed for distance learners ease of learning can now provide access to resources which may be desired by a more advanced learner thereby ensuring learner centricity through adoption and embedding of technology.	FDP Report - https://drive.google.com/file/d/14YDaOz68zb-bStg3jFo6Rz9xOzoqv-kk/view?usp=share_link Workshop on embedding technology in SLM - https://drive.google.com/file/d/1oEL9W2DtS66UT2ayhLYIfy7oC5SywoWO/view?usp=share_link

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

Sr. No.	Provisions in Regulations	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	NA

		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 banks for mock assessments and continuous 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 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 enrollment 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 • Commencement of Personal Contact programs • Date of announcement of Assignments and date of submission of assignment -I	
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		• 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) • Commencement of next Semester	
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 matrix, curriculum, course objectives etc. The same are vetted by 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	NA

		reinforces the progression and learning of the student. Hand book- Communication of the details of the 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.	
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	NA

		academic counselling and PCP sessions (b) participation in formative assessment (c) number of students eligible for end semester examination (d) 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 student's 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.	
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Part – III: Human Resources and Infrastructural Requirements

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

Dr. H. Muralidharan, Director, CDEVL, Regular Employee, Ph.D, MBA, M.Com
Appointment Letter and Joining Report –
https://drive.google.com/file/d/1sMkD3WlKa_rWsLrpi-ExQxuyeHQWN3ba/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 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 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.

Build-up Area Type	Built-Up Area available(Carpet Area Sq. ft)
Academic	30000
Administrative	15000
Academic support such as Library, Reading Room, Computer Centre, Information and Communication technology labs, Video and Audio Labs etc.	10000
Amenities or other support facilities(Excluding toilets)	10000
Total built-up area for ODL activities	65000

Programmes Name	No. of Faculty required	No. of Faculty appointed	Complied Yes/No	If no. reason thereof
UG	10	44	Yes	-
PG	6	24	Yes	-
PGD	-	-	-	-

Sr. No.	Programme Name	No. of Full time-Dedicated faculty for ODL	Names	Designation	Qualification	Experience	Type (Regular/ Contract)with gross salary/month			Date of joining programme and Joining report
							Type	Gross salary/month	Contract Period	Upload pdf
1	COMMERCE & MANAGEMENT	1	Dr.H.Muralidharan	Director	Ph.D.	32 Years	Regular		NA	25/01/2022
2	BCA, BSc	1	Prof. N. Balasubramanya	Deputy Director	MSc, M. Phil.	32 Years	Regular		NA	31/12/2020
3	BA, MSc	1	Ms.Evangeline Supriya	Assistant Professor	MSc	3 Years	Regular		NA	02/01/2019
4	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

HEI ID: HEI-U-0223

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

Type of HEI: Dual

5	BA, MSc	1	Dr. Safeya Makhmur	Assistant Professor	Ph.D. (Health psychology and Positive Psychology)	5 Months	Contractual		1 Year	09/05/2022
6	BA, MA	1	Dr. Richa Gupta	Assistant Professor	Ph.D. (Economics)	21 Years 7 Months	Regular		NA	15/12/2005
7	BA, BSc, BCom, BCA, BBA, MA	1	Ms. Masarrath Anjum	Assistant Professor	MA in English Language and Literature	1 Year 2 Months	Contractual		1 Year	21/06/2022
8	BA, MA	1	Dr. Shanu N. Nazar	Assistant Professor	Ph.D. in Economics	6 Years	Regular		NA	11/07/2022
9	BA, BSc, BCom, BCA, BBA, MA	1	Dr. Chennaraju M	Assistant Professor	Ph.D. (Kannada Literature)	10 Months	Regular		NA	23/06/2022
10	BBA, BCom, MCom	1	Dr. Hemanth Babu R	Assistant Professor	MBA (Marketing)	10 Years	Contractual		1 Year	01/07/2022
11	BA, BCom, BBA, Mcom, MA	1	Rana Shaista	Assistant Professor	MA, KSET	3 Years	Regular		NA	22/10/2019
12	BA, MA	1	Ms. Devika R M	Assistant Professor	MA	3 Years	Probation		NA	10/01/2020
13	BSc - PMCS	1	Ms. Shruthi K S	Assistant Professor	MSc Physics	9 Years	Contractual		1 Year	05/02/2021
14	BCA, BSc	1	Ms. Kanchana Gore	Assistant Professor	MCA(Computer Science)	6 Years	Contractual		1 Year	05/02/2021
15	BCA, BSc	0	Dr. Yagati Narayan Ananth	Adjunct Faculty	Ph.D.(COMPUTER SCIENCE)	22 Years	Contractual		1 Year	01/01/2021
16	MA	1	Dr. Kamala N	Assistant Professor	Ph.D.	29 Years	Regular		NA	17-05-2020
17	MSc	1	Mr. Sudarshan Kottai R	Assistant Professor	MSc	12 Years	Regular		NA	18-04-2020
18	BCom, MCom , BBA	1	Ms. Chaitra karanth	Assistant Professor	MCom (FA), UGC NET (Commerce)	2 Years 7 Months	Contractual		1 Year	12-04-2021
19	BBA, BCom, MCom	1	Ms. Roshal P A	Assistant Professor	MCom, UGC NET (Commerce)	3 Years	Contractual		1 Year	15/05/2021
20	BSc & BCA	1	Ms. Ashwin Shankaran	Assistant Professor	MSc	1 Year 6 Months	Regular		NA	15-01-2019
21	BCA	1	Ms. Tanvi Anil Patel	Assistant Professor	MSc	5 Years 5 Months	Regular		NA	23-04-2019
22	BCom	1	Mr. Manoj P	Assistant Professor	MSc	1 Year 3 Months	Regular		NA	23-07-2019
23	MSc	1	Mr. Ajay Sivan	Assistant Professor	MSc	3 Years 4 Months	Regular		NA	08/03/2020
24	BSc & MSc	1	Ms. Sangita Sarma	Assistant Professor	MSc	3 Years	Regular		NA	13-12-2020
25	MSc	1	Ms. Akarsha K	Assistant Professor	MSc	3 Years	Regular		NA	26-02-2021
26	MA - ECO	1	Ms. Anila Bajpai	Assistant Professor	MA	13 Years	Regular		NA	02/12/2016

HEI ID: HEI-U-0223

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

Type of HEI: Dual

27	BSc	1	Mr. Jinapanini Venkataramana Raju	Assistant Professor	M. Phil.	13 Years 3 Months	Regular		NA	12-01-2021
28	BBA, BCom, Mcom	1	Ms. Veena Varma	Assistant Professor	MCom	7 Years 6 Months	Regular		NA	27-05-2019
29	BSc & MSc	1	Ms. Divya Jiju	Assistant Professor	MSc	13 Years	Regular		NA	28-07-2020
30	BSc & MSc	1	Ms. Shweta Singh	Assistant Professor	MSc	10 Years	Regular		NA	21-04-2021
31	BSc	1	Ms. Deepalakshmi P	Assistant Professor	MSc	12 Years 6 Months	Regular		NA	05-02-2021
32	BA, BSc, BCom, BCA, BBA, MA	1	Dr. Gaitri Kumari	Assistant Professor	Ph.D.	5 Years 5 Months	Regular		NA	13-03-2019
33	BSc	1	Dr. Arote Rohidas	Professor	Ph.D.	17 Years 2 Months	Regular		NA	17-07-2019
34	BCA	1	Dr. Pramoda Kumar Nayak	Assistant Professor	Ph.D.	16 Years	Regular		NA	13-05-2020
35	BSc	1	Dr. Suman Kalyan Sahoo	Assistant Professor	Ph.D.	11 Years	Regular		NA	17-11-2021
36	BSc	1	Dr. Gurunatha Kargal Laxminarayana	Assistant Professor	Ph.D.	10 Years	Regular		NA	14-04-2019
37	BCA	1	Mr. Manjunath B	Assistant Professor	MCA(Computer Science)	24 Years	Regular		NA	07/01/2017
38	BSc	1	Dr. Manoj Vasisht Mane	Assistant Professor	Ph.D.	11 Years	Regular		NA	07/06/2020
39	BSc	1	Dr. Anshu Kumar	Assistant Professor	Ph.D.	10 Years	Regular		NA	23-03-2021
40	MSc - PSY	1	Dr. Ramesh Srinivasan	Assistant Professor	MSc	12 Years	Regular		NA	01/04/2018
41	BCom, MCom , BBA	1	Dr. Gouranga Hari Debnath	Assistant Professor	Ph.D.	4 Years 3 Months	Regular		NA	29-01-2019
42	BCom, MCom , BBA	1	Mr. Naveen S	Assistant Professor	MBA	22 Years	Regular		NA	19-04-2020
43	BSc	1	Ms. Shilpa K	Assistant Professor	MSc	7 Years 6 Months	Regular		NA	22-10-2021
44	BA & MSc	1	Mr. Nithin N	Assistant Professor	MSc in Psychology	4 Years	Regular		NA	06/10/2022
45	BA. MA	1	Dr. Kalulal Kulmi	Assistant Professor	MA Hindi Criticism	3 Years	Regular		NA	05/09/2022
46	BA & MA	1	Anushree Tripathi	Assistant Professor	Ph.D. in Political Science	3 Years	Regular		NA	03/11/2022
47	BA,BSc,BCom,BCA, BBA, MA	1	Mr. Mohamed Musaib	Assistant Professor	MA Kannada	7 Years	Regular		NA	18-10-2022
48	BCom, MCom , BBA	1	Ms. Ruksana Ebrahim	Assistant Professor	UGC NET (Commerce)	4 Years	Regular		NA	06/10/2022

HEI ID: HEI-U-0223

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

Type of HEI: Dual

49	BCom, MCom , BBA	1	Mr. Kushal Parwani	Assistant Professor	MBA (Finance)	1 Year	Regular		NA	14/11/2022
50	BCom, MCom , BBA	1	Ms. Revathi B Mane	Assistant Professor	MBA,UGC NET(Management)	1 Year	Regular		NA	15-11-2022
51	BA, MA	1	Mr. Akash M S	Assistant Professor	UGC NET (ECONOMICS)	1 Year	Regular		NA	01/12/2022
52	BA	1	Ms. Sebanti Chatterjee	Assistant Professor	UGC NET (Sociology)	1 Year	Regular		NA	12/12/2022
53	BA, MSc	0	Mr. Shravan Abraham	Assistant Professor	MSc (Clinical Psychology)	2 years	Contractual		1 Year	24-03-2021
54	BSc	1	Ms. Harshitha R	Assistant Professor	MSc	2 years	Regular		NA	11-12-2019
55	BA,BSc,BCom,BBA, BCA & MA	1	Ms. Humaria Malik	Assistant Professor	MSc	22 Years 6 Months	Regular		NA	13-07-2020
56	BA, MA	1	Ms. Lajwanti M	Assistant Professor	MA	20 Years 10 Months	Regular		NA	22-02-2021
57	BSc	1	Ms. S M Karuna	Assistant Professor	MSc	10 Years	Regular		NA	01/06/2022
58	BCA	1	Dr. Sandeep Gupta	Assistant Professor	Ph.D.	3 Years 10 Months	Regular		NA	03/05/2019
59	BSc, BCA & MCA	1	Ms. Bhagyashree Doddamani	Assistant Professor	Ph.D.	4 Years	Regular		NA	17-08-2022
60	MSc Psy & BA	1	Ms.Akshara	Assistant Professor	MSc Psy	2 Months	Regular		NA	01-06-2023
61	BSc & BCA	1	Dr. Sunil Bhat	Assistant Professor	Ph.D.	15 Years	Regular		NA	20-03-2019
62	BSc & BCA	1	Dr. T Ramachandran	Assistant Professor	Ph.D.	21 Years 8 Months	Regular		NA	09/09/2020
63	BSc & BCA	1	Mr. Aarikatla Harshavardhan	Assistant Professor	M.Tech	4 Years	Regular		NA	10/10/2022
64	BSc & BCA	1	Mr. Stanley Samlal	Assistant Professor	M.E	1 Year	Regular		NA	22-08-2022
65	BSc & BCA	1	Dr. Srividya Shivakumar	Professor	Ph.D.	21 Years	Regular		NA	15-03-2020
66	BSc	1	Ms. Jayalakshmi P	Assistant Professor	M. Phil.	16 Years 4 Months	Regular		NA	29-06-2021
67	BSc	1	Ms. Anitha Abraham	Assistant Professor	M. Phil.	27 Years 4 Months	Regular		NA	18-04-2020
68	BSc & MSc	1	Dr. Mahesh V	Assistant Professor	Ph.D.	10 Years 5 Months	Regular		NA	28-05-2021

Joining Report of Faculties –
https://drive.google.com/drive/folders/1lTSEKhkcXx8yiYj3_VO-rqG6-kCu3NhH?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)	2
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/1N7BoTkuAdYaj3TRh_iRwBoggCf81Rx_n?usp=share_link

Note:

1. In case of the enrollment 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 private organisations or unapproved Higher Educational Institutions.	Yes	
4	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	Yes	
5	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	Yes	

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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 clean, supplied with necessary items, and in working order	Yes	
12	Provision of drinking water must be made for learners	Yes	
13	Adequate parking must be available near the examination centre	Yes	
14	Facilities for Persons with Disabilities should be available	Yes	

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

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/1qKpBUc-Fyx8C1AIRDol3BpYTxwit9eLp/view?usp=share_link	
2	A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and their certification.	Yes Mechanism - https://drive.google.com/file/d/1G2KkLofAG4qfAmtAt91g6bFhVtinFdhR/view?usp=share_link	
3	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: i) The Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted; ii) For Open and Distance Learning mode: the learner has minimum attendance of 75 per cent. in the programme specific Personal Contact Programme (excluding	Yes https://drive.google.com/file/d/1G2KkLofAG4qfAmtAt91g6bFhVtinFdhR/view?usp=share_link	

	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 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	Yes https://drive.google.com/file/d/1nyXpIHWDqCiW36g7wCY_nlL8x-4MamE-/view?usp=share_link	
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 Sample Question Paper - https://drive.google.com/file/d/1VufwdcRQMtMSruDPrdjEPoo9mlo6nppl/view?usp=share_link https://drive.google.com/file/d/1XGEav-OKRvJfQW8oKCTWDP3YM3XDBFrk/view?usp=share_link Course Matrix - https://drive.google.com/file/d/1AmrjZSxe4eEpk-cNdBoFDLXxkVkn9-nO/view?usp=share_link	
6	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes https://drive.google.com/file/d/19hzmxbKa-kkXjmX4CCJ7ma8Uya5s7eTo/view?usp=share_link	

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 Sample Grade sheet - https://drive.google.com/file/d/1eIEDoWkIFSfxvmPa6qKWoSzxajUEK27a/view?usp=share_link https://drive.google.com/file/d/1odwp6VKQze5quXEJ5wbDApYJuNaTHepw/view?usp=share_link	
8	A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	Yes Process - https://drive.google.com/file/d/1PlVyZb5oz39E4FLMr7tw3mB6Mnn4tsjC/view?usp=share_link	
9	The examination of the programmes in Open and Distance learning mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	Yes Exam Notification - https://drive.google.com/file/d/1zEpjpcnrEhH8IS34ELZNKK9KBVrnSC1L/view?usp=share_link	
10	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Yes Exam Recording - https://drive.google.com/file/d/1S1esUZCto5DuJRjE3Z7z8-nrQAsuvxUo/view?usp=share_link	
	(b) Availability of biometric system		

	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners		
	(d) In case of non-availability of the Closed- Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution		
11	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	Yes Exam Recording - https://drive.google.com/file/d/1S1esUZCto5DuJRjE3Z7z8-nrQAsuvxUo/view?usp=share_link	
12	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Yes Appointment letter - https://drive.google.com/drive/folders/1WsoECFNKguRdu618KGAg8L1hKqvI6mYn?usp=sharing	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	Yes Observer's Report - https://drive.google.com/file/d/1kXxybo1q7Gejm6EdVMxNna5_eBcSqWTQ/view?usp=share_link	
13	(a) All end semester examinations or term end examinations for programmes offered through Open and Distance Learning mode shall be conducted through proctored examination (pen- paper or online or computer based testing) within Territorial Jurisdiction, in the examination centre as mentioned in these regulations.	Yes Exam Notification - https://drive.google.com/file/d/1zEpjpcnrEhH8IS34ELZNKK9KBVrnSC1L/view?usp=share_link	

	(b) The Exams shall be under the direct control and responsibility of the Open and Distance Learning mode Institution	Yes	
14	The Examination Centre shall be located in Government Institutions like Kendriya Vidyalaya(s), Navodaya Vidyalaya(s), Sainik School(s), State Government Schools, etc. can also be identified as examination centre(s) under direct overall supervision of a Higher Educational Institution offering education under the Open and Distance Learning mode including approved affiliated colleges under the University system in the Country and no Examination Centres shall be allotted to private organisations or unapproved Higher Educational Institutions	Yes Exam Notification - https://drive.google.com/file/d/1zEpjpcnrEhH8IS34ELZNKK9KBVrnSC1L/view?usp=share_link	The examinations are conducted only in the HeadQuarters of the Institution, 319, 25 th Main Rd, K R layout JP Nagar, 6 th Phase, Bangalore.
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 Exam Notification - https://drive.google.com/file/d/1zEpjpcnrEhH8IS34ELZNKK9KBVrnSC1L/view?usp=share_link	

17	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Open and Distance Learning shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	Yes Degree Certificate - https://drive.google.com/file/d/1bN8Yc1A3QcaDpumDf39kxfKvyxgYKJPG/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.
	(b) Each award shall also be uploaded on the National Academic Depository	Yes NAD Approval Pending	
18	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Learner Support Centres (only for Open and Distance Learning); (v) Name and address of all Examination Centres	Yes Degree Certificate - https://drive.google.com/file/d/1bN8Yc1A3QcaDpumDf39kxfKvyxgYKJPG/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.

4.3 Whether any examination held through online mode.

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

The examination was conducted through Learning Management System (LMS) for the year 2022-23. 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 the 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**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, 2022 Jan 2023 - Sem 1	BA SEM I	81	36	7	19%	11%
	BA SEM II	26	9	6	67%	67%

HEI ID: HEI-U-0223**Name of HEI: JAIN (Deemed-to-be University)****Type of HEI: Dual**

	BA SEM III	154	18	11	61%	56%
	BA SEM IV	306	72	40	56%	54%
	BA SEM V	56	9	6	67%	67%
	BA SEM VI	119	27	22	81%	81%
	BCA SEM I	96	48	17	35%	35%
	BCA SEM II	17	10	9	90%	90%
	BCA SEM III	44	18	14	78%	78%
	BCA SEM IV	81	42	31	74%	67%
	BCA SEM V	91	29	23	79%	79%
	BCA SEM VI	30	10	7	70%	40%
	BCOM SEM I	108	60	25	42%	27%
	BCOM SEM II	24	8	4	50%	50%
	BCOM SEM III	53	20	17	85%	85%
	BCOM SEM IV	648	187	137	73%	68%
	BCOM SEM V	132	28	20	71%	61%
	BCOM SEM VI	86	33	21	64%	58%
	BSC SEM I	32	16	3	19%	19%
	BSC SEM III	20	5	4	80%	80%
	BSC SEM IV	99	39	24	62%	59%
	BSC SEM VI	20	4	4	100%	100%
	BBA SEM I	65	43	22	51%	37%

HEI ID: HEI-U-0223

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

Type of HEI: Dual

	BBA SEM II	15	2	2	100%	100%
	BBA SEM III	41	24	19	79%	58%
	BBA SEM IV	99	39	24	62%	59%
	BBA SEM V	12	2	1	50%	50%
	BBA SEM VI	50	12	10	83%	75%

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, 2022 Jan 2023 - Sem 1	MA SEM I	13	9	3	33%	33%
	MA SEM III	8	2	2	100%	100%
	MA SEM IV	64	17	6	35%	29%
	MCOM SEM I	49	29	11	38%	28%
	MCOM SEM II	12	5	5	100%	80%
	MCOM SEM III	56	23	13	57%	57%
	MCOM SEM IV	200	130	61	47%	45%
	MSC SEM I	166	84	60	71%	69%
	MSC SEM II	288	175	139	79%	78%
	MSC SEM III	54	30	24	80%	77%
	MSC SEM IV	569	251	135	54%	53%
	MBA SEM I	5	5	3	60%	60%

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 and Online Education 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 and 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/13USnZQtoa4DOgsoy_hmaELJVGtECVHgU/view?usp=share_link

Sample PPR: https://drive.google.com/file/d/1u-6Ze8d7vLt2_jFdZKAK7vkyVZ50HrKz/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.

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.

SLM Statutory Approval:

https://drive.google.com/file/d/1zHrYN4NGbxoU5YQWyIsTXIWotZcvtpig/view?usp=share_link

Sample SLM: https://drive.google.com/file/d/1lCM6Qu5BTiCQS_szeDhPOz2zYYMoTn71/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.

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

SLM Policy: https://drive.google.com/file/d/1nW8XGIVhIOMVFbBqt56sHFBkM2-tgMbk/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

S. No.	Programmes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on an average basis
1	UG	CDEVL	1	1722	5520	4782
2	PG	CDEVL	1	1245	910	854
3	PGD	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 timetable and publication of results in the portal.

HEI ID: HEI-U-0223

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

Type of HEI: Dual

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

Sr. No.	Name & Address of College/ institute where LSC is established (with Pin Code)	This LSC is LSC 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	NA		NA	NA	NA	NA	NA	NA	NA
N.	NA	NA		NA	NA	NA	NA	NA	NA	NA

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

Whether LSC 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	13 Years	Yes

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	Program- mes offered	Total Enrolled student.
1.	NA	NA	NA	NA	NA	NA	NA
N.	NA	NA	NA	NA	NA	NA	NA

6.5. Delivery of Self-Learning Material

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

	Date of Admission (For July and January)	Date of delivery of SLM	Whether SLM delivered to learners within a fortnight from the date of admission
*Printing Material	30 Nov 2022 (For July) 30 April 2023 (For January)	15 Dec 2022 (July) 15 May 2023 (January)	Yes
Audio-Video Material	30 Nov 2022 (For July) 30 April 2023 (For January)	15 Dec 2022 (July) 15 May 2023 (January)	Yes
Online Material	30 Nov 2022 (For July) 30 April 2023 (For January)	15 Dec 2022 (July) 15 May 2023 (January)	Yes
Computer based Material	30 Nov 2022 (For July) 30 April 2023 (For January)	15 Dec 2022 (July) 15 May 2023 (January)	Yes

***PRINTING MATERIAL:** Keeping in view the environment, the University ensures that the soft copy of the SLM is available in downloadable for through the LMS to all students, The same is available to the students through the LMS app- Digiversity accessible by the learner on enrollment to the program.

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:

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)
	NA						
	NA						
	NA						
	NA						

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

Upload

NA

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

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

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/1fRZdIY_o2-UVmoR_yJFXeIHZ-FI3VUDd?usp=sharing			
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		

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		

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		

Part – VIII: Admission and Fees**8.1 Compliance status of ‘Admissions and Fees’ – As per Regulations 14 of UGC (ODL Programmes and Online Programmes) Regulations, 2020**

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

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 commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners	Yes
6	Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners: Provided that a Learner Support Centre shall not admit a learner to any programme in Open and Distance Learning for or on behalf of the Higher Educational Institution	Yes
7	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; (b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; (c) exhibit such records as permissible under law on its website; and (d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	Yes

8	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Open and Distance 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
8 (h)	Pay and other emoluments payable for each category of teachers and other employees	Yes
8 (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	Yes
8 (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	Yes
8 (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	Yes
9	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	Yes
10	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	Yes
11	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Open and Distance Learning mode offered by a Higher Education Institution	Yes

12	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	Yes
13	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in Open and Distance Learning mode subsequently withdraws from such Higher Educational Institution, no 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.

Addressing learners’ grievances at DDE

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 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

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

Grievances received the last year (July 2022-June 2023)

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.

9.2. Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
5907	5907

*Grievances relate to academic processes which are resolved within a maximum of one working day. The grievances relate to assignment submission, extension of date for submission of assignments, inability to access the LMS portal etc.

NOTE: There has been no escalation of grievances to the principal officers of the University or the UGC

9.3. Complaint Handling Mechanism

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

Distance learners have significant issues relating to their academic process and progression that they would like addressed. Grievances are handled both online and offline as registered by the learners. The Online – Complaint Handling Mechanism of the Center for Distance and Online Education (CDOE), 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 grievance handling committee looks into grievances raised and their resolution in a time bound manner. The University has also appointed an ombudsman for resolution of grievances.

The Nodal officer for handling grievances of students of ODL is : **Prof Balasubramanya N (Deputy Director ODL - CDOE)**

Grievance handling mechanism:

- The Grievances are categorized into four for better handling of grievances from the learners. The categories are: Academics related, Assignment Related, Examination related, General enquiry related.
- Students can raise their grievances using any of the aforesaid categories via email or through student support line.
- Counsellors designated to handle the grievances look into each of the grievances raised and facilitate the resolution of the grievances
- Queries are attended within 24 hours of being raised.

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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

An offline discussion forum (Mind Meld) was introduced to encourage learners to visit the campus and connect with fellow learners. In the world of online learning, live sessions, case study learning, Quiz assessments, e-tutorials, discussion forums and threaded discussions are of vital importance. The reason is simple. A discussion forum offers a place to instructor-to-learner and student-to-student interaction to take place. It allows learners to share thoughts, ideas and even review them.

Mind Meld is a platform that help learners foster a sense of community and encourage peer to peer interaction and improve learner engagement. It can take the form of debate or reflective sharing, giving learners the opportunity to expand upon and clarify their understanding of key ideas. It moves beyond more passive learning forms of reading, listening, and watching and allows the learner to actively engage with their peers and teacher.

Direct communication and Access to faculty counsellors and programme coordinators to learners through whatsapp groups: The centre has created official WhatsApp groups for each program and batch of students enrolled into the distance program to enable direct communication with the learners and centre. The mechanism is an add-on to the existing mechanisms of communication with the learners.

Mindmeld Event: https://drive.google.com/file/d/13FP4GG6zG_Bd38G5xjZMgkmDj5ZZzeCG/view?usp=drive_link

10.2. Best Practices of the HEI

- Peer-to-Peer learning: The centre with a view to optimise the diversity among learners and encourage peer to peer learning as well as build connect between the theory and practice, has initiated learner centric activity of identifying resource persons from the student community to speak and share their experience, learning and insights in the area of their work experience and or area of interest.
- Creation of learning centric environment through contemporary communication tools of WhatsApp encouraging active learning
- The students are encouraged to undertake internships and research activities with SMEs as a part of their curriculum and engage in experiential learning through the basket of assessments and learning exercises

available in the learning material.

- Transparency in formative assessment - evaluating of students' academic performance by ensuring the visibility of marks obtained with feedback by faculty on the LMS

10.3. Details of Job Fairs conducted by the HEI

The centre has initiated steps to provide employment opportunities for distance learners by conducting placement activities. Master classes were conducted for the students to enable them to apply for the job and facilitate career progression to scale up in their career path. The sessions were organized to create awareness on career planning and career mapping among the learners. The objective is to explain to the students the development of soft skills, career guidance and selection of companies to help them make better decisions. The sessions were conducted in collaboration with Internshala - an online training platform to equip skills among the students to provide insights on the employment opportunities.

MoU: https://drive.google.com/file/d/1esvhYksHAWObgHvDHkDeJsyf12vEFXmG/view?usp=drive_link

Placement Briefing:

https://drive.google.com/file/d/1YZCF1q4UE2Pm-oIbt_894tArX-uwXbQ/view?usp=drive_link

https://drive.google.com/file/d/1JmF2AOYeECBe37_Ci3FW5ifa9UhFRJPN/view?usp=drive_link

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

Students testimonials are essential to embrace the remarkable achievements and celebrate their accomplishments in the learning journey and progression in life and career. The testimonials of the learners who have completed the program illustrate the impact of program, faculty and resources and provide the holistic perspective of the students upon their accomplishments. It demonstrates the value and helps in creating lasting connections between University, students and society as a whole. It also captures the real-life examples of being a 'whole person' and creates a sense of belongingness and the way forward.

Glimpses of the Success Stories (as written) by the students of ODL mode

Aparajita Chakraborty (MSc Psychology) - The experience with this university is so special for me. I got all the

support from faculties during my pursuit of learning and research. It's very difficult to find such supporting faculties. By profession I am a staff nurse in government hospital. During covid it was very difficult to complete the course but I got all mental and education support during that time. I am very much grateful to get the opportunity to complete my Master's degree in Psychology. Thank you so much for the faculties, staff and JAIN University. It was my dream to complete M.Sc Psychology and I did it with good support. I would love to refer to my friends to take up any degree in this esteemed University.

Vishak M U Srivatsa (BCA) - I am genuinely thankful to JAIN University for providing the course and helping working professionals like us in getting our Bachelor Degree. It was a tremendous journey in JAIN University. I would suggest others as well in enrolling with the University to get their Bachelors / PG Degree. Thanks again to the faculty for continuously supporting students and encouraging.

Success Stories: https://drive.google.com/drive/folders/1apnpbGw1SRFlmof9xFI-v2iDxhwB9HB3?usp=share_link

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 centre has created a mechanism for students seeking placements to be a part of the mainstream placement of the University . The process involves the following steps:

- Placement presentation and policy announcement
- Registration of students seeking placements
- Processing of placement opportunities to the students by the placement team

The placement initiative is currently in progress. No student has been placed through the mechanism for the AY 2022-23

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10.7. Details of Alumni Cell and its activity

The Centre organised the first alumni meet on 27th May 2023. The event attracted 80 plus students from all the programs.

Alumni Meet: https://drive.google.com/drive/folders/1DYfvDQ3Nl_g46_xRDdbzWQ74Hhev8Hr2?usp=sharing

10.8. Any other Information

NA

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DECLARATION

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