

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**

<2024-25>

Part – I: General Information

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

https://drive.google.com/file/d/1Qts1-oQ_hl9Vy4BSbflOZpHjdJQXpng8/view

<https://drive.google.com/file/d/1ywl4vW9xCUSaBd-B-UoW6NAYZAdYmZiP/view>

1.2 Details of Director, IQAC

- 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/1XoY8TM1gb6ve4O2PZmt4h59IZzUC4ZIP/view>

1.3 Details of CIQA Committee:

a. Composition as per Regulations

#	Designation	Name	Position
	Advisor, Steering Committee Board, JGI	Dr. N Sundararajan	Management Representatives
	Vice President, JGI	Mr. Ravindra Bhandary	
	Management Representative	Mr. Inderchand Singhi	

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#	Designation	Name	Position
	Vice Chancellor	Dr. Raj Singh	Chairperson
	Pro Vice Chancellors	Dr. Dinesh Nilkant	Senior Administrative Officers
		Dr. J Letha (<i>Off-Campus Kochi</i>)	
	Registrar	Dr. Jitendra Kumar Mishra	
	Joint Registrar	Mr. M S Santhosh	
	Chief Academic Officer	Dr. Shradha Kanwar	
	Dean - Academics & Planning	Dr. S. A. Hariprasad	
	Deputy Dean - Academics	Dr. S. Kiran	
	Director - Office of Communications and Human Resources	Ms. Aparna Prasad	
	Director - Projects & Facilities	Mr. M.S. Parswanath	

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	Controller of Examinations	Prof. N S Manjunath	
	Dean - Student Affairs	Dr. Rajani Jairam (Professor)	Senior Faculty members
	Director - IQAC/CIQA	Dr. Asha Rajiv (Professor)	
	Deputy Director - IQAC	Dr. Yashashwini M. (Associate Professor)	
	Assistant Director - IQAC	Ms. Manashree Mane (Assistant Professor)	
		Mr. Sunil MP (Assistant Professor)	
	Director - CDOE	Dr. H. Muralidharan (Professor)	
	Deputy Director- CDOE	Prof. Balasubramanya N (Professor)	

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	IQAC Coordinator	Dr. Geetha Madhusudan (Professor)	
		Dr. Kannan Balakrishnan (Assistant Professor)	
	CIQA Coordinator	Dr. Richa Gupta (Associate Professor)	
	Professor (retd.) & Former Chairman, Dept of Physics, Bangalore University	Dr. M.C. Radhakrishna	Eminent Academician
	Former Director, National Aerospace Laboratories (NAL) and Distinguished Professor	Dr. A.R. Upadhya	Industry Representative
	Examination Staff	Mr. Udaya Kumar Soori	Non-Teaching Representatives
	Deputy Controller of Examinations	Dr. Parthasarathi R	
	Co-Founder, Trispark Solutions Pvt Ltd Director, Operations and Research, Lakshyaspace LLP	Mr. Mukul Manohar S	Alumni
	Director Cloud, Cybersecurity & IT,	Mr. HS Pavan Kumar	Employer

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#.	Designation	Name	Position
	B.Sc Student	Aravinth S A USN No. : 23BSR08014 M : 6382447663	Student Representatives
	B.Com Student	Himanshu R Solanki USN No. : 23BCR00485 M : 7019532767	
	B.Tech Student	Farha Naaz USN No. : 23BTRCL100 M : 7760293430	
	MA Economics (CDOE)	Shweta Gupta USN No. : 23MAD00059 M : 9820076534	
	B. Com (CDOE) - Parent	Father Name : Sanjay Kumar Student Name : Bhavani S USN No. : 232BCOMD0005 M : 6364009730	Parent Representatives

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	M.Tech Student - Parent	Mother Name : Sukanya Hegde M : 9242266362 Student Name : Kavana G H USN No. : 23MTRFT023	
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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-Mont h-Yea r	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	December 10, 2024	1	https://drive.google.com/file/d/1e4bM8R659zKHK03B3tLY40A5Re3wkKpb/view?usp=drive_link	https://drive.google.com/file/d/1dmB-j35mrBVNmm8N_9KqAoItFjX7ffaT/view?usp=drive_link
Meeting 2	June 27, 2025	1	https://drive.google.com/file/d/1-7LWTfQHygtgW43HpoxXi1l-k_mD1_mu/view?usp=drive_link	https://drive.google.com/file/d/1tjD5zretuXqrv_KpfSfMLGOkh7LJxPFw/view?usp=drive_link

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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	TG	Total
1.	NA											
N.												

***Not for Private University**

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

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

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

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

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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								

***Not for Private University**

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 (PSE - Psychology, Sociology, Economics)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 36,500/-	F.No.13-14/2023(D EB-II) - 07.08.2023 & 08.02.2024	0	29	51	0	80
2	Bachelor of Science (PMCS)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 44,000/-	F.No.13-14/2023(D EB-II) - 07.08.2023 & 08.02.2024	0	244	152	0	396
3	Bachelor of Commerce	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 39,500/-	F.No.13-14/2023(D EB-II) - 07.08.2023 & 08.02.2024	0	61	46	0	107
4	Bachelor of Computer Applications	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 51,500/-	F.No.13-14/2023(D EB-II) - 07.08.2023 & 08.02.2024	0	113	58	0	171
5	Bachelor of Business Administration	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 50,000/-	F.No.13-14/2023(D EB-II) - 07.08.2023 & 08.02.2024	0	94	43	0	137

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6	Bachelor of Science (Honours) (Data Science and Analytics)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 59,000/-	F.No.30-30/2023(D EB-II - 11.09.2023 & 19.03.2024	0	9	5	0	14
7	Bachelor of Commerce (Honours) (Accounting and Finance)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 54,500/-	F.No.30-30/2023(D EB-II - 11.09.2023 & 19.03.2024	0	6	0	0	6
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/-	F.No.30-30/2023(D EB-II - 11.09.2023 & 19.03.2024	0	3	0	0	3
9	Bachelor of Arts (Optional English, Psychology and Journalism)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 47,000/-	F.No.30-30/2023(D EB-II - 11.09.2023 & 19.03.2024	0	4	24	0	28
10	Bachelor of Management Studies (Tourism and Hospitality)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 54,500/-	F.No.30-30/2023(D EB-II - 11.09.2023 & 19.03.2024	0	3	3	0	6
11	Bachelor of Arts (Economics, Sociology and Political Science)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 47,000/-	F.No.30-30/2023(D EB-II - 11.09.2023 & 19.03.2024	0	3	7	0	10
12	Bachelor of Arts (History, Economics, Political Science)	3 Years	132	10+2 or any equivalent from a recognized University	Rs. 47,000/-	F.No.30-30/2023(D EB-II - 11.09.2023 & 19.03.2024	0	3	3	0	6

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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/-	F.No.13-14/2023(DEB-II) - 07.08.2023 & 08.02.2024	0	590	1271	0	1861
2	Master of Arts (Economics)	2 Years	90	Degree from a recognized University with a minimum of 50% of total marks obtained (45% for SC/ST) in the cognate/related subjects in the entire degree course.	Rs. 25,500/-	F.No.13-14/2023(DEB-II) - 07.08.2023 & 08.02.2024	0	10	13	0	23
3	Master of Commerce	2 Years	90	Degree from a recognized University with a minimum of 50% of total marks obtained (45% for SC/ST) in the cognate/related subjects in the entire degree course.	Rs. 25,500/-	F.No.13-14/2023(DEB-II) - 07.08.2023 & 08.02.2024	0	28	24	0	52
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/-	F.No.30-30/2023(DEB-II - 11.09.2023 & 19.03.2024	0	2	6	0	8
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/-	F.No.30-30/2023(DEB-II - 11.09.2023 & 19.03.2024	0	0	5	0	5
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 the cognate/related subjects in the entire degree course	Rs. 25,500/-	F.No.30-30/2023(DEB-II - 11.09.2023 & 19.03.2024	0	43	35	0	78

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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/-	F.No.30-30/2023(DEB-II - 11.09.2023 & 19.03.2024	0	4	23	0	27
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/-	F.No.30-30/2023(DEB-II - 11.09.2023 & 19.03.2024	0	2	0	0	2
9	MBA	2 Years	92	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/-	F.No.13-14/2023(DEB-II) - 07.08.2023 & 08.02.2024	0	133	111	0	244
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. 56,500/-	F.No.13-14/2023(DEB-II) - 07.08.2023 & 08.02.2024	0	66	39	0	105

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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. The curriculum is regularly reviewed by the Board of Studies to ensure its relevance to distance learners. 2. Updated e-learning resources and Teaching, Learning and Evaluation Plan (TLEP) mapping to the four-quadrant approach. 3. Transdisciplinary Project Centric Learning (TD-PCL) in all programs is promoting a culture of creativity, innovation, research and enterprisingness. 4. Continuous monitoring of academic delivery, course feedback, and tracking of e-content usage ensures quality learning and learner progression. 5. Faculty quality is enhanced through Faculty Development Programs (FDP), Short Term Training Programs, workshops, and skill development sessions. 6. Questions in the term-end examination papers are mapped to the course outcomes (COs) and Bloom's Taxonomy Levels (BTL).	1. BoS reports - https://drive.google.com/drive/folders/10aE52ff582RanERHNG-EPvpoiYzv_oR9?usp=drive_link 2. TD-PCL https://drive.google.com/drive/folders/11kaqQH6LAorb5Mwy46ZRq1ayGqdU1GIB?usp=drive_link 3. Course Feedback (Template) https://drive.google.com/file/d/19cNRz86Vh-DrUzZAVwRublmvgWDERqgW/view?usp=drive_link Student Satisfaction Survey (Template) https://drive.google.com/file/d/1XUfAB2SYlCUv81UW3m1qvdsxdDZYq1V/view?usp=drive_link 4. Training Sessions Organized

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			https://docs.google.com/spreadsheets/d/19y6gwxmmh4FyAbxi-Oo3SxDZS7VEZM3Z/edit?usp=drive_link&ouid=114664547423056104253&rtpof=true&sd=true 4. FDP / STTP attended https://docs.google.com/document/d/1PaTq6Y9uIrAqhftTGvhhbMKugyHJj_hz/edit?usp=drive_link&ouid=114664547423056104253&rtpof=true&sd=true MMTTP https://docs.google.com/spreadsheets/d/1PhaPQaryAomBhTNC5l8LU6A98OCocZsT/edit?usp=drive_link&ouid=113557981813354201218&rtpof=true&sd=true MMTTP Certificates https://drive.google.com/drive/folders/1CcfjM-2eLZJscXeP-CFRhg4rGX7Tgs8n?usp=drive_link 5. E-Learning Resources - https://docs.google.com/document/d/1-IJQca28LoGezTxjy_toCDUwpe5drP/edit 5. TLEP https://drive.google.com/drive/folders/13MwXWmwjE
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			MmO8ooWxrgoR84sFNn2LSgV?usp=drive_link 6. Question Paper (Sample) https://drive.google.com/drive/folders/1I_vdrzDydmXdSxugdxJznMjYdb6R3iop?usp=drive_link
2	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	1. ODL obtains regular and periodic feedback from stakeholders and reviews the processes and systems in place to identify areas of improvements for better learning and progression. Learners' feedback is analyzed for corrective and preventive action. In this regard the knowledge focussed sessions and guest lectures were organised to augment and support learning along with initiatives that were implemented benefiting both on-campus and remote learners. 2. Question banks were reviewed to ensure contemporary and objective evaluation with updated content and relevant caselets and examples. 3. LMS and Website are reviewed regularly to provide better information to learners and stakeholders. 4. The academic activities carried out 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. 5. Self Learning Materials are updated and made available on LMS prior to the commencement of the semester. SLMs are enriched with innovative, interactive tools, including snippets, crosswords, quiz, Did you know? to highlight information and knowledge bits and enhance the engagement and learning experience for students.	1. Course Feedback https://docs.google.com/spreadsheets/d/15xqQfrhAMLS2LnPjBGjbwwKH-6DYIXWJ/edit?usp=drive_link&oid=113557981813354201218&rtpof=true&sd=true Student Satisfaction Survey https://docs.google.com/spreadsheets/d/1foz-SzqbNdlbNDbFAkJ-HgYomRulwa8q/edit?usp=drive_link&oid=113557981813354201218&rtpof=true&sd=true Program feedback https://docs.google.com/spreadsheets/d/1SQzP7DOWC2rOioLaO4ZdoS68rBwnCRO2/edit?gid=1756044891#gid=175604489 2. Question bank review https://drive.google.com/drive/folders/1KoXPqcCt3HG

		6. For better outreach and communication whatsapp groups have been created to provide day to day information and updates on PCP sessions, guest lectures, value added courses and other co-curricular activities.	8viZe6box3dAmhq-yHyit?usp=drive_link 3. Website Updation https://drive.google.com/file/d/1qQMhn8IZNeoAT7hH3obegnE7kT7CQf8w/view?usp=sharing 4. Weekly Reports - https://drive.google.com/drive/folders/1OndXpfy7evleTdOooMVsknJxoPcQTNnK?usp=drive_link 5. SLM Policy https://drive.google.com/file/d/1crmm9o-1hcrH2AY6YHY74ozEqR5Mz8KX/view?usp=drive_link Revised SLM (Sample) https://drive.google.com/file/d/1ELH1sm5HoxEfRJc9lOhC7y-7MRZJ3YEK/view Self Learning Material https://drive.google.com/drive/folders/1QN-kfHByjkJS49dH62gV1p3wCUJylddB 6. Student Communication - (LMS & WhatsApp Broadcast) https://docs.google.com/document/d/1f2H3bLqF86Xu-X9HdVRMWpXQFPYBOV
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			zL/edit?usp=drive_link&ouid=113557981813354201218&rtpof=true&sd=true
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 & evaluation plan by incorporating e-resources, e-content, and videos aligned with the four quadrants. 2. Learner engagement through interactive personal contact sessions with recording of sessions made available to learners to access the same remotely at their convenient time. 3. Liaison with students through social media (WhatsApp) to facilitate knowledge and understanding conduct of PCP sessions, academic events organised by ODL, awareness of initiatives being taken and notifications on academic and examination related activities. 4. 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. 5. A placement policy is in place to support career and internship opportunities. Training and awareness sessions were conducted to support placement and internship for learners facilitating their career progression. 6. Interaction with alumni for facilitating understanding of progression and learning through distance mode and sharing of learning and experience with learners.	1. TLEP https://drive.google.com/file/d/1fL5hhttps://drive.google.com/file/d/1fL5TWE9OGsp5nMPN1hMm3X3b1vm2Ro4j/viewTWE9OGsp5nMPN1hMm3X3b1vm2Ro4j/view 2. PCP/Doubt Clarification https://docs.google.com/spreadsheets/d/17RkmClHzVHp2PiJyl1-D6AGcd2slBlgt/edit?gid=1335038922#gid=1335038922 3. Placement Policy https://drive.google.com/file/d/1tb_N7CiPtCtg1XUt8i-oSjJoY5uuFNzq/view
4	Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in	1. Curriculum and Course Matrix: The board of studies ensures parity of curriculum and course matrix with that of conventional mode. This also ensures PEOs, POs, COs are in alignment with those of conventional mode. 2. TLEP: Prepared for each course to ensure progression in learning and attainment of desired outcomes. 3. Scheduling PCP for theory courses, practical sessions for lab courses, open sessions for field trips, synopsis and dissertation writing were conducted by	1. BOS Report https://drive.google.com/drive/folders/10aE52ff582RanERHNG-EPvpoiYzv_oR9?usp=drive_link 2. TLEP

conventional mode (For Dual Mode HEIs)		faculty & academic counselors to ensure progression in learning among students. 4. The rigor and outcome of dissertation by distance learners are at par with the conventional mode. Further, students are encouraged to publish their scholarly work and the outcome has been noticeable. 5. The teachers guide the learners to carry out research and publish their work where in faculty serve as co-authors for the published work, thus enabling knowledge sharing and cross-functional learning. 6. The University has been successfully certified for ISO 21001:2018 – Educational Organizations Management System (EOMS) by TÜV NORD, a globally recognized certification body. 7. Evaluation: a. Learning Progression: Each unit in SLM contains questions to enable the learner to assess students' learning and progression in understanding concepts and terminology b. Continuous assessment: The learners will have to submit two assignments as a part of the internal assessment (weightage of 30% for internal assessments) and secure a minimum of 40% to become eligible to take up the end semester examination in each of the courses (Weightage of 70% in University End Semester Examination) c. University End Semester Examination: Carries a weightage of 70 % in the final assessment. The Controller of examination ensures formation of Board of Examiners who ensure that the UE question papers are prepared and examination conducted as per University Examination policy.	https://drive.google.com/file/d/1f15https://drive.google.com/file/d/1f15TWE9OGsp5nMPN1hMm3X3b1vm2Ro4j/viewTWE9OGsp5nMPN1hMm3X3b1vm2Ro4j/view 3. PCP Schedules https://docs.google.com/spreadsheets/d/17RkmClHzVHp2PiJyl1-D6AGcd2slBlgt/edit?gid=1335038922#gid=1335038922 4. Revised SLM (Sample) https://drive.google.com/file/d/1ELH1sm5HoxEfRJc9lOhC7y-7MRZJ3YEK/view 5. Student Research Publications https://drive.google.com/drive/folders/1JGR9wSwtxP3nCwCRz4vLDaae_CAn_Dm?usp=drive_link 6. Sample Question Paper https://docs.google.com/document/d/1F7TAKAcjLKgpjbZTdEDY3f17CDC1AFgV/edit?usp=drive_link&ouid=13557981813354201218&rt=pof=true&sd=true
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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 is • Used to review instructional material to improve the teaching-learning process, self-learning materials, and learner engagement. • It provides a platform for curriculum development and course content improvement. • The faculty feedback is shared with the concerned faculty for making suitable changes and improvement in content and delivery. • Success stories are captured from students to share their experiences/writings/feedback or provide case studies of graduates who have achieved success in their professional lives through their pursuit of learning in the University. • Industrial experts suggestions are collected on syllabus and programs during the BoS process.	Course Feedback https://docs.google.com/spreadsheets/d/15xqQfrhAMLS2LnPjBGjbwwKH-6DYIXWJ/edit?usp=drive_link&ouid=113557981813354201218&rtpof=true&sd=true Course Feedback (Template) https://drive.google.com/file/d/19cNRz86Vh-DrUzZAVwRublmvgWDErgW/view?usp=drive_link Student Satisfaction Survey https://docs.google.com/spreadsheets/d/1foz-SzqbNdlbNDbFAkJ-HgYomRulwa8q/edit?usp=drive_link&ouid=113557981813354201218&rtpof=true&sd=true Student Satisfaction Survey (Template) https://drive.google.com/file/d/1XUfAB2SYlCUv81UW3m1qvdsxdDZYq1V/view?usp=drive_link Success stories of students https://docs.google.com/spreadsheets/d/1R9WZyaeaKf6wAA2ijfCS8L4IgtlNht71/edit?usp=drive_link&ouid=113557981813354201218&rtpof=true&sd=true
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			Program feedback https://docs.google.com/spreadsheets/d/1SQzP7DOWC2rOioLaO4ZdoS68rBwnCRO2/edit?gid=1756044891#gid=175604489 Industry Expert (BoS MoM) https://drive.google.com/drive/folders/1oaE52ff582RanERHNG-EPvpoiYzv_oR9?usp=drive_link
6	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	CIQA suggestions: • Implementation of master calendar for the conduct of PCP/doubt clarification sessions • Adoption of 4 quadrant matrix in Teaching Learning and Evaluation Plan (TLEP) • Review of procedure to conduct BOS • Encouraging research culture amongst the learners • Embedding of Indian Knowledge System (IKS) in the syllabus • Ensuring the semester preparedness and closure activities are fulfilled • Initiating UTSAH (Undertaking Transformative Strategies and Actions in Higher Education) framework at ODL • Revised question paper format for the descriptive portion to ensure coverage of syllabus and mapping of BTL level and course outcomes. • Recommendation for escalation Matrix and Query Segregation process.	MoM CIQA Meeting- https://drive.google.com/file/d/1e4bM8R659zKHKo3B3tLY4oA5Re3wkKpb/view?usp=drive_link https://drive.google.com/file/d/1-7LWTfQHvgtgW43HpoXxi1-k_mD1_mu/view?usp=drive_link Internal CIQA 8th Meeting June 2025 - MoM.pdf Embed of IKS in syllabus https://drive.google.com/drive/folders/1GhEdJRLtTsquB3wRjbunzs96OvS9llP?usp=drive_link UTSAH - NEP Framework

			https://drive.google.com/file/d/1f74sKoK3UKHjP7R2q2nJ5z32ZQme_FlX/view?usp=drive_link
7	Implementation of its recommendations through periodic reviews	1. The PCP master calendar is in practice. 2. Modules focusing on IKS have been introduced to the learners. 3. Embed of e-content, video, web resources, self-assessment exercises to stimulate better learning in SLM and the same is reflected in TLEP 4. SLMs are embedded with interactive elements to facilitate extended learning through adoption of gamification (in LMS) to foster student engagement (eg., learner board, learner analytics are embedded on LMS) 5. Ensure timely feedback and analysis for contact sessions (through QR code and/or form link). The students are encouraged to provide feedback on the contact session through LMS on completion of the contact session. 6. Implemented revised question paper format for the descriptive portion to ensure coverage of syllabus and mapping of BTL level and course outcomes. 7. The teachers guide the learners to carry out research and publish their work where in faculty serve as co-authors for the published work, thus enabling knowledge sharing and cross-functional learning.	1 (a) PCP Guidelines https://drive.google.com/file/d/1qzTGO6RR9gS_A-lsMwRvCo_gQ2INh2KF/view?usp=sharing 1(b) PCP Schedules https://docs.google.com/spreadsheets/d/17RkmClHzVHp2PiJyl1-D6AGcd2sBlgt/edit?gid=1335038922#gid=1335038922 2. Embed of IKS in syllabus https://drive.google.com/drive/folders/1GhEdJRLtTsquB3wRjbunzs96OvS9lIP?usp=drive_link (3) (4) Embed smart learning & interactive resources in SLM https://drive.google.com/file/d/1ELH1sm5HoxEfRJc9lOhC7y-7MRZJ3YEK/view 5. Timely feedback through PCP sessions https://drive.google.com/file/d/1K5NKnWugLdzq10OJ

			FYosxs7TVRaufK7x/view?usp=drive_link 6. Question Paper (Sample) https://drive.google.com/drive/folders/1u5TwOpf7vBeZWpw9Ix3zDMRjelaekoc 7 (a) Research & Innovation https://drive.google.com/drive/folders/1JGR9wSwtzxP3nCwCRz4vLDaae_CAn_Dm?usp=drive_link 7 (b) Faculty Publications & Patents https://drive.google.com/drive/folders/1NdyRYqn8Qjd5dsPUoq9da33c9sVmZNEs?usp=drive_link https://docs.google.com/spreadsheets/d/1EGTjXnXpmAJNFFtXHGvEoVh4a62XqBSs/edit?usp=drive_link&oid=113557981813354201218&rtpof=true&sd=true
8	Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the	The quality initiatives at ODL has been categorised as Research, Academic, and Learner Engagement and Progression. 1. ODL has focussed on inculcating a research culture among faculty and students as it is an important activity and function of academic endeavours. In this	Event Reports https://docs.google.com/spreadsheets/d/11TUMhV2GwT_EEkrW1qXTkdc822-cl4ln/edit?usp=drive_link&oid=113557981813354201218&rtpof=true&sd=true

	reports of such activities among all the stakeholders in Higher Educational Institution.	direction the following quality enhancement initiatives in research were undertaken during the academic year. Workshops/Webinars/Symposia focused in Research are given below: • Webinar on 'Writing Research Articles and Publications' • Navigating the Scholarly Publishing Landscape: Insights for Researchers • Webinar on 'From rejected to published: strategies for dealing with the rejection of scientific articles' • Publishing Your Research: Critical Steps and Platform Selection • Guest lecture on 'Research Writing Skills' • The Psychology of Curiosity: Leveraging the Power of Questions to Drive Learning and Innovation • Use of AI tools in social science research and Publications 2. The diversity among learner and programmes offered in ODL required generating awareness and spreading of knowledge among diverse learner groups to enhance the quality of learning and understanding. In this direction the following Workshops/Webinars/Symposia in focusing on Academics were organised and conducted during the academic year classified into • Society/ community/sustainability/ecology • Communication/ linguistics/ leadership/ motivation • Nation building and nation hood • Learner Engagement and Progression Society/ community/sustainability/ecology • Two days tourism workshop on Community-based Ecological Restoration in Tourism areas • Amphibian Diversity in India and the Factors Affecting the Amphibians in the Environment • Webinar on digital dialogue: Cultivating gender sensitivity in distance learning	uid=113557981813354201218&rtpof=true&sd=true
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		• Eliminating Gender based Violence • Sustainability and social development: Women's role in Egyptian heritage preservation Communication/ linguistics/ leadership/ motivation • Workshop on Matrubhasha Diwas and Translation • Mind Meld on Goal setting for professional & personal success • Mind Meld on 'Leadership through Self Mastery' and 'Unleashing Creativity in Advertising: From Idea to Impact' • A tribute to Alice Munroe • Modern Adaptations of Personality Theories • Ramacharithamanas-Sundarkand shirshik ki varthaman samay me sarthakatha • Unraveling language with Chomsky • Mind Meld on 'Psychological preparedness in sports' • Projection of Evil and its Fall: Shakespeare and Indian Mythology Nation Building and Nationhood • Quiz on National Space day • Guest Lecture on 'One Nation One Election' • Modern Indian History webinar -Pioneers of Women Empowerment in India: An analysis Learner Engagement and Progression • Employability Roadmap: Develop the skills employers seek • Unleashing Networking with Alumni • E- learning resources for distance learners • 3 Day online workshop on navigating digital marketing: Key trends and strategies for 2025 • Find your fit: Specialization choices in M.Sc Psychology	
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		Expert Talk on E-Learning Resources	
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 Standing Committee of the academic council for the centre has been formulated to disseminate information to Principal Officers. 2. Research Culture : - The centre promotes research culture among faculty and students by conducting live-sessions, guest lectures, publication of research papers, guiding research among learners and facilitating research culture and output. The efforts have yielded multiple outcomes: - Publication by faculty - publication by learners - Enrollment in PhD - Patents and copywrites 3. Learner engagement - The center has made LinkedIn Learning access available for learners offering resources for continuous learning. - The Centre has also implemented Trans Disciplinary Project Centric Learning (TD-PCL) to promote a culture of creativity, innovation and research. Efforts are made to instill a sense of enterprisingness among learners to work in groups to provide opportunity for them to explore their creative domain over the duration of the entire course resulting in a research paper, copyright, patent or a business venture. 4. Value added Events - Mind Meld: 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. 5. Outcome-Based Education (OBE) framework has been formulated for distance learners to address academic environment enhancement aimed at creating a supportive, inclusive, and resource-rich ecosystem that fosters meaningful learning and outcomes duly mapped with programme outcomes. This includes access to self-learning materials, digital libraries, discussion forums, interactive sessions, and timely academic support. Technology-enabled platforms ensure	1. Standing Committee https://drive.google.com/drive/folders/1TvYbxBcUL9nWx3rOKFBL2FwSdktSLxkE?usp=sharing 2. Research & Innovation https://drive.google.com/drive/folders/1JGR9wSwtxP3nCwCRz4vLDaae_CAn_Dm?usp=drive_link Faculty Publications & Patents https://drive.google.com/drive/folders/1NdyRYqn8Qjd5dsPUoq9da33c9sVmZNEs?usp=drive_link https://docs.google.com/spreadsheets/d/1EGTjXnXpmAJNFFtXHGvEoVh4a62XqBSs/edit?usp=drive_link&oid=113557981813354201218&rtpof=true&sd=true Faculty Enrollment in Ph.D https://docs.google.com/spreadsheets/d/1i62XHiPCQoSArHEsvvQp9IxtwZrLntCs/

HEI ID: HEI-U-0223

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

Type of HEI: Dual

		flexibility and accessibility, allowing learners to study at their own pace and convenience.	edit?usp=drive_link&ouid=113557981813354201218&rtpof=true&sd=true LinkedIn Learning https://docs.google.com/spreadsheets/d/1jL4cKDzzqji0-b-6RKDPhZI46G1orV1/edit?usp=sharing&ouid=116241602177462398061&rtpof=true&sd=true TD-PCL https://drive.google.com/drive/folders/1t7rwaROD_xelaE6QhPOZ42YEGie5jvg?usp=drive_link 3. Value Added Events MindMeld Report https://drive.google.com/file/d/1rp26e_xOfRs_sjKIIZjHogTg8Bn8iIT/view?usp=drive_link https://drive.google.com/file/d/16tmhnOAbywIgUMCsEkob36hfsJKjrA33/view?usp=drive_link https://drive.google.com/file/d/183-M_o3ImArPGeo_cp6oea3AdenmFbZ/view?usp=drive_link
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			Learning mapped with Program outcomes (OBE Way) https://docs.google.com/document/d/18Hw6TZqAQgVakKWuU2kU8vMvrmpza8Ik/edit?usp=sharing&ouid=113557981813354201218&rtopof=true&sd=true
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 activities 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. Data on the number of average learning hours, number of visits on Learning Management System per day and number of clicks on websites were also collated and monitored timely. 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.	Academic Calendar of Events https://drive.google.com/drive/folders/1rbXkWgJVyffAoUSl5vkkzS4T-uKoiJs?usp=drive_link PCP and Counselling sessions https://docs.google.com/spreadsheets/d/17RkmClHzVHp2PiJyl1-D6AGcd2slBlgt/edit?gid=1335038922#gid=1335038922 LMS Login Reports https://docs.google.com/spreadsheets/d/1XljkJL-zoUAon7Vu4YQIWPXXAznpPgCLp/edit?usp=drive_link&ouid=113557981813354201218&rtopof=true&sd=true Internal Assessments https://drive.google.com/drive/folders/18GfrqKAN1Q91Ruqr4Qh6KReWj4hmIKkR?usp=drive_link

			Course Feedback https://docs.google.com/spreadsheets/d/15xqOfRhAMLS2LnPjBGjbwwKH-6DYIXWJ/edit?usp=drive_link&oid=113557981813354201218&rtpof=true&sd=true
11	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	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 prepares the Program Project Reports for every 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.	PPR - https://drive.google.com/drive/folders/1mDGKbfCC8Gxd9oQigGozoCvUyEvpNio7

		- 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. - The centre has revised PPR to implement the conversion of 3 year UG degree to 4 year UG degree as per statutory directives and the same is due for approval.	
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/1mDGKbfCC8Gxd9oQigGozoCvUyEvpNio7
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 is mentioned in the calendar of events. ODL has integrated the annual calendar of events with the University schedule of events for better coordination. 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/drive/folders/1rbXkWgJVyffAoUSl5vkkzS4T-uKoilJs?usp=drive_link Annual calendar of events https://drive.google.com/drive/folders/1PZ2VNymoxGw_2MZohGZywZ5DJQsdpdB

		Annual reports are prepared for due communication and dissemination of information to stakeholders.	Annual Report https://drive.google.com/file/d/19iaOo2zBTrYHLw3-7omCYCj7epJACnAB/view?usp=drive_link Letter - Annual report https://drive.google.com/file/d/1jXRxkhMTaev8JosemtNYBOACPchQg2FD/view?usp=drive_link MoM CIQA Meetings - https://drive.google.com/file/d/1e4bM8R659zKHKo3B3tLY4oA5Re3wkKpb/view?usp=drive_link https://drive.google.com/file/d/1tjD5zretuXqrv_KpfSfMLGQkh7LJxPFw/view?usp=drive_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, stake holders which includes alumni, industry representatives, subject matter experts etc. Based on the inputs provided by the members in the BoS meeting, programmes and courses are restructured to include necessary courses based on current knowledge, developments in the national and international arena. Relevance of concepts, ideas and innovations in the domain - collaborating with industry partners on projects, offering internships, and organizing guest lectures to restructure programmes, ensuring alignment with current job market demands and enhance employability	BoS meeting - https://drive.google.com/drive/folders/1N1yq8oT9VcNHkb4kJTxjgHSov73LC7p5

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 a gamut of teaching methods to enhance students' experience and provide them with greater control over their learning journey. • The learning material has been intensified to ensure in-depth learning by the learners through embedding research based papers and articles, interesting facts (related to the topic), practical exercises, assignments/tasks, self-assessment quiz in it. • Field Visits, Internships, Research sessions contributes to learning among students • Trans-Disciplinary Project Centric Learning (TD-PCL) in UG and PG programs across semesters is contributing to knowledge sharing, cross functional and trans-disciplinary learning.	Course Feedback https://docs.google.com/spreadsheets/d/15xqQfrhAMLs2LnPjBGjbwwKH-6DYIXWJ/edit?usp=drive_link&ouid=113557981813354201218&rtpof=true&sd=true SLM https://drive.google.com/drive/folders/1QN-kfHByjkJS49dH62gV1p3wCUJylddB Field-Visits/Internships/Research sessions https://drive.google.com/drive/folders/1ji5RG2m9fz1NYN7jrdSWY_a0YGKrToub?usp=sharing TD-PCL (Sample Reports) https://drive.google.com/drive/folders/11kaqQH6LAorb5Mwy46ZRq1ayGqdU1GIB?usp=drive_link
16	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	CDOE-ODL, JAIN (Deemed-to-be University) ensures that all aspects of academic, administrative and regulatory requirements are 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 accordance with the regulations, guidelines, directive and statutory compliance. The process ensures that CDOE as a nodal coordinating unit takes measures to pursue evaluation and accreditation from a specified organization such as the National Assessment and Accreditation Council (NAAC), CIQA, AQAR and ISO. Internally validated through AAA- Academic and Administrative Audit, JIVA - JAIN Internal Validation and Assessment	JIVA https://docs.google.com/presentation/d/1PW1FLe21bFQb-vjd5tgyttocrY6nCZLf/edit?usp=drive_link&ouid=113557981813354201218&rtpof=true&sd=true ISO https://docs.google.com/presentation/d/1Ssg8ln9P4fbfd570-UlLAKPZ2Yo7ArQk/edit?usp=drive_link&ouid=113557981813354201218&rtpof=true&sd=true

		• ISO Documentation and Audit: The JAIN (Deemed-to-be University) has been successfully certified for ISO 21001:2018 – Educational Organizations Management System (EOMS) by TÜV NORD, a globally recognized certification body. The certification audit was comprehensively conducted across all constituent schools and units of the University. This certification demonstrates the University's adherence to internationally benchmarked practices in educational management, covering key areas such as academic delivery, administrative efficiency, student support services, and continuous quality improvement. By achieving this milestone, the University reaffirms its commitment to quality assurance, stakeholder satisfaction, and institutional excellence in line with global standards. ○ 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 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. • CIQA through monitoring and periodic review meeting ensures maintenance of quality norms and standards internally	13557981813354201218&rt pof=true&sd=true
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		● JIVA (JAIN Internal Validation and Assessment): Review of the functional of ODL on all parameters of assessment and accreditation is reviewed through periodic audit ● AQAR: The Centre submits AQAR as it serves as a comprehensive self-review of the institution's quality assurance efforts and performance ● AAA- is to analyse and evaluate the institution's academic and administrative processes 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 internalisation and institutionalization of quality enhancement practices. The various assessment and accreditation initiatives of the University facilitate ODL to identify and enhance quality parameters that need to be internalised and institutionalised. The accreditation and audit processes that facilitate the internalisation and institutionalization process are: Internalization ● CIQA through monitoring and periodic review meeting ensures maintenance of quality norms and standards internally ● JIVA (JAIN Internal Validation and Assessment): Review of the functional of ODL on all parameters of assessment and accreditation is reviewed through periodic audit ● AQAR: The Centre submits AQAR as it serves as a comprehensive self-review of the institution's quality assurance efforts and performance Institutionalization ● ISO audit and accreditation: The CDOE-ODL underwent an audit for ISO 21001:2018 – Educational Organizations Management System (EOMS) by TÜV NORD, a globally recognized certification body. The process has resulted in the following action points :	JIVA https://docs.google.com/presentation/d/1PW1FLe21bFQb-vjd5tgytocrY6nCZLf/edit?usp=drive_link&ouid=113557981813354201218&rt=pof=true&sd=true Internal CIQA MoM: https://drive.google.com/file/d/1e4bM8R659zKHK03B3tLY40A5Re3wkKpb/view?usp=drive_link https://drive.google.com/file/d/1-7LWTfQHgytgW43HpoXxi1-k_mD1_mu/view?usp=drive_link ISO https://docs.google.com/presentation/d/1Ssg8ln9P4fbfd570-UlLAKPZ2Yo7ArQk/edit?usp=drive_link&ouid=113557981813354201218&rt=pof=true&sd=true

		● 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 ● Regular training sessions and workshops for academic and administrative staff on quality assurance practices and processes CIQA committee of the University ensures the implementation of quality mechanisms in accordance with the guidelines of the commission. The outcome is to promote internalization and institutionalization of quality enhancement initiatives.	13557981813354201218&rtpof=true&sd=true Presentation: https://docs.google.com/presentation/d/1ha90Ic449Guamrdd3PXf9wBf4K8Y42dQ/edit?usp=drive_link&ouid=113557981813354201218&rtpof=true&sd=true Training Sessions: https://docs.google.com/spreadsheets/d/19y6gwxmmh4FyAbxi-Oo3SxDZS7VEZM3Z/edit?usp=drive_link&ouid=114664547423056104253&rtpof=true&sd=true FDP / STTP attended https://docs.google.com/document/d/1PaTq6Y9uIrAqhf_tTGvhhbMKugyHJj_hz/edit?usp=drive_link&ouid=114664547423056104253&rtpof=true&sd=true MMTTP https://docs.google.com/spreadsheets/d/1PhaPQaryAomBhTNC5l8LU6A98OCocZsT/edit?usp=drive_link&ouid=113557981813354201218&rtpof=true&sd=true MMTTP Certificates
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18	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	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 accordance with the regulations, guidelines, directive and statutory compliance. Periodic interaction by the coordinating unit with the office of the principal officers and communication of compliance ensure due coordination between the University and Commission. 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. Initiatives to adopt Undertaking Transformative Strategies and Actions in Higher Education (UTSAH) framework at ODL. Submissions are under review for due validation and implementation. The activities under commission's directives include: - Online quiz competition (Aatmanirbhar Bharat) - Viksit Bharat@2047 - Azadi ki Amrit Mahotsav - Harghar Tiranga - Horror Partition Remembrance Day - Quiz on National Space day - Ek ped maa ke naam - Kannada Rajyotsava Day - One nation one election	UTSAH - NEP framework https://drive.google.com/file/d/1GnS_Afl5ylgtKUVuvIbMEK2Kje9-Ns4L/view?usp=drive_link Conduct of Commission's Activities: https://drive.google.com/drive/u/o/folders/1xxzj8ISZo_olDoZbn9ftXIs_D_sChl2b

19	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	CDOE-ODL seeks constant inputs on various quality parameters and initiatives to improve academic quality, learner support and technology integration from other HEI such as IGNOU, SWAYAM and internal departments such as Centre for Educational Transformation through Technology through participating in the workshops, webinars and other academic activities. • The ODL has taken efforts to benchmark the SLM's with • ODL materials of other Universities such as IGNOU. The Centre has made efforts for a well-defined in-house SLM structure through Mind maps and other informative and interactive components.. • The centre makes efforts to attract a diverse set of learners across the demographic landscape representing many segments of the society. • CDOE- ODL believes in ensuring due communication and outreach with learners through multiple channels of communication such as official WhatsApp groups created for all active batches and all programmes to disseminate information on a daily basis. The feature augments and supplements the other channels of communication which include emails, notifications sent through LMS, which are learner friendly, while most of the other institutions are lagging behind.	Revised SLM (Sample) https://drive.google.com/file/d/1ELH1sm5HoxEfRJc9lOhC7y-7MRZJ3YEK/view UTSAH - NEP framework https://drive.google.com/file/d/1GnS_Afl5ylgtKUVuvIbMEK2Kje9-Ns4L/view?usp=drive_link Best practices https://docs.google.com/document/d/1jVlMI_fzLfwUANfzj4FQx6OyBBbGWf2B/edit?usp=drive_link&oid=114664547423056104253&rt=pof=true&sd=true
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.	Annual Report (2024-25) https://drive.google.com/file/d/19iaOo2zBTrYHLw3-7omCYCj7epJACnAB/view?usp=drive_link Letter - Annual report https://drive.google.com/file/d/1jXRxkhMTaev8JosemtNYBOACPchQg2FD/view?usp=drive_link

21	Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	Annual reports are submitted every year which include details on various events and activities conducted in the institution. A detailed information on the performance of the learners, feedback received, and quality measures taken to improve the programmes are also collected and collated in the annual reports.	Annual Report (2024-25) https://drive.google.com/file/d/19iaO02zBTrYHLw3-7omCYCj7epJACnAB/view?usp=drive_link Letter - Annual report https://drive.google.com/file/d/1jXRxkhMTaev8JosemtNYBOACPchQg2FD/view?usp=drive_link
	(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 centre Director along with the Director IQAC- The Internal Quality Assurance Cell, oversees the functioning of the CIQA of the Centre for Distance and Online Education. Periodicity of interactions and meetings, monitoring of the programmes offered, teaching-learning pedagogy, curricular and co-curricular activities undertaken, and quality measures are monitored for quality compliance. The committee helps create a benchmark and develop an effective and efficient system for the conduct of academic and administrative activities. The AAA Audit happens every 3 years, the next cycle is expected by 2026. However, to ensure internal quality JIVA - JAIN Internal Validation and Assessment has been introduced. ISO Documentation and Audit: The JAIN (Deemed-to-be University) has been successfully certified for ISO 21001:2018 – Educational Organizations Management System (EOMS) by TÜV NORD, a globally recognized certification body. The certification audit was comprehensively conducted across all	AAA meeting report https://drive.google.com/file/d/1L-nZvz-LoRcIm5lS-Ln_qC-NBwKJmWq7/view?usp=drive_link JIVA https://docs.google.com/presentation/d/1PW1FL21bFQb-vid5tgyttocrY6nCZLf/edit?usp=drive_link&oid=113557981813354201218&rt=pof=true&sd=true Internal CIQA MoM:

		constituent schools and units of the University. This certification demonstrates the University's adherence to internationally benchmarked practices in educational management, covering key areas such as academic delivery, administrative efficiency, student support services, and continuous quality improvement. By achieving this milestone, the University reaffirms its commitment to quality assurance, stakeholder satisfaction, and institutional excellence in line with global standards.	https://drive.google.com/file/d/1e4bM8R659zKHK03B3tLY40A5Re3wkKpb/view?usp=drive_link https://drive.google.com/file/d/1-7LWTfQHvgtgW43HpoXxi1-k_mD1_mu/view?usp=drive_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 DEB-UGC and University which are based on the philosophy of Open and Distance Learning formulated by the Academic Council and Executive Board. The instructional design requirement is well articulated and covers all key elements including CO-PO Mapping at curriculum, course, and assessment level. The framework also aligns with Outcome-Based Education (OBE), ensuring that the educational processes and evaluations are focused on achieving specific learning outcomes and competencies that students are expected to demonstrate upon the completion of their programs. The students are encouraged to attend the practical courses/discussion forums at the University campus to demonstrate learning and progression.	TLEP - https://docs.google.com/document/d/1KVTokAr7bjeD6x5qK5UH3coWhbtLCFDH/edit?usp=drive_link&oid=113557981813354201218&rtpof=true&sd=true
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, 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,	NA

		practical and Viva-Voce Exams shall be addressed to exams.cde@jainuniversity.ac.in • Official WhatsApp groups for all batches in all programmes have been created for better discrimination of information on contact classes, Lab sessions, value added events, events organised for research and publications, notifications on assignments, examination and all such academic, curricular and co-curricular activities. • Placements : All queries related to placements and internship opportunities shall be addressed to placements.cde@jainuniversity.ac.in • In addition, students can raise their query to the following email if their concerns are not addressed and resolved within the stipulated duration. The queries escalated to grievances of the University are categorized into academic, administrative, and facilities-related issues, often stemming from the unique challenges of remote learning grievance@jainuniversity.ac.in The students can get their queries resolved through email support, student helpline, ticket system, chatbot (embedded in LMS). Typically, student queries are related to academics, assignments, examinations or student enquiries. 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 Principal officers, Director IQAC, Chief Academic Officer of the University conducts a review of the in-house processes. The BoS which includes external & internal members, alumni, industry along with subject matter experts review the curriculum and course matrix. The suggestions on the functioning and quality dimensions that require improvements such that they meet with the standards and expectations of the University and incorporated. CDOE initiates actions accordingly to ensure due compliance to the directives received.	AAA meeting report: https://drive.google.com/file/d/1L-nZvz-LoRcIm5lS-Ln_qC-NBwKJmWq7/view?usp=drive_link ISO https://docs.google.com/presentation/d/1Ssg8ln9P4fbfd570-UlLAKPZ2Yo7ArQk/edit?usp=drive_link&ouid=1

			13557981813354201218&rt pof=true&sd=true BoS reports - https://drive.google.com/drive/folders/1N1yq8oT9VcNHkb4kJTxjgHSoV73LC7p5
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 were presented to the Academic and Administrative Audit (AAA) duly constituted by the University in March 2023. The AAA is conducted once every three years by the University. ISO 21001:2018 Audit: The JAIN (Deemed-to-be University) has been successfully certified for ISO 21001:2018 – Educational Organizations Management System (EOMS) by TÜV NORD, a globally recognized certification body. The certification audit was comprehensively conducted across all constituent schools and units of the University. This certification demonstrates the University's adherence to internationally benchmarked practices in educational management, covering key areas such as academic delivery, administrative efficiency, student support services, and continuous quality improvement. By achieving this milestone, the University reaffirms its commitment to quality assurance, stakeholder satisfaction, and institutional excellence in line with global standards.	AAA Presentation - https://docs.google.com/presentation/d/1kgIDqh5X9yvm-11kIxYAJ-toVUcWgsoQ/edit?usp=drive_web&ouid=107933958191426219491&rtpof=true ISO https://drive.google.com/drive/folders/1VSkkzApbHhNohdv31h_HJ1OXs5JY5K86?usp=drive_link
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 2023-24 to NAAC. IQAC monitors and review the submissions made.	Submitted to IQAC through CIQA, AQAR reports

28	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	The University ensures a 360 degree 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 CDOE. 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. ODL ensures collaboration with Centre for Research Training and Administration for conduct of academic events. In addition, ODL faculty serves as Research supervisors to guide Ph.D scholars.	MoU: https://drive.google.com/drive/folders/17N2kdrxzNVyyeRGUekKhF92tiuKqzmgI?usp=drive_link Ph.D guided https://docs.google.com/spreadsheets/d/1UbZzJLyGF1PX8XLZfbzciqX2rIPKokb6/edit?usp=drive_link&ouid=113557981813354201218&rtopof=true&sd=true
29	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	The 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 skills 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. The centre ensures 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 Cell of the University	MoUs - https://drive.google.com/drive/folders/17N2kdrxzNVyyeRGUekKhF92tiuKqzmgI?usp=drive_link Placement Policy - https://drive.google.com/file/d/1P2PemzYMIfh7xXjsMlukiB4J2nRbLiEt/view Placement Registrations https://drive.google.com/drive/folders/1PKYTcnXAomyFgXO9HmJhY64uZFA01z4?usp=drive_link Placement Events

HEI ID: HEI-U-0223

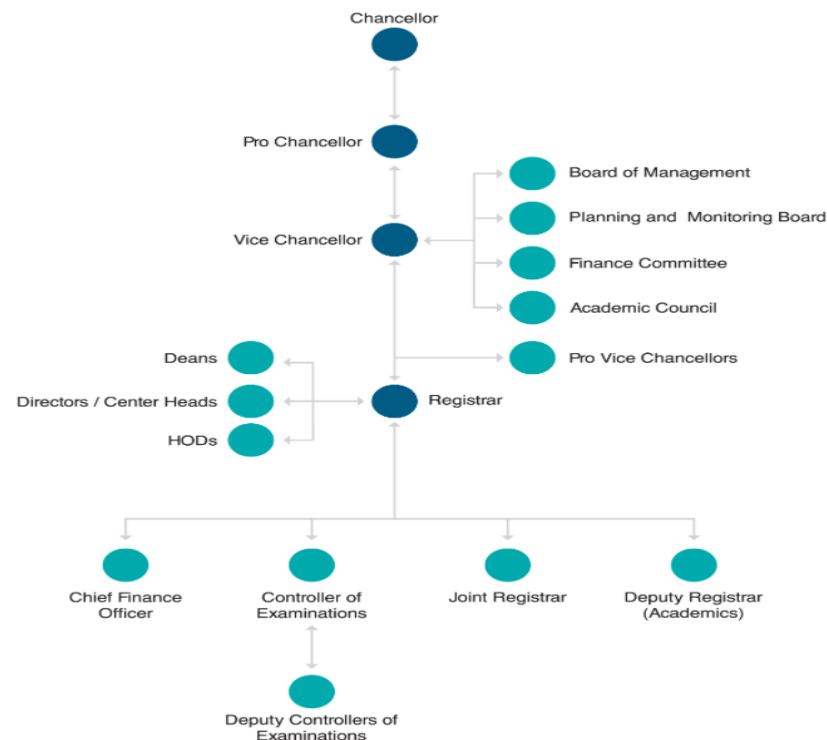
Name of HEI: JAIN (Deemed-to-be University)

Type of HEI: Dual

		The placement initiative is currently in progress. Internships were provided to the students for the AY 2024-25.	https://docs.google.com/spreadsheets/d/1-TkqVxb7L-vCNCpca5aU7wx9xZDrspnP/edit?usp=drive_link&oid=113557981813354201218&rtpof=true&sd=true
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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	Website: https://www.jainuniversity.ac.in



b. Management

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

The University Vision “To make societal impacts through increased access and quality education” is facilitated by the Centre for Distance and Online Education 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 & Online Education 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 learners' need 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 and Online Education has since its establishment focussed on the following key aspects of distance learning viz., to provide an effective alternative path to wider opportunities in education and especially in higher education, to provide an efficient and less expensive education, to provide education facilities to all qualified and willing persons, to provide opportunities of academic pursuits to educated citizens willing to improve their standard of knowledge, to provide education facilities to those individuals who look upon education as a life-long activity and to reach out to all the stakeholders including students from the deprived sections of society.	
2	Articulation of Higher Educational Institution Objectives	Dr. Chenraj Roychand is the Founder Chairman of JAIN Group. A visionary leader, educationist, social entrepreneur, and angel investor, he has been promoting the educational and entrepreneurship sectors in India for more than two decades. Dr. Chenraj Roychand incepted JAIN Group in 1990 with the aim of providing quality educational and 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”	Website: https://www.jainuniversity.ac.in

		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 and Online Education draws its vision from the university's vision, mission and values. The Vision of CDOE is: “To make societal impacts through increased access and quality education” Towards achievement of its vision, CDOE has the mission of contributing to democratisation of higher education through Distance Education, to provide access to quality higher education to redress social and educational inequality, enhancing flexibility and student centric educational opportunities and to make education a lifelong activity for all sections of society.	
3	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	The Academic planning begins with the decision at the level of principal officers to offer programs in distance learning mode. The program project reports are then prepared and submitted to the academic council for due ratification and approval is obtained from the Board of Management for offering the programs along with the learning materials necessary for the program. The adequacy in terms of physical resources but also the faculty and manpower of resources are determined and augmented prior to the implementation of the academic program. (a) Curriculum Planning, Design and Development - The Programme Project Report (PPR) document was prepared by the University which covers the details of the proposed programs following the process as indicated below: (b) Curriculum Implementation - Prior to commencement of the academic session, the operational preparedness for implementation of the program is scrutinized,	E Learning resources - https://drive.google.com/file/d/1qGnS4jWc5EWnNlqOHq1aypNz84iS4GgE/view?usp=drive_link BOS report https://drive.google.com/drive/folders/1oaE52ff582Ran

		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, and student handbook. 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. (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	ERHNG-EPvpoiyZv_oR9?usp=drive link Course Feedback https://docs.google.com/spreadsheets/d/15xqQfrhAMLs2LnPjBGjbwwKH-6DYIXWJ/edit?usp=drive link&ouid=113557981813354201218&rtpof=true&sd=true
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		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 ODL ensures monitoring of the program based on the calendar of events through an initiative - 'Tatpar - semester preparedness and semester closure reports'.	Tatpar https://drive.google.com/drive/folders/1uSGmVRoc61tfMlmqhVyChoKizuGQGvai?usp=drive_link
5	Infrastructure Resources	The University has a dedicated facility for enabling teaching learning processes 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	Infrastructure Resources - https://drive.google.com/file/d/1IL1bn4vK_M1yHt4nKw0SC31lRDfBfuvJ/view

		space of 10000 square feet. Other support amenities take up about 10000 square feet.	
6	Learning Environment and Learner Support	Students are given access to the learning management system on enrolment to any of the programs offered under the Distance Education program. Students are provided with Username and password which the candidate needs to use to access the LMS through the ODL website's student login tab accessible through https://www.odljain.com/. The students may login to the LMS directly through the URL https://portal.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 CDOE headquarters. The students can also visit the university library.	Learner Support- https://drive.google.com/file/d/16tF1AWeAdzA6Fj95Za9GPz5rrSmNAoef/view
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 attempts shall not be allowed.	Assessment and Evaluation details: https://drive.google.com/file/d/1zx_BtG8dfjelyA_rWVhc1zvjq9qFkeTR/view?usp=drive_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. The summative assessment is conducted at the end of the semester. The question paper pattern covers short answers of analytical in nature are covered in Section A, short essay type in Section B, long answers are covered in Section C.	
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. • Workshop on Mentoring: Navigating Outcome Based Education : This workshop has enabled faculties in facilitating academic success by guiding students on coursework, study strategies, and resource utilization and nurturing professionalism by emphasizing ethics, providing career guidance to improve learning among students. • OBE Workshop: The workshop has enabled the faculties to enhance their mentoring skills to create clear, measurable learning outcomes aligned with institutional goals. • ODL ensures faculty members to attend Faculty Development Programmes (FDPs) under the initiative of Malaviya Mission Teacher Training Programme (MMTTP) to enhance teaching, learning, research, and academic leadership skills.	Training Sessions: https://docs.google.com/spreadsheets/d/19y6gwxmmh4FyAbxi-Oo3SxDZS7VEZM3Z/edit?usp=drive_link&ouid=114664547423056104253&rtpof=true&sd=true FDP / STTP attended https://docs.google.com/document/d/1PaTq6Y9uIrAqhftTGvbmMKugyHJjhz/edit?usp=drive_link&ouid=114664547423056104253&rtpof=true&sd=true MMTTP https://docs.google.com/spreadsheets

HEI ID: HEI-U-0223

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

Type of HEI: Dual

			/d/1PhaPOaryAomBhTNC5l8LU6A98OCOcZsT/edit?usp=drive_link&ouid=113557981813354201218&rtfpof=true&sd=true MMTTP Certificates https://drive.google.com/drive/folders/1CcFjM-2eLZJscXeP-CFRhg4rGX7Tgs8n?usp=drive_link
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2.3 Compliance of Process of Internal Quality Audit – As per Annexure–I (Part V (3)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020:

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	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)	Tatpar https://drive.google.com/drive/folders/1uSGmVRoc61tfMlm9hVyChoKizuGQGvai?usp=drive_link Academic Calendar https://drive.google.com/drive/folders/1gRntvvVKVClwPcMo_zn39Wxw_j

		f. Availability of continuous assessment on the LMS in terms of all the continuous assessments components (Assignment 1 include Multiple Choice Question Paper (MCQ 1), Descriptive Assessment Questions (Descriptive 1); and Assignment 2 include Multiple Choice Question (MCQ 2), Descriptive Assessment Questions (Descriptive 2) 6. Ensuring ease of access and seamless learning by distance learners. 7. Ensuring availability of the academic calendar, handbook 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. The ODL ensures monitoring of the program based on the calendar of events through an initiative - 'Tatpar - semester preparedness and semester closure reports'. The key elements of Semester preparedness include PCP schedule, TLEP, question bank, SLM, course details with COs, course contents, number of credits, CO-PO mapping & references. On the other hand, semester closure include learner feedback, syllabus completion record, IA submission, internship/dissertation/TD-PCL reports, details of PCP/doubt clarification/discussion forums conducted for learner enrichment. 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 • Date of announcement of Assignments and date of submission of assignment -II. • Date of conduct of major activities. • 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	Y6KTMu?usp=drive_link
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2	Validation	JAIN (Deemed-to be University) has launched Distance Learning programmes to promote seamless learning across various faculties with the vision “To make societal impacts through increased access through quality education” The mission of the distance learning program are to: • Contributing to democratization of higher education through Distance Education. • To provide access to quality higher education to redress social and educational inequality • Enhancing flexibility and student centric educational opportunities • To make education a lifelong activity for all sections of society Keeping in mind the aforesaid objective and mission, the academic viability of the programs offered are articulated through the Program Project reports highlighting the Program objectives and Outcomes, courses matric, curriculum, course objectives etc. The same are vetted by the principal officers through the Academic Council and Board of Management. The centre for distance education makes conscientious effort to ensure parity of the programs offered in the distance mode with regular mode. To ensure the quality of education and learning as well as facilitate the teaching learning through distance mode, the following process is followed: • The SLM - self-learning material developed and prepared as per UGC guidelines and policy of the University – ensures leading the students' learning through self-assessment questions, mock assessments and formative assessment. • Each module of every course outlines the objective of the module and articulates the knowledge and skill it purports to infuse into the learner. • A list of key words included in the glossary at the end of every unit augments the learning and reinforces the concepts learnt • References given at the end of each module enhance the scope for learning for the students who can do further reading through these references. • Self-assessment questions and mock assessments facilitate the students to monitor their progression and learning through each course. • Formative assessments, which have a weightage of 30% of the total assessment reinforces the progression and learning of the student. Handbook- 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 handbook, the students are communicated key information about the Centre, the program details, Program Outcomes, Academic Learning approach, Academic Counselling sessions, Assignments, Pattern of assessment	Website: https://www.odljain.com
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		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 & Online Education 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 and Online Education operates only from the Headquarters and does not have any Learning Support Centres. NA b. Reports from Examination Centres The Headquarters has adequate provision for conduct of examinations. 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 2026. ISO 21001:2018 Audit: The JAIN (Deemed-to-be University) has been successfully certified for ISO 21001:2018 – Educational Organizations Management System (EOMS) by TÜV NORD, a globally recognized certification body. The certification audit was comprehensively conducted across all constituent schools and units of the University. This certification demonstrates the University's adherence to internationally benchmarked practices in educational management, covering key areas such as academic delivery, administrative efficiency, student support services, and continuous quality improvement. By achieving this milestone, the University reaffirms its commitment to quality assurance, stakeholder satisfaction, and institutional excellence in line with global standards. d. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels Programme:	Exam Notification - https://drive.google.com/file/d/1jvXtWfkvevNwF6GzmrOvuVKSlA44oeBK/view?usp=drive_link Exam Recording - https://drive.google.com/drive/folders/1yFWVcsHz2ht39hPYVlSm6JH1_eg71bRa?usp=drive_link Internal Assessments https://drive.google.com/drive/folders/18GfrqKAN1Q91Ruqr4Qh6KReWj4hmIKkR?usp=drive_link BoS reports - https://drive.google.com/drive/folders/10aE52ff582Ran

		The program level parameters of enrolment, academic progression, promotion to the next semester and progression are monitored. • The enrolment year on year provides insight into the acceptance of the program among learners and the academic standard of the program. • The academic progression is monitored based on (a) participation in the academic counselling and PCP sessions (b) participation in formative assessment (c) number of students eligible for end semester examination (d) performance in the summative (end semester) assessment and progression. Faculty: The faculty are assigned specific tasks relating to conduct of counselling sessions and PCP, preparation of Self Learning Materials, facilitation in conduct of examinations and research and publications. The faculty performance is monitored by the centre head periodically to ensure due compliance and completion of requisite PCP session and progression w.r.t preparation of SLM. Annual appraisal is undertaken to evaluate the performance of faculty. Higher Educational Institution: The performance of the centre is done by the University through an annual report submitted by the centre. The annual report provides details of activities conducted by the Centre such as webinars, conferences, events, guest lectures, student participation, PCPs conducted, student support provided etc. e. Reporting and Analytics by the Higher Educational Institution The University collects and collates the data relating to students enrolment, academic performance and progression to monitor and evaluate the performance of the centre and evolve the strategic and future plans for the centre. f. Periodic Review Academic activity is reviewed at the beginning of the semester, midcourse for corrective action and at the end of the semester. The review at the end of the semester includes stakeholder feedback. CDOE also reports to the standing committee of Academic council- CDOE matters relating to ODL affairs periodically. • Curriculum Revision and Alignment of Programme with National Credit Framework (NCrF) in all UG & PG programmes in ODL. • Conduct of Graduation ceremony for ODL learners • Curriculum Revision	ERHNG-EPvpoiYZv_oR9?usp=drive link Course Feedback https://docs.google.com/spreadsheets/d/15xqQfrhAMLs2LnPjBGjbbwwKH-6DYIXWJ/edit?usp=drive link&ouid=113557981813354201218&rtpof=true&sd=true ISO https://docs.google.com/presentation/d/1Ssg8ln9P4fbfd570-UlLAKPZ2Yo7ArQk/edit?usp=drive link&ouid=113557981813354201218&rtpof=true&sd=true https://docs.google.com/presentation/d/1PW1FLe21bFQb-vjd5tgvtocrY6nCZLf/edit?usp=drive link&ouid=113557981813354201218&
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HEI ID: HEI-U-0223

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

Type of HEI: Dual

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Part – III: Human Resources and Infrastructural Requirements

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

Dr. H. Muralidharan, Director, CDOE, Regular Employee, Ph.D, MBA, M.Com
Appointment Letter and Joining Report –
https://drive.google.com/file/d/1JC2SKEsdzlh02SXS9q73q12uGQQyLa0x/view?usp=drive_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 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.

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

Type of HEI: Dual

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	32	38	Yes	-
PG	27	28	Yes	-

Sr. No	Programme Name	Name of Employee	Designation	Qualification	Experience	Date of joining

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

1	Commerce & Management	Dr.H.Muralidharan	Director	MCOM, MBA Ph.D.	33 Years	25-01-2022
2	BCA, BSc	Prof. N. Balasubramanya	Deputy Director	MSc, M. Phil.	32 Years	31-12-2020
3	BA, MSc	Ms.Evangeline Supriya	Assistant Professor	MSc	3 Years	02-01-2019
4	BA, BSc, BCom, BCA, BBA, MA	Ms. Vibha N Kashyap	Assistant Professor	Master of Arts	2 years 6 Months	28-11-2019
5	BA, MA	Dr.Richa Gupta	Associate Professor	Ph.D. (Economics)	21 Years 7 Months	15-12-2005
6	BA, BSc, BCom, BCA, BBA, MA	Ms. Masarrath Anjum	Assistant Professor	MA in English Language and Literature, NET	1 Year 2 Months	21-06-2022
7	BA, BSc, BCom, BCA, BBA, MA	Dr. Chennaraju M	Assistant Professor	Ph.D. (Kannada Literature)	10 Months	23-06-2022
8	MBA, BBA	Dr.Hemanth Babu R	Assistant Professor	Ph.D, MBA	13 Years	01-07-2022
9	BA, BCom, BBA, Mcom, MA	Ms. Rana Shaista	Assistant Professor	MA, KSET	3 Years	22-10-2019
10	BA, MA	Ms. Devika R M	Assistant Professor	MA, KSET	4 Years	10-01-2020
11	BSc - PMCS	Ms. Shruthi K S	Assistant Professor	MSc Physics	9 Years	05-02-2021

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

12	BBA, BCom, MCom	Ms. Roshal P A	Assistant Professor	MCom, UGC NET (Commerce)	3 Years	15-05-2021
13	BA. MA	Dr. Kalulal Kulmi	Assistant Professor	MA Hindi Criticism	3 Years	05-09-2022
14	BA,BSc,BCom,BCA, BBA, MA	Mr. Mohamed Musaib	Assistant Professor	MA Kannada	7 Years	18-10-2022
15	BCom, MCom , BBA	Ms. Revathi B Mane	Assistant Professor	MBA,KSET,UGC NET(Management)	1 Year	15-11-2022
16	BA, MA	Mr. Akash M S	Assistant Professor	UGC NET (ECONOMICS)	1 Year	01-12-2022
17	BA	Ms. Sebanti Chatterjee	Assistant Professor	UGC NET (Sociology)	1 Year	12-12-2022
18	MSc Psy & BA	Ms.Akshara	Assistant Professor	MSc Psy, UGC NET (Psychology)	2 Months	01-06-2023
19	BMS	Dr. Shivam Bhartiya	Assistant Professor	PhD-Tourism	6 Years	26-06-2023
20	BA and MSc	Ms. Dhruthi S Prasad	Assistant Professor	APPLIED PSYCHOLOGY	1.2	20-07-2023
21	BA	Mr. Saptarshi Sengupta	Assistant Professor	MPhil, Ph.D in History	2 years	11-09-2023
22	MA	Dr. Mekhala Venkatesh	Associate Professor & Research Guide	PhD (Dravidian Uni), PhD (Jain Univ)	32 years	20-12-2015

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

23	BA & MSc	Ms. Archana R Nambiar	Assistant Professor	MSc Psychology, UGC NET Psychology	1 Year	03-10-2023
24	MSW	Dr. Shivanand	Assistant Professor	PhD with NET and KSET	2 Years	01-02-2024
25	BCom,BBA,MCom,MB A	Ms. Lakshana S Nair	Assistant Professor	Kerala SET and NTA UGC NET	3 Years	02-01-2024
26	BA, PSE, BA EPS	Ms. Kirthi F. Chapparamani	Assistant Professor	Ph.D. and PDF with KSET	8 years	02-01-2024
27	BSc, BCA, MCA	Mr. Saurav Digambar Jadhav	Assistant Professor	MSc CS, UGC NET and MH-SET	6 Months	07-05-2024
28	MSc	Ms. Kavya Vijayan	Assistant Professor	MSc Psychology, UGC NET Psychology, Kerala SET,UGC NET-qualified for PhD enrollment	2 years 7 months	09-09-2024
29	BSc, BCA	Ms. Kavya Prakash K M	Assistant Professor	MSc Physics, PhD (Nanotechnology)	2 years 3 months	17-03-2025
30	BSc, BSc DSA, BCA, MCA	Mr. Sanath Kumar	Assistant Professor	Msc Computer Science	2 years 10 months	07-11-2024

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31	BCom,BBA,MCom,MB A	Ms. Preethi A	Assistant Professor	MBA	7 years	07-04-2024
32	BSc, BSc DSA, BCA, MCA	Ms. Ramya Kavya	Assistant Professor	MSc Computer Science, UGC NET	2 years	03-03-2025
33	MA	Dr. Abhishek Kumar	Associate Professor	Ph.D	29 Years	17-05-2020
34	MSc	Dr. Bindu Krishnan	Associate Professor	Ph.D	12 Years	18-04-2020
35	BSc & BCA	Dr. Dinesh R	Professor	Ph.D	1 Year 6 Months	15-01-2019
36	BCA	Dr. Gaitri Kumari	Assistant Professor	Ph.D	5 Years 5 Months	23-04-2019
37	BCom	Dr. Hamsa Shailendra	Assistant Professor	Ph.D	1 Year 3 Months	23-07-2019
38	MSc	Dr. Jyothi M S	Assistant Professor	Ph.D	3 Years 4 Months	08-03-2020
39	BSc & MSc	Dr. Kalavathy K S	Associate Professor	Ph.D	3 Years	13-12-2020
40	MSc	Dr. Latha K	Associate Professor	Ph.D	3 Years	26-02-2021
41	MA - ECO	Dr. Nidhi Roy Choudhury	Assistant Professor	Ph.D	13 Years	02-12-2016
42	BCA, BSc	Dr. Pavithra M S	Assistant Professor	Ph.D	13 Years 3 Months	12-01-2021
43	MBA, BBA, BCom, Mcom	Dr. Rajdeep Manwani	Professor	Ph.D	7 Years 6 Months	27-05-2019

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44	BSc & MSc	Dr. Ranjith P V	Associate Professor	Ph.D	13 Years	28-07-2020
45	BSc & MSc	Dr. Sivaram Murugan	Associate Professor	Ph.D	10 Years	21-04-2021
46	BA, BSc, BCom, BCA, BBA, MA	Dr. Syed Shahid Raza	Assistant Professor	Ph.D	5 Years 5 Months	13-03-2019
47	BCA, BSc	Dr. T Ramachandran	Professor	Ph.D	17 Years 2 Months	17-07-2019
48	MCA, BCA	Dr. Tamil Selvi P	Associate Professor	Ph.D	16 Years	13-05-2020
49	MCA, BSc	Dr. Thasni Ali	Assistant Professor	Ph.D	11 Years	17-11-2021
50	MBA, MCom	Mr. Abhijith Singh Bp	Assistant Professor	MBA	10 Years	14-04-2019
51	BCA	Mr. Arunkumar V	Assistant Professor	M.Tech	24 Years	07-01-2017
52	BCom, BBA, BCom (LSCM), BCom (A&F)	Mr. Binod Kumar	Assistant Professor	MBA	11 Years	07-06-2020
53	BCom, BBA	Mr. Manasa V	Assistant Professor	MBA	10 Years	23-03-2021
54	MSc - PSY	Mr. Manoj P	Assistant Professor	M.Sc.	12 Years	01-04-2018
55	BCom, MCom, BBA	Mr. Manvendra Sharma	Assistant Professor	MBA	4 Years 3 Months	29-01-2019

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56	BCom, MCom , BBA	Mr. Neeraj Dev	Assistant Professor	M.A	22 Years	19-04-2020
57	BSc	Mr. Richelle Mahima Rego	Assistant Professor	M.Tech	7 Years 6 Months	22-10-2021
58	BSc	Mr. Shivakumar S	Assistant Professor	M.Tech	2 years	11-12-2019
59	BSc,BCA & BCA (DSA)	Mr. Shivanag	Assistant Professor	M.Tech	22 Years 6 Months	13-07-2020
60	BA, MA	Ms. Anita Kurian	Assistant Professor	M. Phil	20 Years 10 Months	22-02-2021
61	BSc	Ms. Deepalakshmi P	Assistant Professor	MCA	10 Years	01-06-2022
62	BCA	Ms. Divya Kshatriya	Assistant Professor	Ph.D.	3 Years 10 Months	03-05-2019
63	BSc & BCA	Ms. Pushpa Hg	Associate Professor	M.Tech	15 Years	20-03-2019
64	BSc & BCA	Ms. Rajni Shah	Assistant Professor	M.A	21 Years 8 Months	09-09-2020
65	BSc & BCA	Ms. Swetha H C	Assistant Professor	M.S	4 Years	10-10-2022
66	BSc & BCA	Ms. Yashaswini H K	Assistant Professor	M.Tech	1 Year	22-08-2022

3.3. Details of Administrative staff

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

HEI ID: HEI-U-0223

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

Type of HEI: Dual

Admin Staff	Required (up to 5,000 students)	Available
Deputy Registrar	1	1
Assistant Registrar	1	1
Section Officer	1	1
Assistants	2	2
Computer Operator	1	1
Multi-Tasking Staff	1	1

Note:

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

Part – IV: Examinations

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

Sr. No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
1	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	Yes	
2	For ensuring transparency and credibility, the full time faculty of the Open and Distance Learning mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc	Yes	
3	All Examinations for Open and Distance Learning mode programmes shall be conducted within the Institution where the Study Centres or Learner Support Centres is located under the direct control and responsibility of the Open and Distance Learning mode Institution. No Examination Centres shall be allotted to any 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	

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

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/1DWFTcyqKvwNic8iRrpYo-Ym9EfBfF2ay/view	
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/1DWqww_seED6QTHtCKvHqkyM5bgsfusQon/view	
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 Assessment and Evaluation https://drive.google.com/file/d/1iKm9xEI_zYvp7srkQFtjuBhXOaS_yqFYU/view?usp=drive_link (Screenshot) https://drive.google.com/file/d/1LkpCiNlW7YZ5b7r3DAI7DoIenDhJpBtO/view Student notification (screenshot) on fulfilling 75% attendance https://drive.google.com/file/d/1z_JG1hZSPuo29PgokW2nVKZBp8qchlTx/view?usp=drive_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 UG https://drive.google.com/file/d/1UPy71QHKzHCZuqilof7x-p-3e2F_pEOg/view?usp=drive_link PG https://drive.google.com/file/d/1VTMdoTzZK7kJwgdP8kcsNustz7aZzst1/view?usp=drive_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://docs.google.com/document/d/1F7TAKAcjLKgpjbZTdEDY3f17CDC1AFgV/edit?usp=drive_link&ouid=113557981813354201218&rtpof=true&sd=true Course Matrix - UG	

		https://drive.google.com/drive/folders/1cUce-owUSXfuXTcmomfEPl8CJtgCY6?usp=drive_link Course Matrix - PG https://drive.google.com/drive/folders/16t8onLMX-kOa8WHixdZ-vr9QjAT2atW5?usp=drive_link Weightage given for Formative assessment and summative assessment https://drive.google.com/file/d/1iKm9xEI_zYvp7srkQFtjuBhXOaSvqFYU/view?usp=drive_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/1iKm9xEI_zYvp7srkQFtjuBhXOaSvqFYU/view?usp=drive_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 Marks sheet - UG https://drive.google.com/file/d/1XwrWq1mRBfWqfQZTzMalv1b3tzRMT4C6/view?usp=drive_link PG	

		https://drive.google.com/file/d/1gKGkjhMDmCFQuc--Ka97xxSxhOfSakFw/view?usp=drive_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 Exam Process Document - https://drive.google.com/file/d/1DWqw_seED6QTHtCKvHqkyM5bgsfusQon/view	
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/1jvXtWfkvevNwF6GzmrovuVKSIA44oeBK/view?usp=drive_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/drive/folders/1yFWVcsHz2ht39hPYVlSm6JH1_eg71bRa?usp=drive_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/drive/folders/1yFWVcsHz2ht39hPYVlSm6JH1_eg71bRa?usp=drive_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/file/d/1RrWV8ZOmme15JgZ3oo_BjUveUW8JmnrB/view?usp=drive_link	
	(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/1p9zFRhHncNIfcM_zryoonF8IRHrR7ESk/view?usp=drive_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 Guidelines - https://drive.google.com/file/d/1DWFTcyqKvwNic8iRrpYo-Ym9FfBfE2ay/view?usp=drive_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	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.
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	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.
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/1aOYeln1j3gg2wGzi1NDtaI9OtLjHXDdE/view?usp=drive_link	

HEI ID: HEI-U-0223

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

Type of HEI: Dual

	(b) Each award shall also be uploaded on the National Academic Depository	Yes	
18	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) 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	

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 of ODL are conducted in pen paper mode. However some common papers offered by the University to all the learners in the University such as Mind Management and Human Values, Indian Constitution and Environmental Studies etc., are conducted in Online mode through the University ERP Anveshana for the year 2024-25. ERP 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 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 & PG - Examinations were held in the month of Oct 2024 & March 2025

and the result analysis is attached herewith:

https://docs.google.com/spreadsheets/d/1QA50CoacQkrMY_M2coxHUNFqIOjh7vzy/edit?usp=drive_link&ouid=114664547423056104253&rtpof=true&sd=true

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.

Centre 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 Educational Objectives, Program Outcomes, Course Matrix and course outcomes 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/1G_myz33mGFqOyimY4yjalmrZOvRsNbRT/view

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, description of the contents by embedding the interactive elements such as snippets of information, QR codes leading to further learning, mind maps, to facilitate student learning.

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) on enrollment to the programme 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 pre-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 provides 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 Open and Distance Learning of the University.

The curriculum includes vision and mission statements of the Open and Distance Learning of the University, overview of the program, Programme Educational Objectives, Programme Outcomes, 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/1ZPZ9DSGy-kIobtP6kaBtLpjgOHfuiWI4/view>

Revised SLM (Sample): <https://drive.google.com/file/d/1ELH1sm5HoxEfRJc9lOhC7y-7MRZJ3YEK/view>

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

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

- The SLM's of each course are formulated and drafted keeping in mind the learners, ensuring that the SLM's are self-contained covering all dimensions of learning. Each course comprises of course outcomes that entails the goals that learners are expected to achieve. Each program is mapped with the Program 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, crosswords, quiz, puzzles 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 helps the students to have a better grasp and understanding of key learning.

SLM Policy: <https://drive.google.com/file/d/14soc6Rn56aYsgnudExLjZe7bc7xcVIUc/view>

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	CDOE	1	1769	4118	3887
2	PG	CDOE	1	2401	4128	3925

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 Centre for Distance and Online Education of the University and the support services are delivered thereon. The students shall login to LMS portal and initiate their academic journey with the University by accessing to the academic calendar, SLM, video materials, PPTs, self-assessment questions, attend to PCP/discussion forums/doubt clarification, assessments, announcement of timetable and publication of results in the portal. Students can raise queries pertaining to academic counseling, information related to academics, assignment submissions, doubt clarifications, assessment and evaluation to foster a learning environment.

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									
N	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 the 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	2009-10	14 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	Programmes offered	Total Enrolled student.
1.	NA						
N.	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
SLM/interactive/video materials	30 Sep 2024 (For July) 30 March 2024 (For January)	04 October 2024 (For July batch) 04 April 2025 (For January batch)	Yes

***PRINTING MATERIAL:** Keeping in view the environment, the University ensures that the soft copy of the SLM is available in downloadable format for through the LMS to all students, The same is available to the students through the LMS accessible for the learners 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?	Yes https://drive.google.com/file/d/1G4Qv9V4CIT_8HwkpEVCtUaQVt7heoCNa/view?usp=drive_link	
Uploading of the following on HEI website (Mention link) https://www.odljain.com/pdf/Compliance-status-of-Regulation-9-of-UGC-ODL-regulations.pdf https://www.odljain.com/pdf/Compliance-of-Mandatory-Disclosure-to-be-uploaded-on-HEIs-Website.pdf			
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 a 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.

The students can get their queries resolved through email support, student helpline, ticket system, chatbot (embedded in LMS). Typically, student queries are related to academics, assignments, examinations or student enquiries.

The University configured the following emails for query resolution independently and immediately at the centre itself.

- 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
- All queries related to placements and internship opportunities shall be addressed to placements.cde@jainuniversity.ac.in
- In addition, students can raise their query to the following email if their concerns are not addressed and resolved within the stipulated duration. The queries escalated to grievances of the University are categorized into academic, administrative, and facilities-related issues, often stemming from the unique challenges of remote learning grievance@jainuniversity.ac.in

Queries are attended within 24 hours of being raised.

The student concerns are related to assignment submission, extension of date for submission of assignments, inability to access the LMS portal etc which are reviewed and addressed at the centre level.

Average percentage of grievances received at DDE and redressed during AY 2024-25 is 100%

Grievances received the last year (July 2024 to June 2025)

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

Escalation Matrix:

Escalation Matrix	exams.cde@jainuniversity.ac.in	assignments.cde@jainuniversity.ac.in	academics.cde@jainuniversity.ac.in	enquiry.cde@jainuniversity.ac.in
1 st Level		Program Coordinators/Faculty		
2 nd Level	Arvind Kumar	Deputy Director – JU CDOE		Ravindranath
3 rd Level	Director- JU CDOE			
4 th Level	Jt.Registrar (grievance@jainuniversity.ac.in)			

9.2. Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
15	15

*The above grievances are related to cancellation of admission and fee refund, delay in distribution of graduate certificates, and other academic processes related to communication delays which are not resolved within a maximum of one working day.

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 as registered by the learners. The Online – Complaint Handling Mechanism of the Centre for Distance and Online Education (CDOE), JAIN (Deemed-to-be University) facilitates learners to submit complaints through Email 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:

- Students can raise their query to the following email if their concerns are categorized into academic, administrative, and facilities-related issues, often stemming from the unique challenges of remote learning.
- Students can raise their grievances using any of the aforesaid categories via email
- Counsellors designated to handle the grievances look into each of the grievances raised and facilitate the resolution of the grievances

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9.4. Details of Complaints received from UGC (DEB)

Number of Complaint Received	Number of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/No)
3	3	Yes

Part – X: Innovative and Best Practices

10.1. Innovations introduced during academic year

Adaptation of Outcome Based Education (OBE)

Outcome-Based Education (OBE) framework for distance learners addresses academic environment enhancement aimed at creating a supportive, inclusive, and resource-rich ecosystem that fosters meaningful learning. This includes access to self-learning materials, digital libraries, discussion forums, interactive sessions, and timely academic support. Technology-enabled platforms ensure flexibility and accessibility, allowing learners to study at their own pace and convenience.

In addition, cross-functional learning has been in place as it encourages interdisciplinary learning that integrate multiple subject areas with a view to stimulate knowledge sharing and problem-solving abilities, and research publications.

Further, students are actively encouraged to publish their empirical project work to promote academic engagement and research contribution. This initiative fosters analytical thinking, academic writing skills, and confidence among the learners. Faculty members guide and mentor students throughout the publication journey, often serving as co-authors to ensure quality and relevance. This practice of research collaboration with the teachers not only enhances the academic profile of the students but also aligns with the institution's commitment to cultivating a research-oriented learning environment, within the Open and Distance Learning (ODL) mode.

Research Publications

[https://drive.google.com/drive/folders/1JGR9wSwtzxP3nCwCRz4vLDaae_CAn_Dm?usp=drive link](https://drive.google.com/drive/folders/1JGR9wSwtzxP3nCwCRz4vLDaae_CAn_Dm?usp=drive_link)

10.2. Best Practices of the HEI

Student learning is attributed with the following features at ODL:

a) Integrate Learning Approaches: This emphasizes blending various pedagogical methods—such as

synchronous, asynchronous, project-based, case based and experiential learning—to support more holistic and educational environment.

- b) Embed Smart Resources:** Intelligent tools and technologies are integrated into Self-Learning Materials (SLMs), making content interactive, accessible, and tailored to different learning styles, thereby enriching the overall learning experience.
- c) Use Chatbots for Support:** Chatbots, currently as human interventions assists, guides learners through processes, clarifying doubts, and improving learner autonomy and responsiveness in digital learning spaces. It is aimed for 24x7 responses over a period of time.
- d) Adapt Transdisciplinary Approach:** Encourages the application of knowledge and research methods across disciplines, especially in empirical research, helping learners solve real-world problems using a broader perspective.
- e) Provide Timely Feedback:** Timely and constructive feedback is essential for student progression. It helps learners identify areas of improvement, stay motivated, and feel supported in their academic journey.

10.3. Details of Job Fairs conducted by the HEI

The centre provides placement assistance 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/drive/folders/1toDmwrFeTcxZ_qZZ6Ul7oYUPU4JtndfN

Job Fair:

<https://drive.google.com/drive/folders/12ECdzcjW6nzSAMZOrTjibYGot4fyVavJ>

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

Vritti (BCom) - I pursued my B.Com through the correspondence/online mode from Jain University, and my experience was quite smooth and satisfying. The university provided well-structured course materials and timely updates regarding exams and assignments. The online learning platform was easy to navigate and helped me balance my studies along with work. The support team was responsive whenever I had queries, and the exam process (both registration and conduct) was well-managed. I appreciate how Jain University makes quality education accessible for distance learners. Highly recommend it to anyone looking for flexible learning without compromising on quality!

Bharatha U (BBA) - It was a nice experience, being able to get my degree while working makes it easier to balance commitments and education. Thanks to JAIN for making this possible and also recommended this course to others

10.5. Initiatives taken towards conversion of SLM into Regional Languages

The ODL initiative translated the 'Popular Culture' course into Kannada to enhance accessibility and inclusivity for regional learners. This effort promotes better comprehension, supports local language preservation, and ensures that students from diverse linguistic backgrounds can engage meaningfully with the curriculum.

Link: https://drive.google.com/file/d/1mGtleuW25HFFVTU8i5SVzrW5WQRZPBgV/view?usp=drive_link

10.6. Number of students placed through Campus Placements

The centre ensures 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 Cell of the University

The placement initiative is currently in progress. Internships were provided to the students for the AY 2024-25.

Placement Policy

https://drive.google.com/file/d/1tb_N7CiPtCtg1XUt8i-oSjJoY5uuFNzq/view?usp=sharing

Registration of students seeking placements

https://drive.google.com/drive/folders/1PKYTcnXAomyF9XQ9HmJhY64uZFA01z4?usp=drive_link

Internship Reports

<https://drive.google.com/drive/folders/1pTIMbxRWqqGhH3yf8OMgJV9Sykau-nEO?usp=sharing>

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10.7. Details of Alumni Cell and its activity

The Centre organised the alumni meet on 1st June 2024. The event attracted 75 plus students from all the programs.

Alumni Meet: https://drive.google.com/file/d/1UyuBaR3oLoRW9vD_LWz-Vkf_HDXMQMn8/view?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.