

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
ONLINE MODE
2024-25**

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DECLARATION		

Part – I: General Information

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

[Annexure 1.1](#)

1.2 Details of Director, CIQA

- Name: **Dr. Asha Rajiv**
- Qualification: PhD (Physics), M.Phil (Physics), M.Sc(Physics), B.Ed
- Appointment Letter and Joining Report:

[Annexure 1.2](#)

1.3 Details of CIQA Committee:

a. Composition as per Regulations

Sr. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice-Chancellor of the University	Chairperson	Dr. Jitendra Kumar Mishra	Management	2 ND June 2025
b.	Three Senior teachers of HEI	Member 1	Dr. A Sakthivel	Management	9 TH February 2024
		Member 2	Dr. Geethanjali Sharma	Social Science	9 TH February 2024
		Member 3	Dr. Sonia Singh	Management	9 TH February 2024
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Dr. Pooja Varma	Psychology	9 TH February 2024
		Member 5	Dr. Sagar Gulati	Computer Science	9 TH February 2024
		Member 6	Dr. Krishna Koppa	Management	9 TH February 2024
d.	Two External Experts of ODL and/or Online Education	Member 7	Dr. Ramesh G Retired IIMB Professor.	Public policy	9 TH February 2024
		Member 8	Mr. Krishna Kiron Kasthuri Founder & CEO, Apxor.	Information Technology	9 TH February 2024
e.	Officials from departments of HEI Administration Finance	Member 9 Administration	Prof. Manjunath	Center of Examinations	9 TH February 2024
		Member 10 Finance	Mr. Manikanta	Finance	9 TH February 2024

f.	Director, CIQA	Member Secretary	Dr. Asha Rajiv, Director - IQAC	Sciences	
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b. Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N): **YES**

1.4 Number of meetings held and its approval:

a. No. of meetings held every year: **Four**

b. Meeting details:

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	17 th Sep 2024	2	✓▪	✓▪
Meeting 2	10 th Dec 2024	2	✓▪	✓▪
Meeting 3	11 th March 2025	2	✓▪	✓▪
Meeting 4	4 th June 2025	2	✓▪	✓▪

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

From <Month, Year> academic session: **Not Applicable**

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)	Number of learners admitted (Male/Female/Trans-gender)			
								M	F	T G	Total
1.											

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:

From <Month, Year> academic session: **Not Applicable**

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)	Number of learners admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.											

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

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

From <Month, Year>academic session: TO BE EXTRACTED FROM WEBPORTAL

Not Applicable

Sr. No.	Post Graduate Diploma Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of learners admitted (Male/Female/Trans- gender)			
							M	F	TG	Total
1.										

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

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

From <July, 2024> https://deb.ugc.ac.in/pdf/HomePageRecognitionDetail/140/140_upload_RecognitionDetails_20250218145251.pdf

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of learners admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	BBA	3 years	128	Pass in 10+2 from State Board/CBSE/NIOS/IGCSE/IB/ICSE recognized by the State and Central government	₹1,65,000 to ₹2,70,000	F.No. 2-1/2024 (DEB-II) November 2024	798	607	0	1405
2.	B.Com	3 years	126	Pass in 10+2 from State Board/CBSE/NIOS/IGCSE/IB/ICSE recognized by the State and Central government	₹90,000 to ₹3,60,000	F.No. 2-1/2024 (DEB-II) November 2024	740	576	0	1316
3	BCA	3 years	123	Pass in 10+2 from State Board/CBSE/NIOS/IGCSE/IB/ICSE recognized by the State and Central government	1,35,000 to 1,65,000	F.No. 2-1/2024 (DEB-II) November 2024	50	28	0	78
Annexure 1.8										

From <Jan, 2025> https://deb.ugc.ac.in/pdf/HomePageRecognitionDetail/140/140_upload_RecognitionDetails_20250404123211.pdf

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of learners admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	BBA	3 years	128	Pass in 10+2 from State board/CBSE/NIOS/IGCSE/IB/ICSE recognized by the State and Central government	₹1,65,000 to 2,70,000	F.No. 1-6/2025(DEB-NER) Dated:02nd April 2025	167	90	0	257

2.	B.Com	3 years	126	Pass in 10+2 from State board/CBSE/NIOS/IGCSE/IB/ICSE recognized by the State and Central government	₹90,000 TO ₹1,65,000	F.No. 1-6/2025(DEB-NER) Dated:02nd April 2025	131	70	0	201
3	BCA	3 years	123	Pass in 10+2 from State board/CBSE/NIOS/IGCSE/IB/ICSE recognized by the State and Central government	₹1,35,000 To ₹1,65,000	F.No. 1-6/2025(DEB-NER) Dated:02nd April 2025	176	75	0	251
Annexure 1.8										

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

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

From <July, 2024> https://deb.ugc.ac.in/pdf/HomePageRecognitionDetail/140/140_upload_ReognitionDetails_20250218145251.pdf

Sr. No.	Post- graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of learners admitted (Male/Female/Trans-gender)			
							M	F	TC	Total
1.	MBA	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognized university with aggregate of 50% or equivalent (relaxation of 5% - SC/ST)	₹1,30,500 to ₹2,60,000	F.No. 2-1/2024 (DEB-II) November 2024	4469	4323	0	8792
2.	MCA	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognized university with aggregate of 50% or equivalent (relaxation of 5% - SC/ST)	₹1,50,000 to ₹2,00,000	F.No. 2-1/2024 (DEB-II) November 2024	1177	885	0	2062
3.	M.Com	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognized university	₹45,000 to ₹2,20,000	F.No. 2-1/2024 (DEB-II) November 2024	612	489	0	1101
4.	MA - English	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognized university	₹90,000	F.No. 2-1/2024 (DEB-II) November 2024	17	73	0	90
5.	MA - J&C	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognized university	₹90,000	F.No. 2-1/2024 (DEB-II) November 2024	0	0	0	0
6.	MA - PP	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognized university	₹90,000	F.No. 2-1/2024 (DEB-II)	42	43	0	85

						November 2024				
7.	MA – Economics	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognized university	₹90,000	F.No. 2-1/2024 (DEB-II) November 2024	36	44	0	80
Annexure 1.8										

From <Jan, 2025> https://deb.ugc.ac.in/pdf/HomePageRecognitionDetail/140/140_upload_ReognitionDetails_20250404123211.pdf

Sr. No.	Post- graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of learners admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	MBA	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognized university with aggregate of 50% or equivalent (relaxation of 5% - SC/ST)	₹1,00,000 TO ₹2,80,000	F.No. 1-6/2025(DEB-NER) Dated:02nd April 2025	1348	1188	0	2536
2.	MCA	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognized university with aggregate of 50% or equivalent (relaxation of 5% - SC/ST)	₹75,000 to 2,00,000	F.No. 1-6/2025(DEB-NER) Dated:02nd April 2025	404	321	0	725
3.	M.Com	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognized university	₹45,500 to 2,60,000	F.No. 1-6/2025(DEB-NER) Dated:02nd April 2025	247	204	0	451
4.	MA – English	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognized university	₹90,000	F.No. 1-6/2025(DEB-NER) Dated:02nd April 2025	0	0	0	0
5.	MA – J&C	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognized university	₹90,000	F.No. 1-6/2025(DEB-NER) Dated:02nd April 2025	0	0	0	0

6.	MA – PP	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognized university	₹90,000	F.No. 1-6/2025(DEB-NER) Dated:02nd April 2025	11	13	0	24
7.	MA – Economics	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognized university	₹90,000	F.No. 1-6/2025(DEB-NER) Dated:02nd April 2025	0	0	0	0

[Annexure 1.8](#)

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

Part – II: Requirements as per Centre for Internal Quality Assurance (CIQA) Functioning

2.1 Action taken on the functions of CIQA: –

Sl.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 University ensure quality maintained in the service provided to the learners	2.1.1(1) JOSH Report
		2. The learners' tracking system ensures quality learning, monitors learner progression, and provides continuous academic counseling, with feedback regularly reported.	
		3. Faculty quality is enhanced through Faculty Development Program	2.1.1.(3) Faculty FDP, workshop Certificates
		4. e-learning resources and Teaching-learning and Evaluation Plan mapping the four-quadrant approach:	2.1.1(4) TLEP Checklist 2.1.1.(4)TLEP
		Interactive Live Sessions with Faculty members	2.1.1(4-a) – UMS and TEAMS Timetable for Live Classes 2.1.1(4-a-1) Interactive Live Sessions with Faculty
		Recorded live Micro Lessons	2.1.1(b) Micro Lesson UMS Report

		Updated e-learning material	2.1.1(c) e-Learning Materials aa(e-LMs) Report 2.1.1.(c-1) e-LM Structure Guideline 2.1.1(c-2) e-LM Sample Material
		Discussion Forum	2.1.1.(d) Discussion Forum
		Outcome based Assessments	2.1.1.(e) Assessment Matrix with CO Alignment
		Industry Expert Sessions	2.1.1(6) Industry Expert Session Report Expert Session Sample Video

2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	In order to continuously improve quality, the following initiatives were undertaken in respect of various processes and systems in the institution:	
		A. <u>Curriculum Implementation:</u>	
		Enriched through inclusion of virtual lab for MCA program.	2.1.2(a) Virtual Lab Implementations
		Regular updating of curriculum by the BOS	2.21.2(b) BoS MoM
		Implementation of choice-based Credit System	Choice Based Credit System (CBCS) Policy

			2.1.2(3-a) Course Matrix
		B. Teaching-Learning and Evaluation <u>Teaching – Learning:</u> - Consideration of Learner feedback for effective delivery - Catering to Learners Diversity	2.1.2(b-1) Learner's feedback 2.1.2(b-2) Learner's Diversity with Admission Data
		<u>Evaluation</u>	2.1.2(b-3) Revised Evaluation Framework
		Professional development workshop to enhance teaching skills and pedagogical approaches	2.1.2(b-4) Advanced Excel Training
		C. <u>Assessment System</u>	
		- Question banks were reviewed and augmented with CO and BTL mapping. - On Demand Examination Implemented	2.1.2 (c-1) – Tagged Question Banks with CO-BTL 2.1.2 (c-2) – Tagged Question(Descriptive) Banks with CO-BTL 2.1.2(d) On demand Exam Guideline
		D. <u>Faculty Development</u>	
		- Interactive session for Upskilling of faculty technical skills. - Teacher Participants in Madan Mohan Malaviya Teacher Training (MMTTP)	2.1.2(d) MMTTP Participation Certificates
		E. <u>Technology Support</u>	

		“Learn by doing” modules designed to facilitate interactive learning. - Technology Enabled Adaptive Learning	2.1.2(e) Learn by Doing 2.1.2(e-1) Adaptive Learning
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	<u>A. Planned and Structured approach to Teaching-learning and Evaluation</u>	
		The TLEP has been designed and adapted to the four-quadrant approach.	2.1.3(a-1) – TLEP Report with 4 Quadrant Mapping
		Unique orientation program addresses need of diverse set of learners.	2.1.3(a-2) Orientation Report
		Psychometric assessment to encourage cohort-based learning.	2.1.3 (a-3) Psychometric Report
		<u>B. Relevant Pedagogy suited to the needs of online learners</u>	
		- E- Content caters to varied learning styles - Virtual Hackathon to promote Entrepreneurial thinking	2.1.3(b-1) Learning Styles.docx 2.1.3(b-2) Hackathon report
		<u>C. Innovative Pedagogy suited to the needs of online learners</u>	
		Virtual Labs (Simulation based learning)	2.1.3(3-a) – Virtual Lab Deployment Report
		Learn by doing	2.1.3(3-b) – “Learn by Doing” Module
		<u>D. Learner Support Services</u>	
		Jain Online Support and Helpline (JOSH) system which acts as the One stop solution for all learner requirements.	2.1.3(4) – JOSH Helpline Dashboard

		<u>E. Technological Support and Services:</u>	
		Portal for Examinations with Level II proctoring facility.	2.13(5) Portal for Examinations with Level II proctoring
4.	Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	As a Dual Mode HEI, the following measures are taken to ensure online program quality matches with quality of regular program.	
		Comprehensive reviews align online course structures, learning outcomes, and assessments with conventional programs.	2.1.4(1) Course Structure Mapping Report (MCA – Online vs Conventional)
		Aligned with professional bodies and industry benchmarks guide the alignment process for rigorous online education.	2.1.4(2) – Curriculum Benchmarking Report with Industry Standards
		Exhaustive and self-explanatory e-Content at par with the reference books of the conventional mode.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	Tickets raised by learners are analyzed meticulously and collectively to derive improvements in the processes and systems.	2.1.5(1) – JOSH Ticket Analytics and Resolution Trends
		Structured questionnaire curated for learner’s feedback.	2.1.5(2) – Learner Feedback Questionnaire Format & Summary Report
		At the end of the semester faculty feedback is collected on academic delivery.	2.1.5(3) – Faculty Feedback Report

6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	The measures suggested by IQAC cell as adopted by CIQA include: Continuance of experiential learning such as virtual labs and simulations to include more exercises; to strengthen bridge courses and preparatory learning activities prior to the start of the semester and conduct of hackathon among others.	2.1.6(1) – Virtual Labs Implementation Report (Simulation-Based Learning) 2.1.6(2) Hackathon Report
7.	Implementation of its recommendations through periodic reviews	The recommendations were implemented resulting in enhancement of the quality of processes and systems:	
		1. More exercises included in Virtual labs or simulations to enhance the learning experience of learners of Computer Science & IT.	2.1.7(1) – Virtual Lab Implementation Reports
		2. Milestone evaluations were used to introduce rigour into the process of project submissions to include synopsis, Midterm progress reports, Video presentation and final report.	2.1.7(2) – Standardized Project Evaluation Workflow Documentation Project Evaluation sample Video
		3. The pre-semester engagement initiatives during the year to incorporate activities and enrichment courses for learners.	2.1.7(3) – Pre-Semester Engagement & Enrichment Activities Report
		4. Hackathon conducted. UG and PG learners participated and showcased innovative solutions such as: - Promoted AI use in voice recognition and medical diagnostics. - Fostered industry-student collaboration to develop deployable, real-world prototypes	2.1.7(4) Hackathon report

		5. It was also suggested that the practice of curated learning pathways for learners who have been given access to professional learning platforms like LinkedIn should continue and approved the budget for the same.	2.1.7(5) – LinkedIn Learning Access Report with Pathway Mapping
		6. Process Implementation for choice of Electives: It was suggested that their elective changes should continue to be handled through a form in the ERP which the learners would fill and submit.	2.1.7(6) – ERP Form Workflow for Elective Selection
8.	Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution	Faculty Development Programs/Workshops during academic year 2024-25 focused on	
		• Advanced Research Methodology	2.1.8(1) FDP Conducted 2.1.8(1-a) FDP Workshops Attended 2.1.8(1-b) Certificates
		• Knowledge transfer	2.1.8(2) Knowledge transfer
		• Advanced Excel training	2.1.8(3) Advanced Excel Training
		• Panel Discussion Union Budget	2.1.8 Panel Discussion Report
9.	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution	Best practices consolidated with the view to enhance the quality of services across the different areas are as under:	
		• Industry Expert sessions for elective courses.	2.1.9(1) – Industry Expert Session Reports.pdf Expert Session Sample Video

		Facilitation of learning through simulation and virtual Labs	2.1.9(2) – Simulation & Virtual Lab Implementation Report
		User-Centric Design:	
		✓ Mobile Compatibility	2.1.9(3) – LMS User Interface mobile Upgrade Report
		✓ Interactive Material	Flip book Interactive Material
		Division of Cohorts based on Psychometric assessment	P2.1.9(4) Psychometric assessment
		Plagiarism Checks	
		Mentoring from Domain experts for career guidance	2.1.9(6) Career Guidance Session Video
		TAP Model implemented in the Curriculum	2.1.9(7) – TAP Model Implementation Plan and Curriculum
		Support through IVR (interactive voice response)	2.1.9(8) – IVR Call Flow and Support Effectiveness Report

		Adaptive learning E-Content to unit varied learning Styles	2.1.9(9) Learning Styles.docx
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10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the Programme(s).	The diverse statistics collected, collated and used for corrective action were the following. 1. Curriculum alignment for different courses under an outcome-based education framework. 2. The Curriculum addressing the cross-cutting issues such as gender, ethics, environment etc., 3. Extent to which the curriculum caters to critical outcomes such as employability, Entrepreneurship and skill development. 4. Content readiness in the 4 quadrants for each course	2.1.10(1)-CO-BT Mapping Report Consolidated 2.1.10-UG-NEP cross-cutting reports Consolidated 2.1.10(3) – Employability and Skill Mapping
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 CIQA took measures to ensure that the Programme Project Report for each program is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the program.	
12.	Mechanism to ensure the proper implementation of Programme Project Reports	It is ensured that the program planning and delivery is implemented as per the PPR. The progress is reviewed by the academic council through its standing committee. (The referred point is highlighted in the documentary evidence)	2.1.12(1) – Minutes of Academic Council Standing Committee (Review of PPR Implementation)
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically	The Annual plans comprising the Calendar of Events and action plan suggested by Board of studies and the annual report reviewed by Academic Council. Based on the view key actionable items were identified for follow-up.	2.1.12(1) Annual Report 2.1.13(2) COE

	and generate actionable reports.		2.1.13(3) BOS MOM
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	The Board of studies, based on recommendations from the industry, noted the continued relevance of programs aligned to the curriculum of professional bodies. Accordingly, the electives continued to be offered integrating the curriculum of these professional bodies. In addition, new electives and program enhancements were introduced based on industry feedback and approval by the Board of Studies. MBA • International Business Management – Introduced from July 2024 • Artificial Intelligence – Introduced from July 2024 BCA • July 2024: ○ CSIT (Computer Science and Information Technology) ○ Data Science and Analytics ○ Cloud Computing ○ Cyber Security ○ Artificial Intelligence B.Com	2.1.14(1) – Board of Studies (BOS) Meeting Minutes on Industry-Aligned Curriculum 2.1.14(2) New Electives and Courses 2.1.14 MOM July 2024 and Jan 2025

		● International Finance – Introduced from July 2024 for the Batch of July 2023 The curriculum addresses local sustainability challenges through community projects, aligns with regional development needs, supports national policies for sustainable growth, and incorporates global perspectives to prepare learners for international impact.	
15.	Facilitated system-based research on ways of creating learner-centric environment and to bring about qualitative change in the entire system.	The following system-based learner-centric environment was initiated: Experiential Learning ● Case Studies and Problem-Based Learning (PBL) ● Laboratory Experiments ● Classroom Learning Participative Learning ● Project-Based Learning ● Flipped Classroom ● Group Discussions and Debates Problem-Solving ● Learn by Doing ● Applied Quantitative Methods and Techniques ● Virtual Labs	2.1.15_Creating Learner Centric Environment - Detailed.docx 2.1.15(1-a)_Case Studies and Video Presentation_Evidence 2.1.15(1-a(1)) – Teaching Methodology Reports (Case-Based) 2.1.15(1-b) Project-Based Learning 2.1.15(3-1) Learn by doing 2.1.15(3-3) Virtual Lab

		New electives and courses	2.1.15 New Electives
		Weekend classes	2.1.15(5) Time table consolidated
		Uploading live session recordings	2.1.15(6) – UMS Access _ Recorded Session Upload
		CA's are conducted with a window period of seven days (24/7)	2.1.15(7) – Email- CA and Exam window period
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	The Jain Deemed-to be- University was accredited by NAAC in 2021, with an A++ grade and a CGPA of 3.71. AQAR Submitted Annually The next cycle of assessment as a dual-mode university is due in 2027.	Submitted
17.	Measures adopted to ensure internalization and institutionalization of quality Enhancement practices through periodic accreditation and audit	The following measures were adopted towards internalization and institutionalization of quality enhancement processes. Preparatory to submission for NAAC accreditation as a dual-mode university, a CIQA has been duly constituted, and chaired by the Vice-Chancellor. The recent submission of AQAR encompasses activities of the CDOE. The next Academic and Administrative Audit (AAA) planned to be held in 2026 shall include online programs within its scope. Internal Audit is carried out every year. A parameter review(7 parameters) was conducted under the auspices of JIVA(JAIN Internal Validation and Assessment) on 10th July by a committee headed by and Pro Chancellor,Vice Chancellor,Chief Academic officer and the Director-IQAC. CDOE was Appreciated during the audit by TUV- Nord for ISO 21000 certification of the university.	2.1.17(1) CIQA Constitution and Meeting Proceedings 2.1.17(2) JIVA Report 2.1.17(5) – ISO 21000 Certification Appreciation

		The university has also created a system of internal validation and quality assurance (Jain Internal Validation and Assessment). The format corresponds to that of the requirement for NAAC accreditation. Self-assessment is carried out and a review is done by a committee.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	The CIQA performs an active role in operationalizing all the quality mandates of UGC. Besides the Vice Chancellor who chairs the CIQA committee, attends the meetings of the UGC on quality related themes. The recommendations/guidelines/mandates are shared in the CIQA deliberations and internalized through the IQAC.	2.1.18 CIQA MOM
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	• The University has benchmarked itself with two top universities in the online space. • The learner learning journey and quality practices are compared to top universities. • The information is sourced from published data. • A report on global best practices was prepared during the year to establish gaps if any with global practices	2.1.19 Global Best Practices Vs Jain Online Practices- A Gap Analysis..docx
20.	Recorded activities undertaken on quality assurance in the form of an annual report by the Centre for Internal Quality Assurance.	Based on previous year's reports, and reviews taken from the learners and faculty members, the following learner-centric approaches were implemented:	2.1.20 – Learner Feedback
		Sessions by Foundit – assisting the learner's employability	2.1.20(3) – Foundit Session Reports
		Discussion Forum	2.1.20(4) – Discussion Forum Report

		Doubt Clearing Sessions	2.1.20(5) – Schedule and Summary of Doubt Clearing Sessions
21.	(a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	The Annual Reports are submitted to the Executive Council and the Academic Council of the University.	2.1.21 Annual Report 2024-25
	(b) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	Submitted the CIQA 2024-25 report to the Commission (UGC) after due approvals of the statutory bodies.	Submitted
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.	CIQA functions under the overall guidance of the Vice Chancellor who chairs the committee. The Director IQAC/CIQA is the member Secretary. The IQAC is supported by Quality Circles in both ODL and online. The CIQA reviews the activities of the Quality Circles and the reports during its periodical meetings.	2.1.22 -CIQA IQAC Report

23.	Facilitated adoption of instructional design requirements as per the philosophy of the Online learning decided by the statutory bodies of the HEI for its different academic programmes	Bloom's taxonomy was adopted as the baseline instructional design strategy	2.1.23(1) Bloom's Taxonomy
		Focus on instructional design activities for formative and summative assessments that includes live sessions, discussion forums, surveys, continuous assessment, final reports and projects and end semester exams. (page number 11 onwards in the pdf)	
24.	Promoted automation of learner Support services of the Higher Educational Institution	Three Platforms are available for Learners –UMS , JOSH and ERP:	2.1.24(1) – JOSH Platform Report
		TAT in the case of JOSH is less than 24 hours	2.1.24(2) JOSH Ticket Analytics and Resolution Trends
		Embedded Project Evaluations through ERP.	2.1.24(2) – UMS Project Evaluation Workflow Screenshot
		Weekly deployment of e-content in an automated sequence.	Report on Weekly Automated Deployment of e-Content
25.	Coordinated with external subject experts or agencies or organizations the activities pertaining to validation and annual review of its in-house processes	The third-party academic audit will be due for the institution in 2027 i.e. upon completion of 5 years from inception.	2.1.25(1) – Plan/Note for Upcoming External Academic Audit in 2026

26.	Coordinated with third party auditing bodies for quality audit of programme(s)	The third-party academic audit will be due for the institution in 2026 i.e. upon completion of 5 years from inception.	Internal Audit Completed for 2024-25 (JIVA Audit) 3 rd Party Audit in every 5 Years
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 has submitted AQAR for the Academic Year 2023-2024. CIQA had actively participated in and overseen the process.	Submitted
28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	The university promoted association and benchmarking with Global professional bodies and associations. Online degree programs were designed to work with bodies such as ACCA-UK, CPA-USA and IoA-UK. • M.Com (International Finance and Accounting) - Leading to ACCA-UK with 6 paper exemption. • M.Com (Professional Accounting and Finance) - CPA-USA • MBA (International Finance) - Leading to ACCA-UK with 6 paper exemption • MBA (Marketing and Finance) - Institute of Analytics IoA-UK • MCA (Data Analytics)- Institute of Analytics IoA-UK	2.1.28 Consolidated List of Collaborative Courses

29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	The CDOE online has collaborated with Foundit (Monster.com) to provide opportunities to learners for career guidance and advancement.	2.1.29(1) – Foundit Process Guideline 2.1.29(2) – Career Guidance Session Reports and feedback
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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 online programmes	Upload relevant document
1.	Governance, Leadership and Management: a. Organization Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	The CDOE (Online programmes) is organized under the overall governance structure of the University, which at apex level includes the Executive Council, Academic Council and Finance Committees, duly constituted in accordance with the UGC regulations. These bodies are chaired by the Vice-Chancellor. The Director CDOE has overall responsibility for both online and distance learning programmes. The Director CDOE for the online programmes is supported by a Head of Academics and various functional heads encompassing the Admissions, Academic Planning and Monitoring, Content Development, Delivery of the programmes, Resource planning and administration, Exams and Results. Aspects relating to the Governance, Leadership and Management are given below a. 1. Organization Structure i. Organization Structure of the University ii. Organization Structure of the CDOE – Online Programmes 2. Governance The Governance of CDOE–Online Programmes is driven by a strong leadership ably guided by statutory bodies of the University, the	2.2.1(a-1) – Organization Structure – University 2.2.1(a-2) – Organization Structure

		CIQA duly supported by technology, E-Governance and Financial Systems and Delegation of Powers. i. Leadership: The chancellor and founder of the University Dr. Chenraj Roychand provides proactive, inspirational and motivational leadership. The Vice-Chancellor ensures that both strategic and operational issues are managed effectively. ii. Statutory Bodies: Composition: • Executive Council • Finance Committee • Academic Council The Vice-Chancellor is guided by the Executive Council, Academic Council and the Finance Committee. UGC nominees are members of both the Executive Council and the Finance Committee. iii. CIQA: The CIQA chaired by the Vice-Chancellor ensures that online programmes are conducted in conformance with the UGC regulations, 2020. The CIQA also focuses on innovation and continuous improvement. (<i>Annexure 1.2</i>) iv. E-Governance: The E-Governance is driven through an ERP system which was developed in-house, a University Management System (UMS) and a learner support portal (JOSH) and the JAIN Online website. v. Financial Systems: Books of accounts are maintained by the	2.2.1(a-3) – CIQA Meeting Minutes
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		University, centrally. Audit is carried out periodically. CDOE's budgetary requirements are included in the centralized budget of the University. vi. Delegation of Powers: Powers are delegated to the various officers of the University to ensure smooth conduct of operations. b. Management Jain Deemed-to-be University, including the Centre for Distance and Online Education (CDOE), is promoted by Jain Trust and regularized under KA/2017/0155985. The University's management, led by its Visionary President Dr. Chenraj Roychand, provides strategic support and direction to its leadership. The Vice-Chancellor oversees the daily management and policy implementation, reinforced by the statutory bodies of the University, including the Executive Council, Academic Council, and Finance Committee. The Director manages the day-to-day functions of the Centre for Distance and Online Education. C. Strategic Planning The Strategic Plan spans a 5-year horizon and addresses the need for a long term plan based on an assessment of the environment and current needs of the Institution. It is in the nature of a rolling plan, i.e. at the end of the year, one more year gets added, so that at any given point of time the strategic plan covers a 5-year period. The current plan covers the period 2024-2029." d. Operational Plan, Goals and Policies. The CDOE-Online: The operational planning is carried out in respect of academic operations including admission and programme delivery, infrastructure planning, faculty and other support resources on an annual basis and are reviewed by the standing committee chaired by the Vice-Chancellor. The goals are focused on the following key aspects of online learning viz., to provide an effective alternative path and wider opportunities in	2.2.1(b) NEP Implementation Policy of JAIN Online 2.2.1(c) – Strategic Plan Document 2024-2029 2.2.1(d) – Annual Academic Operational Plan
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		education particularly higher education. Effective use of technology is adopted to provide academic flexibility, mobility without compromising on the quality aspects and with a learning outcome focus. It also caters to the diversity of the needs of learners who can pursue learning at their own pace and environment. The University has established overarching policies relating to academics, innovation and IP and research policies which also provide the necessary guidance for operations of Online programme activities.	
2.	Articulation of Higher Educational Institution Objectives	In line with the Vision and Mission of the University in general of CDOE in particular, the following Objectives have been set for CDOE 1. Proving online programmes of highest quality that enhance graduate success, 2. Drive the growth in learners' strength, significantly contributing to the national goals of GER. 3. Be recognized as a leader in the field of online education nationally, along with the continuous advancement in international ranking and accreditation achievements. 4. Be known for excellence in programmes with proven relevance to the rapidly expanding knowledge, skills and mobility needs. 5. Position the state of the art infrastructure and enhance access and quality through technology empowerment 6. Intensifying research in the relevant areas resulting in a quantum increase in intellectual property creation and innovation. Deliver graduates who can excel in local, regional, national and global environments and meet the challenges of knowledge economy and demonstrate the spirit of entrepreneurship and critical thinking abilities to arrive at innovative solutions.	2.2.2(1) Graduate Success 2.2.2(6) – Research and IP Strategy 2.2.2(7) – Graduate Attributes

3.	Programme Development and Approval Processes - Curriculum Planning, Design and Development - Curriculum Implementation - Academic Flexibility - Learning Resource - Feedback System	The Programme Development and approval process comprises the following: Curriculum Planning, Design and Development: The process commences with obtaining feedback from stakeholders, assessing local, regional, national and global needs based on feedback from industry, regional and national missions implemented by the Government. The UN sustainable development goals form the basis for incorporating international perspective. The curriculum design takes into account extent guidelines of UGC/AICTE and the learning outcome based curriculum framework. The program project report which among other things considers the infrastructure, faculty resources and the learning outcomes is prepared, the course structure as well as curriculum is also reviewed by the board of studies. Both of this are subsequently approved by the Academic Council. PO/PSO's/Course outcomes linked to Blooms levels are defined in accordance with the LOCF. Curriculum implementation is preceded by the FDP's and orientation to learners (Diksharambh). Based on the approved curriculum, E-content is prepared/reviewed and revised. Faculty are allocated for delivery of synchronous sessions and for mentoring. Assessments are planned and conducted in a phased manner in accordance with the academic calendar. The UMS also supports self-assessment. Additionally, faculty mentors initiate discussions in the discussion forum and learners are encouraged to contribute their views. Peer learning is actively encouraged and promoted. Academic flexibility is ensured through CBCS. Learners are also permitted to change their elective prior to commencement of the second semester. Diversity in learning preferences of learners is addressed through the different modes enabled in the UMS. Mobility is provided to learners for entry/exit in terms of NEP. Learners are also encouraged to take up Open Electives of their choice. Learning Resources: As mandated in the UGC regulations, the learning resources are organized in line with the four quadrant	<u>2.2.3(a-2) – BoS Minutes</u> <u>2.2.3(a-1) Curriculum Implementation main report</u> <u>2.2.3(b-1) – Orientation</u> <u>2.2.3(b-2) – Academic Calendar</u> <u>2.2.3(c) Change of Elective Circular</u> <u>2.2.3(d) LMS Quadrant Alignment Report</u>
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		approach (E-content, E-tutorials, Assessments and Discussions Forum). e. Feedback System: The learners provide feedback relating to the academic aspects both in the midst of and at the end of the courses relating to the course outcome aspects. The feedback from the potential employers, parents and academic experts are solved for the renewal of the ongoing programmes and for the introduction of new programmes.	2.2.3(e) – Stakeholder Feedback Reports
4.	Programme Monitoring and Review	An annual calendar of Events forms the basis for monitoring of the programmes. The same is notified to the learners also through the University Management portal. The key details include the dates of commencement of the Academic sessions for the respective semesters, conduct of orientation for all the learners, commencement of guidance on mentoring sessions, dates of continuous assessment, announcement of eligibility list, announcement of University end semester examination timetable, commencement of University end semester examination (Practical and Theory) and commencement of next semester. Programmes are Monitored to ensure that actual activities are conducted in terms of the academic calendar of events, the status of academic counseling sessions conducted, mentoring and academic counseling sessions, evaluation of continuous assessments, progression of the learners through status reports, ensuring timelines for conduct of end semester examinations for eligible learners and declaration of results. IQAC receives the reports relating to the progress and conducts periodic audits and identifies any action to be taken.	2.2.4(a) – Academic Calendar 2.2.4(b) – UMS Notification Screenshot 2.2.4(c) – Exam Timetable Circular
5.	Infrastructure Resources	The University has developed an industry standard, SCORM compliant ERP system called UMS. It offers a centralized environment for class creation and makes it easy to organize learning resources. The UMS enables students to build personalized classes, deliver learning materials, assess learners, track their progress, collaborate with classmates, manage all learning activities, and transform education. It provides for creation of organization, creations of admin accounts,	2.2.5(a) – UMS Screenshots (Faculty & Student)

		faculty and learners accounts. It also provides for tracking of progress and self-assessment facilities besides necessary communication capabilities to meet the needs of the learners. A well-equipped recording studio offers educators and content creators the tools needed to produce high-quality video and audio materials, which are essential for dynamic and interactive learning content. Additionally, robust content development facilities support the creation of diverse educational resources, from interactive modules and multimedia presentations to comprehensive online courses. Together, these infrastructure resources foster a rich, interactive, and accessible learning ecosystem. TEAMS platform is used for online, live sessions.	2.2.5(b) UMS and Teams Screenshot 2.2.5(c) – Recording Studio Photos & Setup Details 2.2.5(d) Content Development
6.	Learning Environment and Learner Support	The University provides a variety of options to respective learners who wish to apply. This includes widgets on the website, Chatbot, tele calling, video counseling, and walk-in. Counseling is provided through trained counselors who provide information regarding programs, electives, value-added courses, access to MOOCS platforms like LinkedIn, academic calendar, the 4 quadrant approach, and assessments and examinations. They are also informed about the fees and loan options available, scholarships etc. A full fledged CRM software Super leap assess the admission counselors through the entire pre admission process. Support is also provided during or post the admission process for any queries that the learner may have these calls/request are also attended to by respective counselors. upon admission the learner is provided with access to the UMS, JOSH (JAIN Online support and Help) Portal, and Linked In learning resources. In fact, provided UMS access is fully automated and gets activated immediately after the learner makes payment of his fees. The UMS contains self-learning material, prerecorded videos, A fully functional website https://onlinejain.com/ provides (JAIN Online)	2.2.6(b) – JOSH Portal 2.2.6(c) – UMS Dashboard for Learners 2.2.6(d) – Screenshot of LinkedIn Learning Integration

		provides further details to learners. Learner support is enabled through JOSH. They can raise tickets or call the IVR line to seek help from the inbound support team. The inbound support team, 7 days a week from 9 AM TO 7 PM. The inbound team is the single window for all learner related queries received through tickets are addressed within a specified TAT.	
7.	Assessment and Evaluation	The following types of assessments are adopted to track and monitor learner's progress in learning. They also serve as a valuable source of feedback for continuous improvement of academic process. 1. Continuous Assessments 2. End Semester Examinations 3. Assessments of virtual labs or practical courses 4. Evaluation of Projects. The split between continuous assessments and end semester examinations is 30:70 as stipulated in the UGC Regulations. 3 to 4 continuous assessments (CA component) are administered to learners during the semester. Of these, the scores of the best 2 performances are considered. The evaluation is done using computer based assessment. Learners login to the ERP system to take up the CA. Self-Evaluation provide checklists or rubrics for learners to assess their own work against predefined criteria like Moodle and built-in tools like quizzes and MCQs. Unique question papers are generated algorithmically from the data bank. End semester examinations is also conducted through the ERP System. The exam comprises a combination of multiple choice questions, scenario based questions and descriptive questions. Assessments of Virtual labs: For practical subjects of MCA, Virtual labs	2.2.7(a) – Sample CA Score Sheets 2.2.7(a-1)Evaluation Metrics 2.2.7 (b) IA For Test Or Assignment Consolidated 2.2.7(d) – Virtual Lab Exercise with code Run 2.2.7(e) – Project Evaluation Stages

		are conducted. Exercises are prescribed for each course, involving writing of program, its execution and obtaining output from a built in code runner. Assessments of the virtual lab are carried out on a continuous basis. Wherever Projects are prescribing as a part of the curriculum, learners are allocated mentors. Topics are decided and agreed upon mutually between the mentor and the learner. Evaluation of the projects is done in 3 stages: Synopsis (Has to be uploaded in the ERP), midterm review (PPT) has to be submitted by a learners and a report (to be uploaded in ERP) and a presentation (in a form of video to be uploaded in the ERP)	
8.	Teaching Quality and Staff Development	The teaching-learning process incorporates outcome based education, and academic flexibility (Through CBCS). Once the academic calendar is planned and courses allocated to learners, teachers prepare a TLEP (Teaching – Learning – Evaluation plan). Blooms taxonomy levels are adhered to by the faculty members both while delivering the course as well as during evaluation. 1. Quality of the teaching-learning process sought to be enhanced through: Peer assisted learning through discussion forms and interactive live sessions. 2. Teaching Pedagogy: A variety of pedagogical tools are used by teachers to enhance the teaching-learning quality such as case study, simulations, experiential learning etc. 3. Evaluation methodologies: The questions are set at higher levels (L3, L4 & L5) of Blooms Taxonomy. 4. Use of the 4-quadrant approach as mandated in UGC Regulations.	2.2.8(1) – Discussion Forms 2.2.8(1-a) – Sample Recorded Interactive Sessions 2.2.8(2) – Case Study / Simulation Screenshots 2.2.8(3) Sample Assessment Questions mapped to Bloom’s Levels 2.2.8(4) – 4-Quadrant Content

		Faculty Development Programs are conducted covering the range of topics an illustration is provided here with.	Sample Screenshots
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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	Action taken in respect of online programmes	Upload relevant document
1.	Academic Planning	- The programme/course addresses local/national/regional/global needs. - The program is aligned with the University's Vision and Mission in general, and specifically with its online programs. - Feedback obtained from stakeholders i.e. industry, alumni and other experts. - The programme addresses the needs of skill development, employability and entrepreneurship. - There is sufficient value addition to learners through value added courses, experiential learning. - industry practitioners and best practices such as “learn by doing”. Fulfillment of the above requirements is audited by the Dean – Academics and also the Standing Committee which approves after considering the feasibility of the proposals. A detailed curriculum and learning materials are then prepared by a team of faculty members and these are formally reviewed in a meeting of the BoS which is duly constituted as per the guidelines of the UGC. The entire process is audited during the Academic and Administrative Audit.	2.3.1 – BoS Meeting Minutes 2.3.1 (1) programme/course addresses local/national/regional/global 2.3.1(2) Vision and Mission 2.3.1(3) – Stakeholder Feedback Reports 2.3.1(4) Value Added Report
2.	Validation	The Standing Committee of the University reviews information provided regarding new programs to determine the viability of the	2.3.2(1) Standing Committee MOM

		programs, maintenance of academic standards and the opportunities for learners to acquire knowledge and skills relevant to employment or entrepreneurship. Upon completion of review and program details are placed before the Board of Studies and Head of Academics for Audit/Review. Then the Standing Committee recommends the programs to the Academic Council for approval.	3.3.2(2) Board of Studies (BoS) Meeting Minutes
3.	Monitoring, Evaluation and Enhancement Plans a. Reports from Examination Centres b. External Auditor or other External Agencies report c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels d. Reporting and Analytics by the Higher Educational Institution e. Periodic Review	The University constantly endeavors to use feedback generated through various sources to Improve performance, Systems and processes. a. The University Examinations are conducted in a proctored environment Through the ERP system. Reports are generated from the ERP system, which are used for Review and for process improvement. b. As indicated Earlier, Academic Audit is conducted periodically by the University. The monitoring, evaluation and enhancement plans shall be reviewed in due course during Academic Audit. c. Performance data, including result analysis, UMS activity are considered and decision making is purely data driven. d. The analytics suite in the UMS and JOSH generates a variety of reports which helps in decision-making and continuous improvement. Analytics serves as an effective decision support system. Thus, analytics serves as an effective support system. e. Program Heads Review Reports relating to classroom activities on a daily basis. Faculty Performance is reviewed on a monthly basis. The standing committee for CDOE, chaired by the Vice Chancellor meets once in a month to review all the activities.	2.3.3(a-1) – ERP Proctoring Report Samples 2.3.3(b) JIVA Audit Report 2.3.3.(b-1) ISO Audit Report 2.3.3(c) – Programme-wise Result Analytics 2.3.3.(d) JOSH Ticket Analytics and Resolution Trends 2.3.3(e) Monthly_Report_February_2025

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

Name	Type (Regular/ Contra	Designation	Qualification
Dr H Muralidharan	Regular	Director-CDOE	PhD
Annexure 3.1-Appealment letter			

Or

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

Not Applicable

3.2 Name and details of Deputy Director of Centre for Distance and Online Education (Dual Mode University) – Full time or contractual basis, at least Associate Professor

NONE

Or

Name and details of Deputy Director of Centre of Online Education – Full time or contractual basis, not below the rank of an Associate Professor

Not Applicable

3.3 Name and details of Assistant Director of Centre for Distance and Online Education (Dual Mode University) – Full time or contractual basis, not below the rank of an Assistant Professor

NONE

Or

Name and details of Assistant Director of Centre of Online Education – Full time or contractual basis, not below the rank of an Assistant Professor

Not Applicable

3.4 Compliance status in respect of Human Resource – 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, as mentioned in Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

The extant provisions as per annexure IV of UGC ODL and Online Programme Regulations, 2020 are complied with

i. Programme Name:

a. Programme Coordinator

S. No.	Names with Designation	Qualification	Experience	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
Annexure 3.4.i					

b. Course Coordinator -

S. No.	Course name	Names with Designation	Qualification	Experience	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
Annexure 3.4.i.b						

c. **Course mentor**

S. No.	Names with Designation	Qualification	Experience	Type (Regular/Contract) with gross salary/month	Date of Joining Programme
Annexure 3.4.i.c					

3.5 Details of Administrative staff

a. **Number of Administrative staff available exclusively for Online programmes**

Admin Staff	Required	Available
Deputy Registrar	7	1
Assistant Registrar	7	0
Section Officer	7	7
Assistants	14 (2 for DM Universities)	33
Computer Operator	14	19
Multi-Tasking Staff	14	22
Annexure 3.5.a CIQA-Human Resources		

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

b. Number and details of Technical Support for Online Programmes as per Annexure -IV:

i. Technical Team for Development of e-Content as Self-Learning e- Modules:

Post	Required	Available
Technical Manager (Production)	1	1
Technical Associate (Audio-Video recording and editing)	1	1
Technical Assistant (Audio-Video recording)	1	4
Technical Assistant (Audio- Video editing)	1	4

ii. For Delivery of Online Programmes:

Post	Required	Available
Technical Manager (UMS and Data Management)	1	1
Technical Assistant (UMS and Data Management)	2	3

iii. For Admission and Examination for Online mode:

Post	Required	Available
Technical Manager (Admission, Examination and Result)	1(per Centre)	2
Technical Assistant (Admission, Examination and Result)	2	4
Annexure 3.5.b		

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

Part – IV: Examinations

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

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
1.	All processes of assessment of learners in different components of the Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	Yes Annexure 4.1.1	
2.	For ensuring transparency and credibility, the full-time faculty of the Online Mode Higher Educational Institutions or qualified faculty from University Grants Commission recognized Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc.,	Yes Annexure 4.1.2	
3.	A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examinations through technology mediated proctoring.	Yes Annexure 4.1.3	
4.	The examination center must be centrally located in the city, with good connectivity from the railway station or bus stand, for the convenience for the learners.	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.

5.	The number of examination Centres in a city or State must be proportionate to the learner enrolment from the region	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
6.	Building and grounds of the examination centre must be clean and in good condition.	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
10.	Safety and security of the examination centre must be ensured	No	The University conducts online examinations through technology mediated

			proctoring as provided in the regulations.
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	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
12.	Provision of drinking water must be made for learners	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
13.	Adequate parking must be available near the examination centre	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
14.	Facilities for Persons with Disabilities should be available	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.

4.2 Compliance of facilities required for the conduct of Online examination for online programmes

S. No.	Provisions in Regulations	Whether being complied Yes/No If yes, please provide details and upload relevant documents	If No, Reason thereof

1.	Requirements at Test Centres (As mentioned in provision II (B)(13)(i) of Annexure II)	No	Annexure 4.2.1
2.	Requirement of proctors (As mentioned in provision II (B)(13)(ii) of Annexure II)	Yes Annexure 4.2.2	
3.	Security arrangements in the testing center (As mentioned in provision II (B)(13)(iii) of Annexure II)	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
4.	Remote Proctoring (As mentioned in provision II (B)(13)(iv) of Annexure II)	Yes Annexure 4.2.4	

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

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload the 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 Annexure 4.3.1	

2	A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of learners enrolled through Online mode and their certification.	Yes Annexure 4.3.2	
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 Online mode: the learner has a minimum participation of 75 percent. in all the activities of Online programme prior to end semester examination or term end examination.	Yes Annexure 4.3.3	
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 online mode shall be evolved by adopting same standards as being followed in conventional mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities.	Yes Annexure 4.3.4	
5	The weightage for different components of assessments for Online 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 Annexure 4.3.5	
6	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes Annexure 4.3.6	
7	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	Yes Annexure 4.3.7	
8	A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation,	Yes	

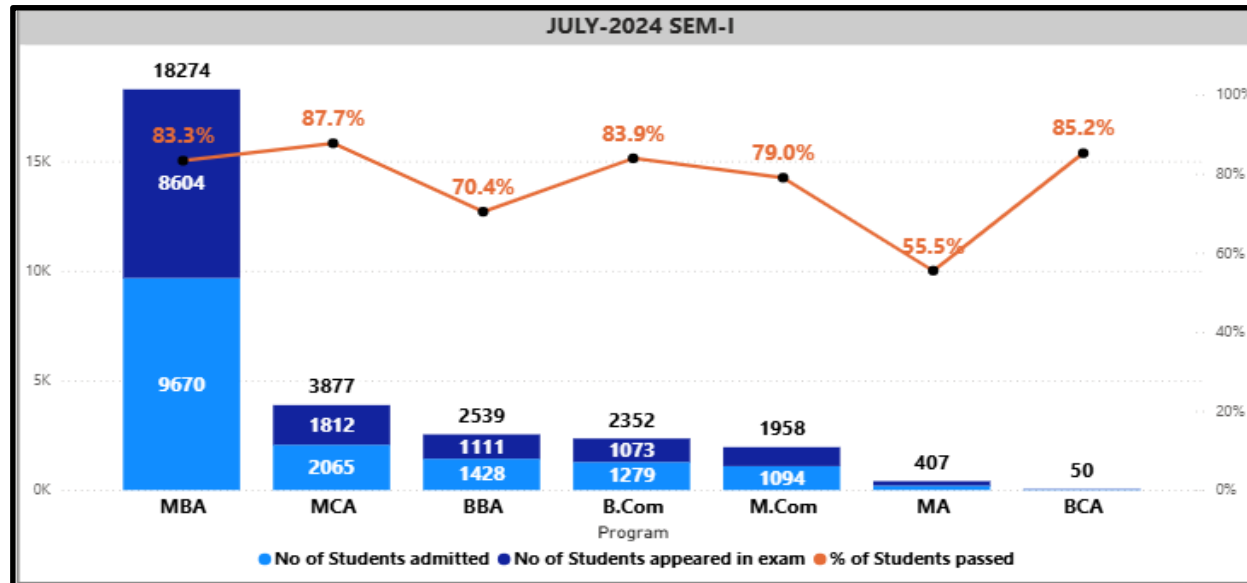
	conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	Annexure 4.3.8	
9	The examination of the programmes in Online mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
	(b) Availability of biometric system	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
	(c) The attendance of examinees shall be authenticated through a biometric system as per Aadhaar details or other Government identifiers of Indian learners and Passports for International learners.	No Annexure 4.3.10 (c)	
	(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 in charge of examination Centre to the Higher Educational Institution.	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
11.	The Higher Educational Institution shall retain all such Closed-Circuit Television recordings in archives for a minimum period of five years	YES (Available)	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	No	The University conducts online examinations

			through technology mediated proctoring as provided in the regulations.
	(b) It shall be mandatory to have an observer report submitted to the Higher Educational Institution.	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
13.	An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online tests with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination and in conformity with any other norms for such examination as may be laid down by the Commission.	Yes Annexure 4.3.13	
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognized to enroll international learners shall endeavor to conduct proctored examinations for such learners.	Yes Annexure 4.3.14	
15.	a. Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognized identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	Yes Annexure 4.3.15	
	(b) Each award shall also be uploaded on the National Academic Depository	Yes	
16.	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	Yes Annexure 4.3.16	

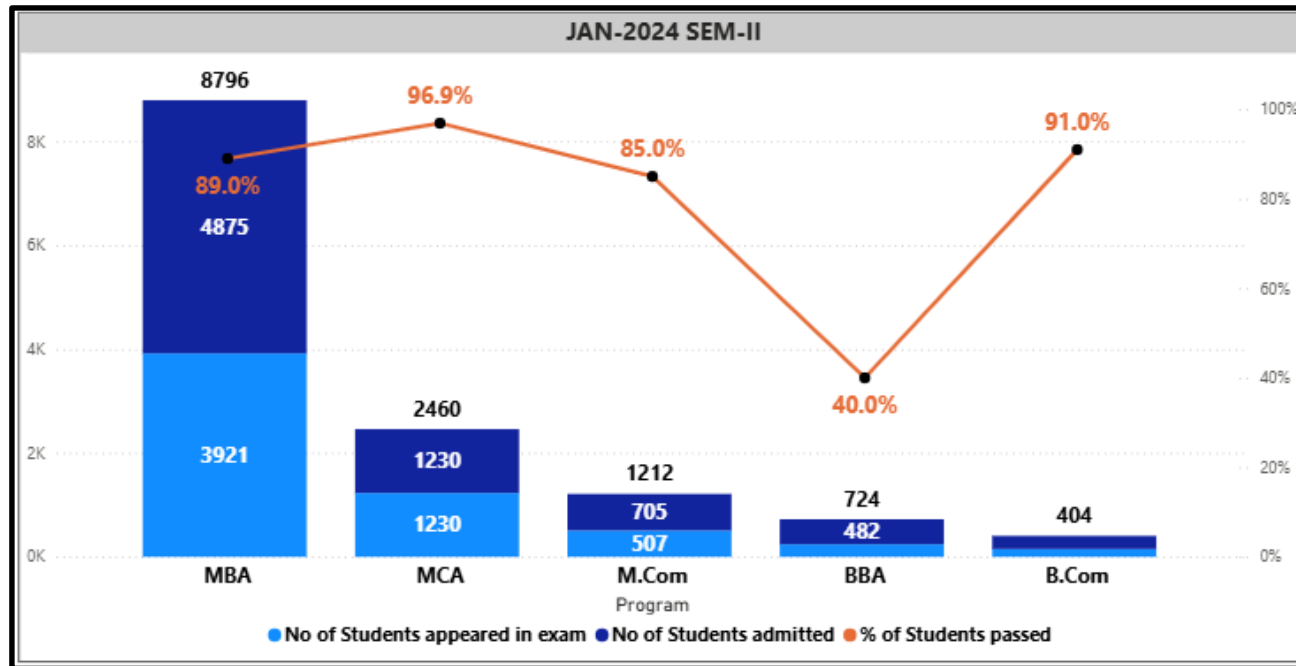
	programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres		
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4.4 Result and Students Progression for UG, PG and PGD programmes

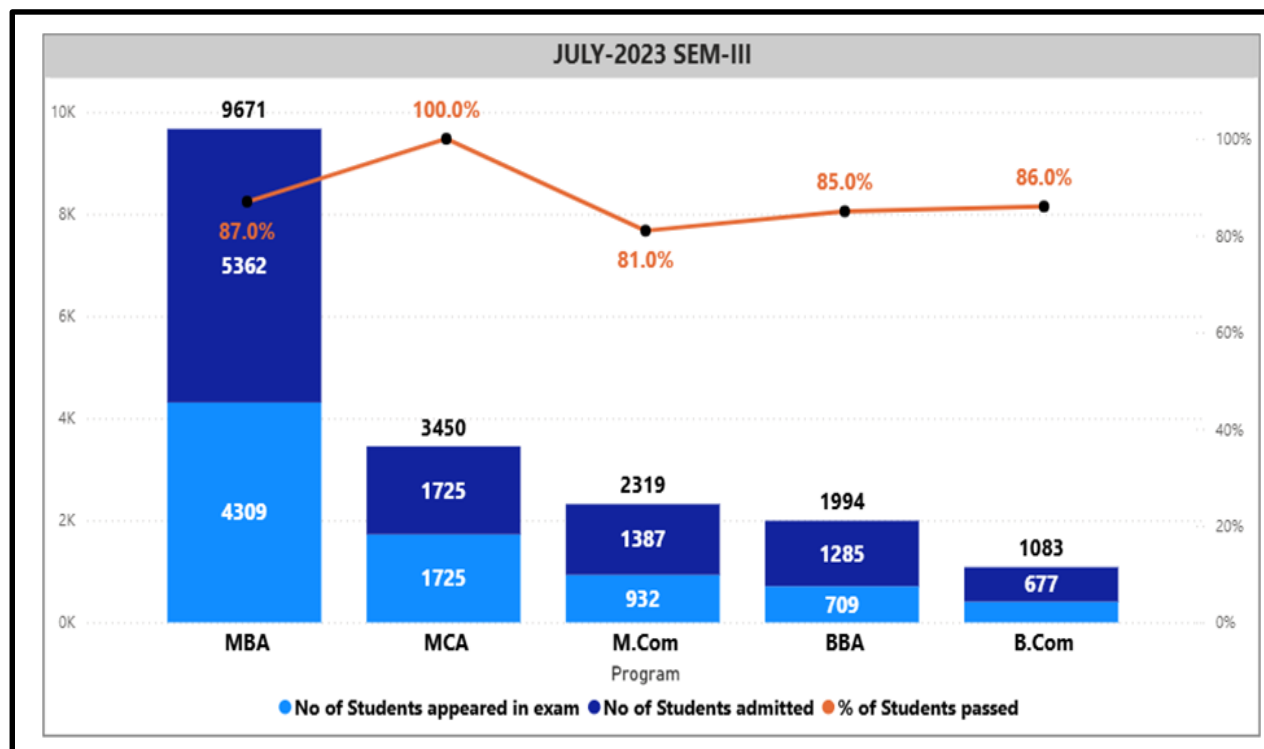
Batch/Semester	Program	No of Students admitted	No of Students appeared in exam	No of Students progressed to next year	% of Students passed
JULY-2024 SEM-I	MBA	9670	8604	7538	83.33%
	MCA	2065	1812	1688	87.74
	M.Com	1094	864	864	78.97%
	MA	205	202	114	55.50%
	BBA	1428	1111	794	70.42%
	BCA	27	23	23	85.18
	B.Com	1279	1073	1073	83.89%



Batch/Semester	Program	No of Students admitted	No of Students appeared in exam	No of Students progressed to next year	% of Students passed
JAN-2024 SEM-II	MBA	4875	3921	3502	89%
	MCA	1230	1230	969	969
	M.Com	705	507	432	85%
	BBA	482	242	118	40%
	B.Com	253	151	138	91%
	MA PROGRAM NOT AVAILABLE FOR THIS BATCH				



Batch/Semester	Program	No of Students admitted	No of Students appeared in exam	No of Students progressed to next year	% of Students passed
JULY-2023 SEM-III	MBA	5362	4309	3760	87%
	MCA	1725	1725	1401	1401
	M.Com	1387	932	758	81%
	B.Com	677	406	448	86%
	BBA	1285	709	599	85%



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

5.1 Compliance status of 'Guidelines on Programme Project Report' – As per Annexure – V of UGC (ODL Programmes and Online Programmes) Regulations, 2020

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

The Programme Project Report (PPR) strictly adheres to the 'Guidelines on Programme Project Report' detailed in Annexure – V of the UGC (ODL Programmes and Online Programmes) Regulations, 2020, and is prepared by the respective program coordinator. It undergoes approval by the CIQA (Centre for Internal Quality Assurance), whose meeting minutes are subsequently reviewed by the statutory

committee for final approval. Oversight of the entire academic process, ensuring quality, is overseen by the Board of Studies (BoS), which includes internal faculty and external subject experts. The BoS conducts periodic reviews of syllabi and course content as part of its continuous academic audit.

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

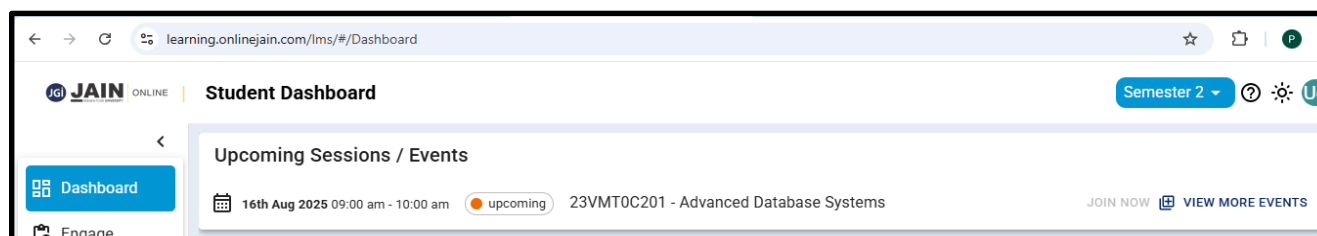
HEI shall mention compliance details against the requirements in terms of learning material (Print Media), Audio-Video Material, Online Material, Computer-based material and Curriculum and Pedagogy, as mentioned in the Annexure-VI of the Regulations for ODL programmes.

Compliance details against requirements in terms of learning materials are as under:

- 1) All courses offered through online mode follow the 4 quadrant approach, E-Tutorial (Quadrant-I) comprises pre-recorded videos and videos containing micro- lessons and virtual labs. All audio based videos are sub-titled. E-tutorials also comprise simulations and animations.
- 2) E-content (Quadrant-II) is made available through the UMS, e-books, e-learning materials, case studies comprising post unit reading materials (materials from open sources, presentations and links for open sources).
- 3) Discussion Forum (Quadrant-III) accessed by the students through a dedicated link in UMS. Topics are posted by both students and course coordinators. Live lectures and doubt clarification sessions are delivered through web conferencing platforms.
- 4) Assessment (Quadrant-IV) Practice assessments are made available on the UMS and comprise pre-assessment, post unit assessments self-assessments and case studies. Besides Three continuous assessments are conducted through the ERP comprising both MCQs and descriptive questions linked to Bloom's Taxonomy levels and to course outcomes.

[Annexure 5.2.1](#)

This approach allows learners to progress at their own pace, enhancing their comprehension of course content while strengthening the University's academic reputation. The University is committed to producing high-quality audio-video lectures aligned with course syllabi, accessible through its *University Management System (UMS)* maintaining quality of learning materials and satisfying requirements of the commission. JAIN Online incentivizes learners by offering innovative presentation techniques that ensure sustained learner attention also ensures a mentor is allocated for every 250 learners.



UNIVERSITY MANAGEMENT SYSTEM (UMS) – Screenshot

5.3 Compliance status in respect of e-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.

Based on the recommendations of the respective Board of Studies, subject matter experts are assigned to develop e-learning materials (e-LMs). Internal faculty are responsible for creating the course materials. External experts are engaged on as required basis. The Academic Council approves the list of course writers and reviewers. Workshops are conducted for approved course writers and reviewers to develop the materials, which are based on the course curriculum.

The faculty leverages their knowledge and experience, in addition to standard textbooks and online materials, to create the e-LMs. Once the SME creates the e-LM, it is reviewed in detail by a reviewer who suggests changes or corrections as required. The e-LM is uploaded to the University Management System (UMS) only after the reviewer signs off.

Each unit of the e-LM includes an overview, learning objectives, learning outcomes, detailed syllabus content, a case study, and self-assessment questions in both multiple choice and descriptive formats. Additionally, online articles and informative videos are included as pre- and post-reading materials. The course materials adhere to the credit system, in line with the UGC (ODL Programmes and Online Programmes) Regulations, 2020.

[Annexure 5.3.1](#)

Part – VI: Programme Delivery through Learning Platform

6.1 Details of Learning Platform

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

- In case of SWAYAM Learning Platform, in case of SWAYAM Learning Platform, details of HEI having access to SWAYAM for the proposed programmes of study (with respective link), duly approved by the statutory bodies of the Higher Educational Institution empowered to decide on academic matters, for – Learner Authentication, Learner Registration, Payment Gateway and Learning Management System*

NOT APPLICABLE

Not

using SWAYAM Learning Platform

- In case of Non-SWAYAM Learning Platform, evidence to ensure that it is not used in any franchise arrangement with a private service provider and HEI has the ownership of offering Online programmes including all the required components of Online education and compliance to all the provisions of the regulations*

UMS Developed – In House

The University has its own Learning Platform– UMS (University Management System) and delivers online programmes without any external outsource. The IP of all the learning components retains with the University. Further the University ensures compliance with all provisions of regulations.

[Annexure 6.1.1](#)

UMS has Role-based authentication, user registration, and user profiling are essential features, complemented by a personalized dashboard. Additionally, user activity analytics and the University Management System includes an Application Programming Interface (API) integration facility to seamlessly connect with external application tools. It is a scalable platform, allowing any number of users to log in simultaneously.

[Annexure 6.1.2](#)

The draft copies of the materials are stored in a secure digital environment. Once finalized after reviews, all contents are uploaded to the UMS. The University logo featured on all learning materials, including e-LM (Electronic Learning Materials), Pre-Recorded sessions, PPTs, MCQs after completion of each Unit and Live session recording.

A fully cloud-based, secure implementation is being used to deliver self-learning materials, video lessons, assignments, and faculty-led discussions. The UMS is configured according to the four-quadrant approach recommended by the UGC. The University Management System supports all file types (PDFs, DOCs, MP3s, MP4s, etc.), e-learning formats, and has data collection capabilities. The platform should enable the creation of personalized learning paths.

[Annexure 6.1.3](#)

The University Management System facilitates learners to access courses across various devices, including personal computers, laptops, tablets, and smartphones. Since the University Management System stores learners' personal records, it is crucial to implement privacy controls, secure logins, and utilize protected server locations to safeguard users' data.

The platform ensures ease of use and proper navigation through an attractive user interface, promoting intuitive interaction. It supports various interfaces and delivery mechanisms such as web, mobile, desktop, instant messaging, video conferencing, and audio graphic systems to cater to diverse user needs. Content is comprehensively represented with text, graphics, exercises, tutorials, examples, and case studies, enhancing learning effectiveness. Reliable internet connectivity is prioritized for seamless use of web-based interfaces, ensuring uninterrupted access to resources and activities.

[Annexure 6.1.4](#)

In addition, the platform includes learner engagement features such as interactive content management and activity coordination, along with support for group projects. It also facilitates peer interaction through integrated social media and group activity breakout rooms. Collaboration with internal and external communities is encouraged. Adaptive learning capabilities offer personalized content based on skill gap analysis. Stakeholders benefit from customizable dashboard options to track progress and performance metrics effectively.

The platform supports efficient content production, ensuring high-quality materials are consistently created and updated. It employs robust video and audio storage mechanisms, leveraging reputable cloud service providers and streaming services for seamless accessibility. Users benefit from easy access to content, facilitated by intuitive navigation and organized structure. Ensuring reliability and availability of content at all times is a priority, guaranteeing uninterrupted access to resources to support continuous learning and engagement. UMS plays a vital role for programme delivery through e-LM (Electronic Learning Materials), Pre-Recorded sessions, PPTs, MCQs and Live session recording.

6.2 Compliance status in respect of the Programme delivery

HEI shall mention the mechanism followed to ensure the learner 's participation at least for two hours every fortnight as per provision 13 (C) (5) of the Regulations, 2020. Further, details of the norms followed by HEI for delivery of courses in Online mode in Teaching- Learning scheme (as per table 3, Annexure – VI)

The analytics suite in the UMS enables tracking of Learning activity of students in online classes, doubt clarify sessions assignments, synchronous and asynchronous discussions and self-learning.

Attendance for live sessions is recorded, and weekly UMS usage is monitored, with communication sent via email or phone and followed up regularly. Learners can participate in continuous assessments upon completing each module. Additionally, learners are encouraged to engage in self-assessment through MCQs and access supplementary materials. JAIN Online ensures that learners participate for a minimum of two hours through a combination of asynchronous and synchronous discussions, live class participation, and self-learning engagement.

The University adheres to established norms for delivering courses online, ensuring robust teaching-learning processes. This includes:

- Utilizing a University Management System (UMS) for course delivery and management.
- Conducting live sessions and asynchronous discussions to engage learners.

- Monitoring learner attendance and participation through UMS analytics.
- Providing continuous assessment opportunities upon module completion.
- Encouraging self-assessment through MCQs and access to supplementary materials.
- Maintaining regular communication with learners via email and calls to support learning outcomes.

Furthermore, the details regarding programme delivery through e-learning platform have been attached with

[Annexure 6.2.1](#)

[Annexure 6.2.2](#)

The University follows the norms for delivery of courses as per Teaching- Learning scheme (as per table 3, Annexure – VI)

Credit value of the course	No. of Weeks	No. of Interactive session		Hours of Study Material		Self-Study hours including Assessment etc.,	Total Hours Of study (based on 30 hours per credit)
		Synchronous Online Counselling/Webinars/Interactive Live Lectures (1 hour per week)	Discussion Forum/asynchronous Mentoring (2 hours per week)	e-Tutorial in hours.	e-content hours.		
4	15 weeks	15 hours	30 hours	20	30	25	120
3	10 weeks	10 hours	15 hours	15	20	30	90
2	6 weeks	6 hours	6 hours	14	14	20	60

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

NO

a. Provide details as under:

NOT APPLICABLE

Sl 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 the credits assigned to the course	Percentage of total courses in a particular programme in a semester (Semester wise-Programme wise)

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

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

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

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorized signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website? Uploading of the following on HEI website https://onlinejain.com/mandatory-disclosures	Yes	
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 Online mode	Yes	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes	
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	Yes	
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, their working hours and mentoring (for Online mode) Schedule	Yes	
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling / mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes	

7.	Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programmes	Yes	
8.	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 Online programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	Yes	
9.	Information regarding all the programmes recognized by the Commission	Yes	
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded.	Yes	
11.	Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programmes;	Yes	
12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes.	Yes	
13.	List of the 'Examination Centres along with the number of learners in each centre, for Online programmes	No	The University conducts online examinations through technology mediated proctoring as provided in the regulations.
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	Yes	
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc	Yes	

16.	Reports of the third-party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance	Yes	
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Part – VIII: Admission and Fees

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

S.No.	Provision	Whether being complied Yes/No
1.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in online mode, shall render the enrolment invalid	Yes
2.	A Higher Educational Institution shall, for admission in respect of any programme in online mode, accept payment towards admission fee and other fees and charges– a. as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; b. with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; c. only by way of online transfer, bank draft or pay order directly in favor of the Higher Educational Institution.	Yes
3.	It shall be mandatory for the Higher Educational Institution to upload the details of all kinds of payments or fees paid by the learners on the website of the Higher Educational Institution.	Yes
4.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and learners from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialization of education in any manner whatsoever, and shall provide for equity and access to all deserving learners.	Yes
5.	Admission of learners to a Higher Educational Institution for a programme in Online 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	Yes
6.	Every Higher Educational Institution shall– a. record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner;	

	b. maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; c. exhibit such records as permissible under law on its website; and d. be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	Yes
7.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online 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	Yes
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 online 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 online 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 regarding 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 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 Online 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 online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution.	Yes
14.	No Higher Educational Institution shall, issue or publish-	

	a. any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognized by the appropriate statutory authority or by the Commission where it is not so recognized; b. any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorized to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	Yes
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8.2 Whether Higher Educational Institution provided the details of all international learners enrolled immediately after the beginning of the academic session to the Ministry of External Affairs, Ministry of Education and University Grants Commission:

Yes

If No, reason thereof:

Part – IX: Grievance Redressal Mechanism

9.1 Compliance status of ‘Grievance Redressal Mechanism’ – As per Annexure – X of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the mechanism put into place along with brief details of grievances received and actions taken thereof. Also, mention that how the learners have been made aware about this mechanism.

The following processes are followed in the Grievance Redressal mechanism.

1. At the time of admission, the learners are informed of all Grievance Redressal mechanisms as well as the escalation matrix. This transparency fosters trust between the institution and its learners, ultimately enhancing the overall learning experience throughout their academic journey in Jain Online. <https://onlinejain.com/grievance-redressal>

onlinejain.com/grievance-redressal

JGI JAIN | ONLINE

Programs ▾ Apply Now Enquire Now Why Us ▾ Support ▾

Home > Grievance-Redressal

Grievance Redressal

At JAIN Online, we value your feedback and are committed to ensuring a positive learning experience. This page serves as a dedicated space for addressing any concerns or grievances you may have. Our transparent and efficient redressal process is designed to promptly resolve issues and enhance your journey with us.

Your satisfaction is our priority, and we encourage you to use this platform to communicate with us. Together, we strive to create a supportive learning environment for everyone in the JAIN Online community.

Contact us

For Admissions:
☎ +91 8873373316 (toll-free)
✉ info@onlinejain.com

For Learners:
☎ +91 8873373397 (toll-free)
✉ support@onlinejain.com

OR [Visit JOSH](#) ↗

Escalations

For Admissions:
+91 8873373316 (toll-free)

For Learners:
If you are not satisfied with the resolution provided, you have the option to escalate your

Feedback

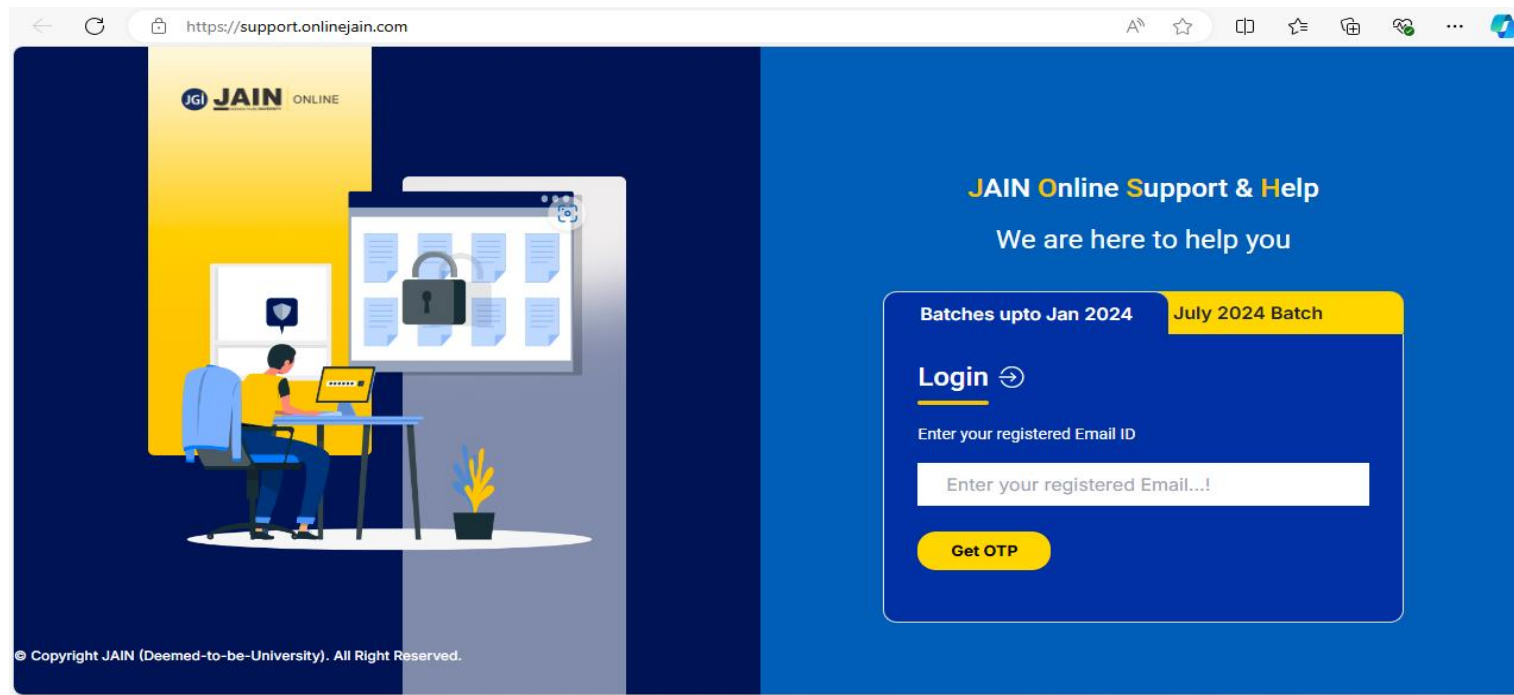
For Admissions:
DM us or WhatsApp Us +1800 4122 6785

For Learners:
We welcome your feedback on our grievance redressal process. If you have suggestions for

JAIN ONLINE Grievance Redressal Portal

- Jain Online offer multiple avenues for Grievance Redressal, giving our learners the flexibility to choose the method that works best for them. Whether it's through tickets raised in the portal, email, phone calls, web conferences, or even personal visits, learners are provided accessible and effective channels for resolving their concerns.
- Every grievance received is acknowledged by the University immediately upon receipt and the expected resolution time period was communicated to the learners.

4. The standard turnaround time to resolve queries is 24 hours (about 1 working day) and 88% of the queries and grievances are resolved within this Turnaround time.
5. For queries which required additional time beyond the Turnaround Time (TAT), the learner is kept updated about the status of Grievance Redressal.
6. To make learners aware about the Grievance Redressal mechanism, an email detailing the mechanism was shared with all learners. The email addresses of Grievance Redressal was displayed on the JAIN Online homepage so that the learners can reach out with their grievances with ease. (<https://onlinejain.com/grievance-redressal/>)
7. To ensure high quality and timely assistance for our learners, we have implemented an AI enabled ticketing system with an automated email channel, ticketing mechanism with configurable flow of information. Learners can access our support system from the URL at <https://support.onlinejain.com> and they can login with their registered email id. To ensure secure and quick access to our platform, we use a one-time password (OTP) sent to their registered email address within seconds with an expiry time of five minutes.



JAIN Online Support & Help (JOSH) - Portal

Using OTP ensures our learners can use our systems without needing to remember any password, the same account is not accessible from multiple devices and location, leakage accounts credentials to internet phishing and hacking attacks. Once logged in, users can access a large number of frequently asked questions with detailed answers provided on the home screen with search and browse features enabled. Through the search bar, learners can type any free text to get related information within seconds. Frequently asked questions are also grouped into different categories for easy navigation.

8. Learners can raise tickets from the home screen or from the profile section which is accessible from the top right corner of the screen on the navigation bar. Once a learner is in a “Raise a new ticket” section, they will be finding about 14 different types of support tickets which cover most use cases of support needed from the learners. If a learner is having any scenario which is not covered in the list of configured ticket types, 15th option (General) is available to reach out to the learner support team.

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
203	203

9.3 Complaint Handling Mechanism

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

1. Complaint Registration:

- **Mode of Filing:** Complaints can be filed through multiple channels such as JOSH platform([Support - JAIN Online \(onlinejain.com\)](https://support-jain.com)), email (support@onlinejain.com), or in-person.
- **Acknowledgment:** Every grievance received is handled with utmost priority. Upon receipt of a complaint, the organization should provide an acknowledgment receipt to the complainant, indicating the date and reference number.

2. Complaint Assessment:

Initial Review: Complaints are reviewed to assess their validity and categorize them based on urgency and nature.

Investigation: A thorough investigation is conducted to gather all relevant information and evidence by the team.

3. Resolution Process:

Decision Making: Based on the investigation, a resolution is decided. This may involve corrective actions or other remedies.

Communication: The outcome of the resolution is communicated to the complainant, including reasons for the decision and any actions taken.

4. Appeal Mechanism:

Further Recourse: If the complainant is dissatisfied with the resolution, they may appeal to the Nodal Officer (nodalofficer@jainuniversity.ac.in)

Review: Appeals are reviewed independently and a final decision is made.

Name of the Nodal Officer	Designation	Email ID	Mobile Number
M S Santhosh	Joint Registrar	nodalofficer@jainuniversity.ac.in	9845077911

9.4 Details of Complaints received from UGC (DEB)

Numbers of Complaint Received	Numbers of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/No)
31	31	Yes

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

Mobile Learning

Mobile learning enriches online mode degree programs by enabling access to educational content and activities anytime and anywhere via mobile devices such as smartphones and tablets. This approach transforms traditional learning by accommodating the flexible lifestyles of modern learners, allowing them to study on-the-go without being tied to a desktop computer. Mobile learning platforms often offer interactive features, multimedia resources, and communication tools that facilitate engagement and collaboration among learners and instructors. By leveraging mobile technology, online degree programs can enhance accessibility, convenience, and efficiency, enabling learners to seamlessly integrate education into their daily lives while maintaining high-quality learning experiences. Mobile learning thus plays a pivotal role in expanding educational access and fostering continuous learning opportunities in the digital age.

10.2.1 Best Practices of the HEI

Title of the Practice: *Adaptive Learning*

Objectives of the Practice:

Adaptive learning in online mode degree programs revolutionizes education by leveraging technology to personalize the learning experience for each learner. This approach employs sophisticated algorithms to continuously assess learners' knowledge and skills, adapting the presentation of content, pace of learning, and types of activities based on individual strengths and weaknesses. The Main objective of this practice is Personalized Learning Paths: Adaptive learning aims to tailor the online learning experience to each learner's individual needs, abilities, and learning preferences.

Efficient Use of Time: It helps online learners maximize their time by focusing on areas where they need improvement, thus accelerating learning progress.

Engagement and Motivation: By offering content that is relevant and appropriately challenging, adaptive learning keeps online learners engaged and motivated throughout their learning journey.

Flexibility in Learning Pace: It allows online learners to learn at their own pace, accommodating different speeds of comprehension and mastery of content.

Enhanced Retention: Adaptive learning improves retention by reinforcing learning through adaptive practice exercises and immediate feedback.

Data-Driven Insights: Provides real-time data and analytics to online learners and educators, offering insights into learning progress and areas needing improvement.

Accessibility: Adaptive learning makes education more accessible to online learners by adapting content to various learning styles, preferences, and accessibility needs.

Continuous Improvement: It continuously adapts and improves based on learner interactions and feedback, ensuring that the learning experience remains effective and relevant over time.

The Context

Adaptive learning in the context of online education represents a powerful tool for enhancing learning outcomes, improving engagement, and supporting the diverse needs of learners in digital environments.

The context of adaptive learning specifically for online learners: In online settings, adaptive learning uses algorithms and data analytics to create personalized learning paths for each student. This customization considers factors such as previous knowledge, learning pace, preferences, and performance on assessments. Online learners have the flexibility to progress through course materials at their own pace. Adaptive learning platforms adjust the difficulty and sequence of content based on real-time assessment data, ensuring that learners can delve deeper into challenging topics or accelerate through material they have mastered.

Online learners can stay engaged and motivated through adaptive learning by receiving content that is relevant and appropriately challenging. This personalized approach fosters a sense of accomplishment and encourages continued progress.

Educators and course designers gain valuable insights into online learners' performance and progress through data analytics. These insights help in refining course materials, identifying common misconceptions, and providing targeted interventions for struggling learners.

Adaptive learning platforms can accommodate diverse learning needs and accessibility requirements in online education. They can adjust content delivery methods, provide alternative formats, and offer language support to ensure that all learners have equitable access to educational resources.

Online adaptive learning solutions can scale efficiently to accommodate large numbers of learners without compromising the quality of education.

Adaptive learning seamlessly integrates with various online University Management Systems (UMS) and digital platforms. This integration enhances the overall online learning experience by providing a cohesive and interactive environment for learners and educators.

The Practice

The following initiatives have been taken by the university towards providing opportunities to the learners for adaptive learning

Psychometric assessment was conducted for MBA learners and two separate cohorts were created, one is leaders and other is directors (as borne out by the analysis emerging from the psychometric test) and learners with considerable work experience. The other cohort comprised all other learners.

Learning paths were curated using resources available on linked in learning platforms with the intention of enabling fast learners to enhance their depth, width and scope of learning. Currently 6 learning paths have been curated.

Evidence of success

1. The results of dividing cohorts based on psychometric assessments have been positive. It was found that the level of interaction in classes involving leaders, directors, and experienced learners is significantly higher than in the other cohort, leading to better learning outcomes.
2.
 - (i) During the 2024-25 period, 20,301 individuals benefited from LinkedIn Learning's Course, gaining valuable skills and knowledge. This platform offers a diverse array of courses designed to boost both professional growth and personal development. Learners could learn flexibly, accessing resources that aid in career progression and personal enrichment. Overall, it's a convenient way to continuously learn and acquire new skills online.
[Annexure 10.2.1](#)
 - (ii) Online learners showed a strong preference for a variety of courses such as Data Analytics, Business Intelligence, career transitioning, AI, Generative AI, ERP, SAP-ERP, SQL, Python, Financial Modelling, and more. This highlights their interest in adaptive learning methods and diverse skill acquisition.
 - (iii) We've designed six learning paths specifically for advanced learners on our University Management System (UMS). These curated paths have benefitted a total of 20,301 learners.
[Annexure 10.2.2](#)

Problems Encountered and Resources Required

The main problem encountered was the high investment required for purchasing licenses from LinkedIn Learning. However, the management considered the advantages for learners and approved the proposal. All necessary resources, such as cloud infrastructure, have been arranged to offer the learning opportunity on a 24/7 basis in 365 days.

10.2.2 Best Practices of the HEI

Title of the Practice: Industry Connect

Objectives of the Practice:

- To enhance the employability quotient of learners
- To equip learners with the latest tools and technology and methodology relevant to industry.
- To provide a competitive edge in the job market through specialized industry relevant skills

The Context

- Industries prefer to onboard employees who are capable of achieving results in key areas from day one.
- Industry spending on training has been declining due to the preference of industry to recruit employees with ready to deploy skills.
- JAIN Online programs provide opportunities to learners to interact with industry leaders, imbibe their thought processes, acquire domain knowledge, develop deep insights into best practices in industry, specific issues pertaining to various industry verticals and to gain insights into expectations of industry.

The Practice

The University delivers different programs as part of its “industry connect” practice. These practices are explained below.

Brief Description of Report

This report outlines two significant best practices implemented at JAIN Online during the academic year 2024–25. These practices reflect the institution’s commitment to innovative pedagogy, learner-centric engagement, and industry relevance. The first best practice focuses

on upskilling learners through Micro-Credential Courses (MCCs), while the second highlights efforts to build a vibrant, collaborative culture in a virtual learning environment. Both initiatives aim to strengthen student success and institutional excellence.

Best Practice 1

1. Title of the Practice: Micro-Credential Courses (MCCs)

2. Objective:

To equip learners with targeted, industry-relevant skills through short-term, flexible, and specialized courses that enhance employability and professional development.

3. Context:

The dynamic job market demands professionals who can rapidly acquire new skills. Traditional degree programs, while foundational, may not always keep pace with industry trends. MCCs address this gap by offering learners an agile, focused, and relevant way to upskill or reskill.

4. Practice:

MCCs are short-term, intensive learning experiences designed to deliver specialized knowledge in specific domains. Open to learners from all departments, these courses foster interdisciplinary engagement while ensuring that learners acquire industry-validated skills.

Practice Highlights:

- Focused Learning: 30-hour courses with 10+ hours of live, instructor-led sessions.
- Flexible Delivery: Weekend scheduling suits both working professionals and full-time learners.
- 24/7 Access: Learning resources available via the UMS portal.
- Industry Partnerships: e.g., Zerodha Varsity for Financial Markets.
- LinkedIn Learning Integration: Global quality resources.
- Assessment & Certification: Ensures both knowledge gain and practical application.
- Networking: Interaction with industry experts and international faculty.

Courses Offered:

- January 2024 Batch: Paradigms of Programming, Programming Essentials, Creative Strategy
- July 2024 Batch (Ongoing): Storytelling Through Data, Brand Strategy & Digital Marketing, Cryptocurrency & Blockchain, Design Thinking

- Special Collaboration: Financial Markets and Personal Finance with Zerodha Varsity

5. Evidence of Success

- High enrollment numbers in MCC courses indicate demand and learner interest.
- Feedback highlights that learners find MCCs effective in gaining specialized skills, enhancing employability, and advancing career trajectories.
- Interaction with International faculties and Industry experts allows learners to be up to date with global and industry expectations.

Suggestions for Improvement:

- The courses offered so far were available for first semester learners only on a trial basis, in future the learners will have access to such MCCs across the academic year.
- Expansion of the basket of courses offered for learners to upskill with.
- Further streamlining the assessment process.

Annexures / Supporting Evidence (if Any)

- MCC Handbook [JU-Micro-Credential_Handbook-July 2024 \(Revised\).docx \(1\).pdf](#)
- MCC Brochures
 - [MCC- The Art of Storytelling Through Data-Brochure.pdf](#)
 - [MCC- The Art of Storytelling Through Data-Brochure.pdf](#)
- Enrollment sheets [MCC-Jan 2024-Enrollments.xlsx](#)
- Learner Feedback [Faculty Feedback for Storytelling through Data](#)

Best Practice 2:

2.1 Title of the Practice: e-Campus Connect

2.2 Objective:

To foster an organic, collaborative, and engaging campus culture in the online learning environment by encouraging meaningful peer interactions and creative, interdisciplinary learning experiences.

2.3 Context:

One of the greatest challenges in online education is recreating the sense of community and collaboration that naturally exists in physical campuses. JAIN Online seeks to overcome this by intentionally designing opportunities for students to connect, collaborate, and learn together beyond traditional lectures.

2.4 Practice:

This initiative creates structured and informal spaces for learners to engage in competitive and collaborative events across disciplines, helping them build professional networks, develop interpersonal skills, and foster creativity.

2.5 Key Features:

Online Mad Pod (Podcasting Competition): An interdepartmental event promoting creativity, storytelling, and technological fluency.

- Elevator Pitch Competition: Enhances persuasive communication and entrepreneurial thinking.
- PyHackathon: A dynamic coding competition for CS & IT learners, promoting teamwork and real-world problem-solving.
- Newsletter Creation: MA English students curate, edit, and publish a newsletter showcasing creative and analytical writing.

2.6 Planned Expansion: Future events such as Stockathon, City Chapters and other events for expanding the scope of collaboration for learners.

Evidence of Success:

- Cross-departmental student participation
- Positive feedback on skill-building and collaboration
- Boost in student engagement and sense of community

Challenges & Resource Requirements:

- Cross-departmental coordination and scheduling
- Resource limitations for event logistics
- Need for additional support in documentation and publicity

10.3 Details of Job Fairs conducted by the JAIN Online

A job fair conducted in the year 2024-25 companies participated in the Job fair.

[Annexure 10.3.1](#)

10.4 Success Stories of learners of Online mode of the JAIN Online

[Sample video 10.4.1](#)

[Sample video 10.4.2](#)

[Sample video 10.4.3](#)

[Sample video 10.4.4](#)

[Sample video 10.4.5](#)

10.5 Initiatives taken towards conversion of e-LM into Regional Languages

Yes

[Annexure 10.5.1](#)

10.6 Number of learners placed through Campus Placements

A total of **2,962 learners** who opted for placement services were successfully placed during the campus placement drive for the academic year 2024-25. Among the 303 learners who actively participated in the recruitment process. The placement initiative witnessed the participation of several prominent recruiters, including Siemens, TATA Electronics, Wipro, PhonePe, Adani Group, Mashreq Bank, Deloitte, TCS, Genpact, HP, Wells Fargo, Jaguar Land Rover, Ernst & Young, PwC, Ratnakar Bank Ltd, Amazon, Bosch, Ujjivan Small Finance Bank, Axis Bank, Groww, Oracle, HSBC, H&M, Omega Healthcare, Kyndryl, ITC, London Stock Exchange, eClerx, Accenture, Abbott, Infosys, Data Security Council of India, Airtel, IBM, and Pierian Services. The presence of these reputed organizations highlights the strong industry connect of JAIN Online and the diverse career opportunities made available to its learners.

10.7 Details of Alumni Cell and its activity

The University Alumni Cell is active and compresses 20227 alumni. The university has dedicated Web link referred to as “Alumni connect”. The following initiatives were taken

1. Free certification courses are offered to help Alumni reskill.
2. Placement drive was conducted in which alumni participated for their career advancement.
3. Mentoring students for career guidance, higher studies, or entrepreneurship.
4. Guest lectures, seminars, and workshops in their area of expertise

10.8 Any other Information

HEI ID: HEI-U-0223

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

Type of HEI: Dual

DECLARATION

I hereby declare that the information given above and in the enclosed documents is true, correct and no 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 Online 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 printout of duly 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 to the provisions regarding CIQA mentioned in the UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.