

HEI ID: HEI-U-0223

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

Type of HEI: Dual

Annual Report

OF

CENTER FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER ONLINE MODE

<2021-22>

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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. Raj Singh	Sciences	24th January 2022
b.	Three Senior teachers of HEI	Member 1	Dr. Dhimant Ganatra	Management	24th January 2022
		Member 2	Dr. Balaji Rao	Management	12th January 2022
		Member 3	Dr. Divya Kshatriya	Computer Science	12th January 2022
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Dr. Sonam Mansukhani	Social Sciences	12th January 2022
		Member 5	Dr. M Nachappa	Computer Science	12th January 2022
		Member 6	Dr. H. Muralidharan	Management	12th January 2022
d.	Two External Experts of ODL and/or Online Education	Member 7	Dr. Tom Joseph Director, ISDC Global	Management	12th January 2022
		Member 8	Mr. Lokesh Gandhi Director, CFO Advisory, KPMG	Management	12th January 2022
e.	Officials from departments of HEI Administration Finance	Member 9 Administration	Mr. Paswanath M S	Commerce	12th January 2022

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		Member 10 Finance	Mr. N Babu	Commerce	12th January 2022
f.	Director, CIQA	Member Secretary	Dr. Asha Rajiv, Director - IQAC	Sciences	12th January 2022

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S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
	<ul style="list-style-type: none"> Administration Finance 	n			
		Member 10 Finance			
f.	Director, CIQA	Member Secretary			

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

If No, reason thereof

1.4 Number of meetings held and its approval:

a. No. of meetings held every year: Two

b. Meeting details:

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	18.08-2021 October 2022	Two	upload	upload
Meeting 2	5 April 2023	Two	upload	upload

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

Annexure 1.5

From <Month, Year> academic session:

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s)	Number of students admitted (Male/Female/Trans-gender)

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							(DD-MM-YYYY) of HEI/Regulatory authorit y (if required)	M	F	T G	To t al
1.										NA	
N.										NA	

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

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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:

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 students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.	NA										
N.	NA										

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

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

Note: Mention details separately for <Month, Year>academic session, as applicable, as above.**1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:**

From <July, 2021> academic session

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)

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							M	F	TG	Total
1.	BBA	3 years	132	Pass in 10+2 from State board/CBSE/N IOS/IGCSE/IB /ICSE recognised by the State and Central government	30000	F. No. 1-14/2020(DEB1) Dated: 10-Mar-2021	3833	257	0	5090
2.	BCom	3 years	132	Pass in 10+2 from State board/CBSE/N IOS/IGCSE/IB /ICSE recognised by the State and Central government	30000	F. No. 1-14/2020(DEB1) Dated: 10-Mar-2021	498	456	0	954

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From <Jan, 2022> academic session

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	BBA	3 years	132	Pass in 10+2 from State board/CBSE/NIOS/IGCSE/IB/ICSE recognised by the State and Central government	50000	F. No. 1-14/2020(DEB1) Dated: 10-Mar-2021	1676	471	0	3522
2.	BCom	3 years	132	Pass in 10+2 from State board/CBSE/NIOS/IGCSE/IB/ICSE recognised by the State and Central government	30000	F. No. 1-14/2020(DEB1) Dated: 10-Mar-2021	98	50	0	148

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1.9 Number of programmes started at Postgraduate Degree Programmes as per Commission Order:

From <July, 2021> academic session

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students 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 recognised university with aggregate of 50% or equivalent (relaxation of 5% - SC/ST)	40000	F. No. 1-14/2020(DEB 1) Dated: 10-Mar-2021	3224	2343	1	5568
2.	MCA	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognised university with aggregate of 50% or equivalent (relaxation of 5% - SC/ST)	30000	F. No. 1-14/2020(DEB 1) Dated: 10-Mar-2021	1054	523	0	1577
3.	MCom	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognised university	30000	F. No. 1-14/2020(DEB 1) Dated: 10-Mar-2021	736	553	0	1289
4.	MA - English	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognised university	30,000	F. No. 1-14/2020(DEB 1) Dated: 10-Mar-2021	39	149	0	188
5.	MA - J&C	2 years	90	Pass in UG (min 3 years) in any stream of UGC	30,000	F. No. 1-14/2020(DEB 1) Dated: 10-Mar-2021	40	28	0	68

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				recognised university						
6.	MA - PP	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognised university	30,000	F. No. 1-14/2020(DEB I) Dated: 10-Mar-2021	19	129	0	219
7.	MA - Economics	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognised university	30,000	F. No. 1-14/2020(DEB I) Dated: 10-Mar-2021	59	45	0	104

From <Jan, 2022> academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students 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 recognised university with aggregate of 50% or equivalent (relaxation of 5% - SC/ST)	40000	F. No. 1-14/2020(DEB I) Dated: 10-Mar-2021 F. No. 21-29/2020/(DEB-III) Dated: 12-Apr-2022	1359	888	0	2247
2.	MCA	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognised university with aggregate of 50% or equivalent (relaxation of 5% - SC/ST)	50000	F. No. 1-14/2020(DEB I) Dated: 10-Mar-2021 F. No. 21-29/2020/(DEB-III) Dated: 12-Apr-2022	610	324	0	925
3.	MCom	2 years	90	Pass in UG (min 3 years) in any stream	40000	F. No. 1-14/2020(DEB I) Dated: 10-Mar-2021	268	168	0	455

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				of UGC recognised university		F. No. 21-29/2020/(DE B-III) Dated: 12-Apr-2022				
4.	MA - English	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognised university	35000	F. No. 1-14/2020(DEB1) Dated: 10-Mar-2021 F. No. 21-29/2020/(DE B-III) Dated: 12-Apr-2022	25	32	0	57
5.	MA - J&C	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognised university	35000	F. No. 1-14/2020(DEB1) Dated: 10-Mar-2021 F. No. 21-29/2020/(DE B-III) Dated: 12-Apr-2022	21	15	0	36
6.	MA - PP	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognised university	30000	F. No. 1-14/2020(DEB1) Dated: 10-Mar-2021 F. No. 21-29/2020/(DE B-III) Dated: 12-Apr-2022	8	7	0	15
7.	MA - Economics	2 years	90	Pass in UG (min 3 years) in any stream of UGC recognised university	30,000	F. No. 1-14/2020(DEB1) Dated: 10-Mar-2021 F. No. 21-29/2020/(DE B-III) Dated: 12-Apr-2022	18	9	0	27

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Part – II: Requirements as per Centre for Internal Quality Assurance (CIQA) Functioning**2.1 Action taken on the functions of CIQA:-**

S.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	<p>The university offered programs in online mode which were also offered in the on-campus mode. The quality was maintained for the learners through a combination of appropriate tools and well-defined processes.</p> <p>Tools used:</p> <ol style="list-style-type: none"> 1. ERP - admissions and fee collection with query 2. Quality tracking of LMS application (used for delivery of content following 4 quadrants): <ol style="list-style-type: none"> 1. Tutorials - was delivered through the LMS and virtual meeting too (Zoom) in a standard manner as was on campus. 2. Content - was consistent with the content used on-campus delivery, but adapted for online mode. 	<u>Annexure 2.1</u>

		<p>3. Discussion forums - LMS used for discussion and interactions and monitored by faculties.</p> <p>4. Self-study material / contents were created and uploaded to LMS following the same methodology as on-campus + Assessments in the form of MCQ, continuous assessments were conducted on LMS. (Final summative end-semester is planned to be conducted using university portal)</p> <p>In general, all efforts were to maintain the quality of the deliverables close to what was offered to on-campus students.</p>	
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	1. Selecting and Deploying the Right Faculty for the Right Courses (faculty profiles, industry facilitators, professors of practice - MBA, MCA)	<p><u>Annexure</u></p> <p><u>2.1.2</u></p>

<p>3.</p>	<p>Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality</p>	<p>Based on experiences and feedback obtained from all stakeholders of running the online programs over the academic year, the university has made some contribution (internally, to begin with) in the identification of the key areas in which the HEIs should maintain quality. Some of these areas are briefly mentioned.</p> <p>1. Managing Quality with Heterogeneity of Input. In online education, the heterogeneity of the student input is a</p>
		<p>2. Managing Quality with Heterogeneity of Input. Special care was given through synchronous lectures to help slow learning students.</p> <p>3. Language and Comprehension of Learning Resources. An example was the case of students with difficulties in following English lectures. Efforts were made to offer special sessions in bilingual mode.</p>
<p>Annexure 2.1.3</p>		

		<p>reality that HEIs must live with. Yet there ought to be no compromises in quality in the various educational processes. This is a daunting exercise, but must form the broad foundation for quality management. Closed captioning of video lectures, providing transcripts of lectures, and tutorials with bilingual interactions were initiated.</p> <p>2. Learning Resources Cannot be One-Size-Fit-All.</p> <p>Students enroll in online education with diverse educational backgrounds, demographics and learning achievements. Learning resources cannot be the one-size-fit-all type, no matter in which part of the 4-quadrants they are assigned to. Some students have expressed a desire for elaborate learning material to be made</p>	
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		<p>available on the LMS, while others have indicated that they prefer consuming lessons in smaller chunks. Our university provides learning resources that are elaborate ELMs or as microlessons (where each lesson typically does not exceed 10 minutes).</p> <p>3. Language and Comprehension of Learning Resources. In online learning, the sheer diversity of the learners poses many challenges. For instance, the command over the English language and comprehension of the diction and accent of the faculty. Transcriptions and close captions are part of the solution, but a long term, sustainable quality improvement needs exploration.</p> <p>4. Promoting Learn by Doing. Online learning should not degenerate into mundane reading,</p>	
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		<p>memorizing and passing exams. Developing competencies that enable a better future at work is important. And that can come through the Learn by Doing approach and an importance to competencies development. In the Quadrant on eContent and eTutorials, technology-enabled learning modules that focus on Learn by Doing holds a major promise that the university is investing in developing.</p>	
4.	<p>Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)</p>	<p>The University has a healthy practice of expanding the teaching learning process ensuring the quality of online programmes matches with the quality of programmes delivered in conventional mode.</p> <p>Ensuring comparability of programs in online and on-campus mode requires</p> <ol style="list-style-type: none"> 1. Structural equivalence of programs 2. Learning resources in the 4-quadrants to contribute to structural equivalence 3. Content and Coverage of courses 	<p><u>Annexure</u> <u>2.1.4</u></p>

		<p>4. Formative and Summative assessments</p> <p>5. Evaluation and Grading</p> <p>The mechanism is described in the document linked.</p>	
5.	<p>Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.</p>	<p>Structured feedback is obtained through feedback surveys. In addition, support calls and emails also provide feedback, albeit in an unstructured manner. The mechanism for obtaining feedback uses both methods, as appropriate.</p> <ol style="list-style-type: none"> 1. Feedback from learners administered, once during the middle of the semester, and again at the end of the semester. 2. Feedback is administered from teaching faculty at the end of each semester in which they participated in teaching. 3. So far, there has been no structured feedback administered with the parents of the learners. Since all the learners are above the age of 18, it was not administered. We are considering administering feedback from parents/guardians in the case of students enrolled in Bachelor's degree programs. 	<p><u>Annexure 2.1.5</u></p>

6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	<p>The HEI made the following suggestions for qualitative improvement, which are being implemented.</p> <ol style="list-style-type: none"> 1. Focus on the development and deployment of high quality learning resources in all the 4 quadrants with focus on both slow learners and fast learners. 2. To cater to students from various work backgrounds, develop and deploy different types of learning resources, not a one size fit all. 3. Improve the quality of the formative and summative assessments. <p>Action taken:</p> <ol style="list-style-type: none"> 1. Video lectures are provided with transcriptions 2. SLMs are reviewed to ensure readability of the material. 3. For slow learners, additional tutorials are conducted. 4. Creation of a large databank of assessment items tagged with learning outcomes, duly reviewed by a team of academicians. 	
7.	Implementation of its recommendations through periodic reviews	There are teams created for implementing the above initiatives. The teams and the academic heads meet once a month	

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		to review the progress and take corrective action.	
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.	Since it was during the pandemic, the faculty development programs and workshops were all conducted online. The list of such events are uploaded for reference.	<u>Annexure 2.1.8</u>
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	<p>The following were some of the initiatives for adopting and implementing best practices in services to learners.</p> <ol style="list-style-type: none"> 1. For each one of the courses offered, a thorough review was done to articulate the course learning outcomes, and unitwise learning outcomes by following the revised Bloom's Taxonomy (with participation of external experts in Instruction Design). 2. For a cross-section of courses, industry experts were consulted on the competency development statements for those courses that emphasize technology, application and skills. 3. Online learners typically want their concerns to be sorted out in a matter of hours, 	

		not days. The Learner Engagement and Support function offered to students follows processes that were implemented successfully in call centers and support environments.	
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	<p>In the first year, it was difficult to systematically collect, collate and analyze the data on the quality of the programs. The nature of the statistics collected, collated and used for corrective action were the following.</p> <ol style="list-style-type: none"> 1. Content readiness in the 4 quadrants for each course 2. Adherence of live classes to timetable notified 3. Timely availability of formative assessments on the LMS 4. Timely uploading of recording of live lectures 5. Dissemination of students' performance in formative and summative assessments. <p>It is acknowledged that there is scope for much deeper analysis for and action thereof. Efforts are on to improve this.</p>	

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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 takes measures to ensure that the 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 provides guidance and support to faculty and staff in the development of Programme Project Reports to ensure compliance with the established norms and guidelines. The CIQA also conducts regular reviews and evaluations of the Programme Project Reports to ensure that they meet the established quality standards.	
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12.	Mechanism to ensure the proper implementation of Programme Project Reports	The Centre for Internal Quality Assurance has a monitoring mechanism to ensure the proper implementation of Programme Project Reports. This involves periodic checks to ensure that the implementation is in line with the norms and guidelines prescribed by the Commission and the appropriate regulatory authority having control over the programme.	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	The Centre for Internal Quality Assurance maintains a record of Annual Plans and Annual Reports of the Higher Educational Institution. It also reviews these records and generates actionable reports to help the institution improve its quality assurance systems and processes.	
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	Based on our interaction with the industry, industry associations, placement organizations, the following inputs were provided to the HEI. 1. Make the formative and summative assessments	

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		<p>close to the learning outcomes and discourage rote learning. Industry experts and leading academicians suggest restructuring of assessments to 50% formative and 50% summative.</p> <p>2. Offer project-based courses in emerging areas that focus on competency development.</p> <p>3. Enable conduct of online internships with a consortium of companies/research institutions/</p>	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	<p>Currently, the learning resources developed and deployed in the four quadrants is largely a one size fit all approach.</p> <p>1. Dealing with the learning needs of heterogeneous learners. Encouraging high achievers while catering to the larger groups of slower learners. A team is working on providing personalized</p>	

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		<p>learning paths for learners powered by data analysis.</p> <p>2. To promote learn by doing. A team has been constituted that is developing learn by doing modules in courses of management, finance, computer programming etc.</p> <p>3. A qualitative change of significance will occur only when learners develop competencies that make significant changes in their livelihood. Efforts are on to provide each student with a competency report at the end of each semester to enable the student to address weaknesses and work to their strengths.</p>	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	On an internal level, coordination has been established between the team working on on-campus accreditations and the team working on online programs.	

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17.	Measures adopted to ensure internalisation and institutionalization of quality enhancement practices through periodic accreditation and audit	<p>The following measures were adopted towards internalization and institutionalization of quality enhancement processes.</p> <ol style="list-style-type: none">1. Mimicking and adopting the on-campus program's quality enhancement processes, with the required adjustments for the online approach to education.2. Following similar QA processes with similar entities as on campus, with essential adjustments for online education.3. Make use of the QA workforce of the on-campus part of the university to perform periodic reviews of the processes for online education.4. Online learning resources development and deployment is unique for online education. A regular QA Cell was established with academic faculty, instructional designers and English language experts to
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		<p>perform routine quality reviews of learning resources before they are placed on the LMS.</p> <p>In short, the primary set of measures adopted was to closely follow the QA processes followed in on-campus programs complying with the specific articulations of the Commission.</p>	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	<p>Being in early stages, the efforts were primarily directed at activities to ensure compliance of the guidelines of the Commission. No specific, focused institutional arrangement was made to coordinate with the Commission on initiatives and/or guidelines. In future, it is intended that a special cell of the CIQA will be created with the specific tasks of taking steps to coordinate with the Commission on initiatives and guidelines.</p>	

19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	<p>The university has been coordinating and cooperating with Manipal University in this context. It has obtained information on best practices in the following areas through online discussions.</p> <ol style="list-style-type: none"> 1. Content development and quality assurance methods 2. Using the LMS effectively 3. Planning and conducting online examinations 4. Approaches to conducting and monitoring live sessions 	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	Based on previous year reports, reviews taken from the learners and faculty members, we substantially improved a learner centric approach. Part of weekly engagement sessions our university students were introduced to industry experts from fields. All the interactions were also recorded and kept for other learners on LMS.	
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.	<p>Complied.</p> <p>Annual reports are submitted every year which include details on various events and activities conducted in the institution. A detailed information on the performance of the learners, feedback received, and quality measures taken to improve the programmes are also collected and collated in the annual reports.</p>	

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	(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.		
22.	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	The Centre Head along with the Director IQAC- The Internal Quality Assurance Cell (IQAC) oversee the functioning of the CIQA of the Centre for Distance Education and Virtual Learning. Periodicity of interactions and meetings, monitoring of the programmes offered, methods of teaching learning, curricular and co-curricular activities undertaken, and quality measures taken to improve the process. The committee helps create a benchmark and develop an effective and efficient system for the conduct of academic and administrative activities.	

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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	<p>Bloom's taxonomy level-1 was adopted as the baseline instructional design strategy</p> <p>Focus on instructional design activities to promote the development of learning modules based on the learn by doing approach.</p> <p>Focus on instructional design activities to promote the increased use of technology-enabled assessments going beyond the use of MCQs (task-based assessments) for formative and summative assessments.</p> <p>Shift to Flipped Classroom Approach. This vision may take some years to achieve and stabilize, but the university has embarked on a plan for the online lecture sessions to move away from the traditional approach to teaching to a flipped classroom approach. In the academic year 2023-2024, there is a planned, definitive shift for at least the core courses of all degree programs to make a shift to the flipped classroom approach. The university has engaged a team of in-house experts and a team of external experts to provide</p>	<p><u>Annexure</u></p> <p><u>2.1.23</u></p>
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		faculty development towards this.	
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24.	Promoted automation of learner support services of the Higher Educational Institution	<p>Learners typically make use of three platforms, the LMS, ERP for final exams. Significant progress has been made to automate the flow of data as well as workflow processes between the three platforms. Learners are encouraged to use the platforms for swift resolution of their requirements for support.</p> <p>Additional sessions were conducted to encourage learners to adapt to automated processes on the LMS and other platforms.</p> <p>Initially, with little automation, student queries will come in through emails. These are not easily tractable and it was difficult to assure that responses were timely. Later, we moved to having student queries to be raised on the LMS itself. It was possible to reduce the TAT and ensure that queries were responded to properly.</p> <p>A ticketing management</p>	
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		system for support is being developed for improving the quality and timeliness of responses.	
25.	Coordinated with external subject experts or agencies or organizations, the activities pertaining to validation and annual review of its in-house processes	<p>1. The learning resources developed and deployed are subject to internal quality reviews. In addition, the resources were also reviewed by expert consultants from the publishing industry (formerly of Wiley).</p> <p>2. The specific learning resources were also reviewed by external subject matter experts from academia and practitioners.</p> <p>3. The processes centering the instantiation, use and monitoring of the LMS was reviewed by external consultants from the eLearning industry.</p>	<u>Annexure 2.1.25.</u>
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	The Centre in coordination with IQAC ensured due monitoring of all activities of the center periodically and annually. A comprehensive audit of all the centers, schools, research centers at the University is undertaken once every three years.	

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27.	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	The CDEVL is in process to undergo its assessment cycle aligned with the university assessment cycle. However, due process of quality maintenance and recording of activities undertaken and generation of reports ensure availability of records of preparation of SAR.	
28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	<p>The university promoted collaboration with standards bodies and associations. Online degree programs were designed to work with bodies such as ACCA, UK, CPA, USA and IoA, UK.</p> <ul style="list-style-type: none"> ❖ MCom (International Finance and Accounting) - Leading to ACCA, UK with 6 paper exemption ❖ MCom (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)- 	

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		Institute of Analytics (IoA), UK	
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	<p>1. University placement cell has linkage with several industries and institutions. The Centre leverages the linkages for better industry collaborations, facilitation of field study, internships, empirical study and also placement. The linkages are also used for co-curricular activities of guest lectures and interactions that provide exposure to the learners and facilitate consolidation of knowledge and honing in transferable skills for career enhancement.</p> <p>2. The university reaches out to employed learners by connecting with key personal organizations through whom it reaches out to employed learners helping them enroll to various programs at</p>	

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		the university ensuring their learning and progression	
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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.	<p>Governance, Leadership and Management:</p> <p>a. Organisation Structure and Governance</p> <p>b. Management</p> <p>c. Strategic Planning</p> <p>d. Operational Plan, Goals and Policies</p>	<p>The University has a highly pro-active and engaging leadership in the Chancellor and Founder of the University Dr Chenraj Roychand who is inspirational and motivational. The Pro Chancellor Dr Sundararajan who was also the former Vice Chancellor of the university provides guidance and shares his insights to ensure maintenance of the highest standards of quality in education and institutional processes. The Vice Chancellor is duly supported by The Board of Governors, Academic Council, Planning and Monitoring Committee, Finance Committee, The Pro Vice Chancellor supports the Vice Chancellor in smooth operations and functioning of the University.</p> <p>The leadership team ensures and facilitates in planning</p>	<u>Annexure 2.2.1</u>

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		<p>activities of the center, access to and availability of infrastructure, finance and human resources, formulation of strategic and future plans of the center.</p> <p>b. Management</p> <p>The Leadership team of the University provides impetus to ensure the organization culture and environment amenable to attainment of the vision and mission of the University. The University facilitates a dynamic environment inspiring and encouraging learners to transform their innovative ideas and develop new enterprises through a culture of entrepreneurship.</p> <p>The University Vision "To make societal impacts through increased access and quality education" is facilitated by the Centre for Distance Education and Virtual Learning through its mission of:</p> <ul style="list-style-type: none">• Contributing to democratization of higher	
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		<p>education through Distance Education.</p> <ul style="list-style-type: none"> • To provide access to quality higher education to redress social and educational inequality • Enhancing flexibility and student centric educational opportunities • To make education a lifelong activity for all sections of society <p>The Centre for Distance Education and Virtual Learning ensures conducive atmosphere to all learners by ensuring easy access to instructional materials through appropriate technology tools and LMS, Self-Learning Materials conducive for easy understanding of knowledge components and enabling of transferable skills, curricular and co-curricular activities through academic counseling and PCP sessions etc.</p> <p>c. Strategic Planning</p> <p>The Pandemic sensitized the</p>	
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		<p>University and the Centre to the power of technology and its ability to enable the University to reach the learner through multiple channels and devices. The strategic initiatives included:</p> <ul style="list-style-type: none">• Harness the power of ICT to redefine the University's educational standards• Enrich the study content by bringing together the conventional and new learning approaches to create innovative learning models.• Motivate the departments to develop quality, uniformity, standardization of content and assessment for various courses in the University• Make the University's new and innovative digital platform – Multimedia Pravachan, a model to use	
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		<p>Multimedia in teaching and become a pioneer</p> <p>d. Operational Plan, Goals and Policies</p> <p>The Centre for Distance Education & Virtual Learning has since its establishment focussed on the following key aspects of distance learning viz., to provide an effective alternative path to wider opportunities in education and especially in higher education, to provide an efficient and less expensive education, to provide education facilities to all qualified and willing persons, to provide opportunities of academic pursuits to educated citizens willing to improve their standard of knowledge, to provide education facilities to those individuals who look upon education as a life-long activity and to reach out to</p>	
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		all the stakeholders including students from the deprived sections of society.	
2.	Articulation of Higher Educational Institution Objectives	<p>Dr. Chenraj Roychand is the Founder Chairman of JAIN Group. A visionary leader, educationist, social entrepreneur, and angel investor, he has been promoting the educational and entrepreneurship sectors in India for more than two decades. Dr. Chenraj Roychand incepted JAIN Group in 1990 with the aim of providing quality educational and entrepreneurial opportunities to the masses. Driven by the vision and motivation of the Chairman, the University has as its vision;</p> <p>"To foster human development through excellence in Quality Education, Research, and Entrepreneurial Development"</p> <p>The mission of the University is to provide quality education, creating human assets / manpower and intellectual capital, to enhance research and development in different disciplines, to develop new generation entrepreneurs who will be instrumental in fueling economic growth, to create able Leaders, Managers, and Technocrats and</p>	

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		<p>to foster an ethical environment founded on human values in which both spirit and skill will thrive to enrich the quality of life.</p> <p>The attainment of the vision and mission of the University are driven by the values of Ethics and integrity, Imbibing scientific temper, Environmental consciousness & sustainable development, Promotion of Indian culture & heritage, Active citizenry and Service to society and contribution towards national development</p> <p>The Centre for Distance Education and Virtual Learning draws its vision from the university's vision, mission and values</p> <p>The Vision of CDEVL is "To make societal impacts through increased access and quality education"</p> <p>Towards achievement of its vision, CDEVL has the mission of contributing to democratization of higher education through Distance Education, to provide access to quality higher education to redress social and educational inequality, enhancing flexibility and student centric educational opportunities and to make education a lifelong activity for all sections of society</p>	
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3.	<p>Programme Development and Approval Processes</p> <ul style="list-style-type: none"> a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System 	<p>The Academic planning begins with the decision at the level of principal officers to offer programs in distance learning mode. The program project reports are then prepared and submitted to the academic council for due ratification and approval is obtained from the Board of Management for offering the programs along with the learning materials necessary for the program. The adequacy in terms of physical resources but also the faculty and manpower of resources are determined and augmented prior to the implementation of the academic program.</p> <p>a. Curriculum Planning, Design and Development - The Programme Project Report (PPR) document is prepared by the University which covers the details of the proposed programs following the process as indicated in annexure.</p> <p>(b) Curriculum Implementation - Prior to commencement of the academic session, the operational preparedness for implementation of the program is scrutinized, verified and validated. The specific tasks include - on-boarding of the program in the Learning Management</p>	<p><u>Annexure</u> <u>2.2.3</u></p>
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		<p>System and ERP, uploading and review of Self Learning Material and the contents on LMS, ensuring availability of self-assessment questions, mock tests, etc., pre-loading of question bank for mock assessments and continues evaluation, validation of functionality and operational readiness in terms of self-learning material, availability of Self Learning Material (SLM) module wise and unit wise in the LMS, availability of self-assessment questions, availability of mock assessments, availability of E-content, videos, etc., in the LMS, availability of other learning tools (if any), availability of continuous assessment on the LMS in terms of all the continuous assessments components, ensuring ease of access and seamless learning by distance learners, ensuring availability of the academic calendar, hand book and student handbook.</p> <p>An annual calendar of Events is prepared providing complete details of the academic events for the year and the same is duly notified to the students through a notification announced in the learning management portal. The follow up of academic calendar</p>	
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		<p>event is performed through - preparation of academic counseling session in the form of PCP sessions for all programs and courses and sharing the same with learners through Learning Management system -LMS, communication of the commencement of the Academic Calendar of Events through Notification to all the learners, monitoring the conduct of PCP and academic counseling sessions, evaluation of continuous assessments, monitoring of the progress of the program and progression of the learners, conduct of end semester examination for eligible students, evaluation and declaration of results and due follow up for the ensuing semesters till completion of the program for the batch and subsequent batches.</p> <p>(a) Academic Flexibility - The University provides academic flexibility to the distance learners to pursue the program in synchronous and a asynchronous mode. The students also have options to choose subjects of choice through elective courses, generic elective, ability and skill enhancement courses and Open</p>	
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		<p>electives where the student can choose a subject of choice from other faculties.</p> <p>(b) Learning Resource - The University ensures adequacy of Infrastructure resources , financial resources, human resources and ICT resources required for smooth and seamless functioning of the Centre.</p> <p>(c) Feedback System - The University gives high importance and relevance to the feedback from stakeholders. Feedback infuses into the system inputs that reflect on the service offerings and insights necessary to augment and supplement the teaching-learning. The feedback is taken through the learning management system on a regular and routine basis. The feedback is shared with the concerned faculty for making suitable changes and improvement in content and delivery. Faculty and staff provide feedback based on interaction and queries raised by the learners and the same is factored in curriculum development, course content and teaching learning process. Other stakeholders provide</p>	
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		<p>feedback during specific interactions, events and such other opportunities as may arise from time to time. Due consideration is given to the same for suitable action. Academic peers and subject matter experts also provide valuable feedback for improvement of the instructional materials, self-learning materials, teaching learning process and evaluation for improvement in service quality and better learner engagement.</p>	
4.	Programme Monitoring and Review	<p>An annual calendar of Events is prepared providing complete details of the academic events for the year and the same is duly notified to the students through a notification announced in the learning management portal. The key details includes the academic year, commencement of Academic session for the respective semesters, conduct of orientation for all the students, commencement of Personal Contact programs, dates of continuous assessment, Announcement of Eligibility List, announcement of University End Semester Examination Timetable, commencement of University End Semester Examination</p>	

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		<p>(Practical and theory) and commencement of next Semester</p> <p>Monitoring of the program follows execution of academic calendar of events placed chronologically. The status of academic counseling sessions conducted, PCP sessions held, monitoring the conduct of PCP and academic counseling sessions, evaluation of continuous assessments, monitoring of the progress of the program and progression of the learners through status reports, ensuring time lines for conduct of end semester examination for eligible students and declaration of results.</p> <p>The monitoring of the program based on the calendar of events is ensured till semesters till completion of the program.</p>	
5.	Infrastructure Resources	<p>The university has chosen an industry standard, SCORM compliant LMS called NEO LMS from Cypher Learning. The LMS is used by hundreds of universities all over the world. It offers a centralized environment for class creation and makes it easy to organize learning resources. The LMS enables to build</p>	

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		<p>personalized classes, deliver learning materials, assess students, track their progress, collaborate with classmates, manage all learning activities, and transform education.</p> <p>Structure of the LMS</p> <ul style="list-style-type: none"> • Creation of Organization • Creation of Admin Accounts • Creation of Faculty Accounts • Creation of Learners Accounts <p>Software requirement</p> <ul style="list-style-type: none"> • At the Learner's end – It is browser based • At the Proctor's end – Integrates with the LMS as an App <p>Hardware requirements</p> <ul style="list-style-type: none"> • At the Learner's end – Nothing special • At the Proctor's end – Nothing special <p>ZOOM platform is used for online, live sessions.</p>	
6.	Learning Environment and Learner Support	<p>Creating a supportive and understanding learning environment is particularly important when discussion activities deal with sensitive issues in relation to mental health and wellbeing. In order to provide a safe and engaging learning environment for students, it is important for teachers to:</p>	

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		<p>collaborate with students to develop a group agreement that sets the parameters for class discussions reflect on their own role in discussions - acting as a facilitator of the conversation to help to generate many viewpoints value all student contributions and make this known use a range of questioning techniques which open up discussion rather than trying to get to a quick right answer recognize that some students may not feel comfortable sharing explore ways of dealing with this such as using think, pair, share activities explore ways to ensure that all students get an opportunity to speak, such as using talk tickets.</p> <p>Typically, in a semester there will be courses the learner enrolled Under each course there will be 15 units for PG programs and 10 units for UG programs. Several types of learning resources as per the 4-quadrants are made available for each of these units. They range from simple self learning materials in the form of web pages, downloadable PDF files, eBooks,</p>	
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		pre-recorded lessons, recordings of live classes, formative assessments and summative assessments apart from discussions.	
7.	Assessment and Evaluation	<p>The examinations shall be conducted to assess the knowledge and skills acquired during the study. There shall be two evaluation procedures viz., internal and external. The internal evaluation shall be conducted as Continuous Assessment. The continuous assessment shall comprise of maximum 30 marks for each course except Project Report. The end semester examination shall be of three hours' duration for each course at the end of every semester.</p> <p>Continuous Assessment: In the form of periodic assessment which carry a weightage of 30%. There will be two assessments per course. The average of the marks obtained in the two assessments will be considered for Internal Assessment. For practical courses, the Continuous Assessment would be based on the application-oriented assessment using software and programming languages.</p>	

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		<p>The candidate shall be required to take an examination at the end of each semester as detailed in the scheme of examination. Each paper of the examination shall unless and otherwise prescribed, be of three hours' duration and carry 70 marks. A computer based MCQ test for 50 marks and 20 marks for descriptive.</p> <p>Project Report: There will be a viva voce for project report which will be valued for 50 marks.</p>	
8.	Teaching Quality and Staff Development	<p>The university has a well-established structure for promoting quality counseling, capacity building workshops, programmes, interactive teaching-learning and conducts faculty development programmes and activities to encourage academic faculty to improve their capabilities to offer effective online courses.</p>	

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 :

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Sr.No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document

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1.	Academic Planning	The university has robust and appropriate academic planning procedures to ensure that the programmes offered by it are relevant to national economy, reflects the Institution 's strategic direction and offers a high quality value-added learner experience. The Institution have adequate and appropriate teaching and other support staff along with infrastructure and technology support to ensure that the curriculum remains up to date and the institutional goals are achieved.	
2.	Validation	The university has a mechanism in place for validation to ensure that its programmes are academically viable, that academic standards have been appropriately defined and that these offer learners the best opportunity to learn.	

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3.	<p>Monitoring, Evaluation and Enhancement Plans</p> <p>a. Reports from Examination Centres</p> <p>b. External Auditor or other External Agencies report</p> <p>c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels</p> <p>d. Reporting and Analytics by the Higher Educational Institution</p> <p>e. Periodic Review</p>	<p>Quality deliverance of the Online programmes and the outcomes attainment and continual quality improvements ensured by the University, shall be broadly as follows, namely</p> <p>a. Reports from Examination Centres: Conduct of examinations in Online mode by remotely proctored approach along with report of observers/proctors for all examinations.</p> <p>b. External Auditor or other External Agencies report: The university considers the comments made by External auditors, experts and third party of quality audit and implement as appropriate.</p> <p>c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels : For effective evaluation and audit, the university ensures easy access to performance monitoring information such as course pass rates, learner entry profiles and progression and achievement reports, which should be available through web-based application and would be used for</p>	
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		<p>report making.</p> <p>d. Reporting and Analytics: We generate the required reports out of such web-based applications and analyze learner and academic analytics or deciding the improvements to be executed for better performance.</p> <p>e. Periodic Review: The university has an effective system for collecting feedback from the stakeholders regularly to improve its programmes.</p>	
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Part – III: Human Resources and Infrastructural Requirements

- 3.1 Name and details of Director of Centre for Distance and Online Education (Dual Mode University)** - Dr. H. Muralidharan, Director, CDEVL. Regular Employee. Management.

Appointment Letter

Or

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

Mention details such as Regular Employee, Designation, Qualification, Salary (Attach appointment letters and joining report)

- 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

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

Mention details such as Regular Employee, Designation, Qualification, Salary (Attach appointment letter and joining report)

- 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

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

Mention details such as Regular Employee, Designation, Qualification, Salary (Attach appointment letter and joining report)

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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 the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

For each program there must be a program co-ordinator

i. Programme name:

a. Programme Coordinator

Annexure 3.4.i

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

b. Course Coordinator

Annexure 3.4.i.b

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme

c. Course mentor

S.	Names with	Qualification	Experiences	Type	Date of
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No.	Designation			(Regular/ Contract) with gross salary/ month	joining program me

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Any other details

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

Admin Staff	Required	Available
Deputy Registrar	1	1
Assistant Registrar	1	2
Section Officer	1	2
Assistants	3 (2 for DM Universities)	3
Computer Operator	2	4
Multi Tasking Staff	2	2

CIOA-Human Resources**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	2
Technical Associate (Audio-Video recording and editing)	1	2
Technical Assistant (Audio-Video recording)	1	2
Technical Assistant (Audio-	1	3

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Video editing)		
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ii. For Delivery of Online Programmes:

Post	Required	Available
Technical Manager (LMS and Data Management)	1 (per Center)	1
Technical Assistant (LMS and Data Management)	2	4

iii. For Admission and Examination for Online mode:

Post	Required	Available
Technical Manager (Admission, Examination and Result)	1 (per Center)	2
Technical Assistant (Admission, Examination and Result)	2	4

CIQA-Human Resources

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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 Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	Yes	
2.	For ensuring transparency and credibility, the full time faculty of the Online mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc	Yes	
3.	A Higher Educational Institution offering programmes through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test center with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examination through technology mediated proctoring.	Yes	
4.	The examination center must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	No	The examinations were conducted through online mode with proctoring

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5.	The number of examination centers in a city or	No	The examinations were conducted through online mode with proctoring
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S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
	State must be proportionate to the student enrolment from the region	No	The examinations were conducted through online mode with proctoring
6.	Building and grounds of the examination center must be clean and in good condition.	No	The examinations were conducted through online mode with proctoring
7.	The examination center must have an examination hall with adequate seating capacity and basic amenities	No	The examinations were conducted through online mode with proctoring
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 examinations were conducted through online mode with proctoring
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	No	The examinations were conducted through online mode with proctoring
10.	Safety and security of the examination center must be ensured	No	The examinations were conducted

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			through online mode with proctoring
11.	Restrooms must be located in the same building as the examination center, and restrooms must be clean, supplied with necessary items, and in working order	No	The examinations were conducted through online mode with proctoring
12.	Provision of drinking water must be made for learners	No	The examinations were conducted through online mode with proctoring
13.	Adequate parking must be available near the examination center	No	The examinations were conducted through online mode with proctoring
14.	Facilities for Persons with Disabilities should be available	No	The examinations were conducted through online mode with proctoring

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

S.	Provisions in Regulations	Whether	If No,
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No.		being complied Yes/No If yes, please provide details and upload relevant documents	Reason thereof
1.	Requirements at Test Centres (as mentioned in provision II (B)(13)(i) of Annexure II)	No	The examinations were conducted through online mode with proctoring
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	Yes	Annexure <u>4.2.2</u>
3.	Security arrangements in the testing center (as mentioned in provision II (B)(13)(iii) of Annexure II)	No	The examinations were conducted through online mode with proctoring
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iii) of Annexure II)	Yes	Annexure <u>4.2.4</u>

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 relevant document	If No, Reason thereof

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1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Yes <u>Annexure</u> <u>4.3.1</u>	
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 <u>Annexure</u> <u>4.3.2</u>	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
3.	<p>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:</p> <p>Provided that no semester or year-end examination shall be held unless:</p> <p>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;</p> <p>ii) For Online mode: the learner has minimum participation of 75 per cent. in all the activities of Online programme prior to end semester examination or term end examination.</p>	<p>Yes</p> <p><u>Annexure</u></p> <p><u>4.3.3</u></p>	

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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	Yes <u>Annexure</u> <u>4.3.4</u>	
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S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities		
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 <u>Annexure</u> <u>4.3.5</u>	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes <u>Annexure</u> <u>4.3.6</u>	

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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 <u>Annexure</u> <u>4.3.7</u>	
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, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure	Yes <u>Annexure</u> <u>4.3.8</u>	

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S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	that no part of the syllabus is left out of study by a learner.		
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 center as given under these regulations.	Yes	<u>Annexure 4.3.9</u>
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	No	Proctoring using Zoom software, where faculty registers attendance. In addition our examination portal also logs users who are logged in and written the exams.
	(b) Availability of biometric system	No	Proctoring using Zoom software, where faculty registers attendance. In addition our examination portal also logs users who are logged in and written the exams.

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	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners and Passports for International learners	No	Proctoring using Zoom software, where faculty registers attendance. In addition our examination portal also logs users who are logged in and written the exams.
	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination	No	

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S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	center to the Higher Educational Institution		
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	No	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	No	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	No	
13.	An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online test 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 <u>Annexure</u> <u>4.3.13</u>	

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14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognised to enroll international learners shall endeavor to conduct proctored	Yes <u>Annexure</u> <u>4.3.13</u>	
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S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	examinations for such learners		
15.	<p>(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</p> <ol style="list-style-type: none"> Photograph Aadhaar number or other government recognised identifier or Passport number, as applicable, Other relevant details of the learner along with the Programme name. 	Yes	
	(b) Each award shall also be uploaded on the National Academic Depository		
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 programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres	Yes	

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4.4 Result and Student Progression For UG, PG and PGD programmes

Semester beginning	Program	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year	% of students passed	% of students passed in first class
Jan 21 (Semester 2)	MBA	1143	954	954	98.44%	61%
	MCA	147	147	147	100%	87%
	MCOM	292	185	185	97.95%	52%
July 21 (Semester I)	MBA	5568	5183	5183	94.90%	91%
	MCA	1577	1624	1624	97.70%	95%
	M.Com	1289	1278	1278	92.20%	89%
	MA Economics	104	82	82	96.5%	90%
	MA English	188	158	158	96.3%	89%
	MA JMC	68	67	67	90%	86%
	MA PP	219	29	29	96.5%	73%
	BBA	5090	3147	3147	88.10%	80%
	BCOM	954	511	511	95.70%	80%

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 PPR is prepared following the 'Guidelines on Programme Project Report' - as per Annexure - V of UGC (ODL Programmes and Online Programmes) Regulations, 2020 by the respective School of Studies, which is then placed before the CIQA for approval. The minutes of the CIQA meeting are then placed before the statutory committee for final approval. The entire academic process to ensure quality is supervised by the respective Board of Studies (BoS), which comprises both internal faculty and external subject experts. The BoS periodically reviews the syllabus and course content as part of the 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.

The University adopts a multiple media approach to deliver instruction, utilizing various materials such as digital self-learning resources, audio-video lessons, face-to-face personal sessions, and assignments. The digital course materials take precedence, while other materials serve as complementary aids. These self-instructional resources are self-explanatory, self-contained, self-directed, self-motivating, and self-learning, making them a suitable substitute for teachers.

This approach provides learners with the opportunity to study at their own pace, which enhances their understanding of the subject matter. Furthermore, it enhances the university's image and academic credibility. The University is committed to producing audio-video lectures based on the course syllabus to complement the digitized course materials, all available on the Learning Management System.

To ensure the audio-video lectures' quality, the University follows a 4-quadrant approach, as per UGC regulations. This ensures that the materials meet high-quality standards and provide an effective learning experience for students.

5.3 Compliance status in respect of e-Learning Material– As per Annexure - VII of UGC (ODL

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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 (eLMs). The internal faculty is responsible for creating the course materials, while external experts may be engaged as required. 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 and the detailed 15 Unit syllabus for each specific course.

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

Each unit of the eLM 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.

Part – VI: Programme Delivery through Learning Platform**6.1 Details of Learning Platform**

Please provide links and details of the 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 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*

The Learning platform used by the HEI does not have any arrangements with any third party service provider and has complete ownership of offering online programmes. further the HEI ensures compliance with all provisions of the regulations. The draft copies are stored in a restricted digital environment. On finalization post reviews, all content uploaded on the LMS have the university logo across all learning materials which includes eLM, recorded sessions and PPTs etc.

The processes to safeguard the material are being developed.

6.2 Compliance status in respect of the Programme delivery

HEI shall mention mechanisms 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)

Attendance for live sessions is tracked besides LMS usage on a weekly basis and communication sent via an email/call and followed up every week.

Students are allowed to attend continuous assessment only on completion of each module.

Students are also encouraged to take MCQs for self assessment besides additional material.

Norms for delivery:

- 1) Self learning material uploaded to LMS

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2) Live sessions through LMS with user authentication

3) PPTs for lectures uploaded to LMS (post lecture)

4) Recorded live session uploaded to LMS (post lecture)

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

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

a. Provide details as under:

S. No.	Programme Name	Courses allowed through OER/ MOOC	Name of Platform	Name of HEI offering the course (if any)	Duration of the Course	No. of Credits assigned to the Course	Percentage of total courses in a particular programme in a semester (Semester wise – programme s wise)

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

Upload

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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?	Yes <u>Annexure 7.1.1</u>	
Uploading of the following on HEI website (<u>Website link</u>)			
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		
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities		
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	Yes	
5.	Programme-wise information on syllabus, suggested readings, contact points for	Yes	

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S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
	counseling/mentoring, programme structure with credit points, programme- wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule		
6.	Important schedules or date-sheets for admissions, registration, re-registration, counseling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes <u>Annexure 7.1.6</u>	
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 <u>Annexure 7.1.8</u>	
9.	Information regarding all the programmes recognised by the Commission	Yes	

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S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Yes <u>Annexure 7.1.10</u>	
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 https://onlinejain.com/our-faculty	
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 https://onlinejain.com/faqs	
13.	List of the 'Examination Centres' along with the number of learners in each center, for Online programmes	No, Online Proctored Examinations are conducted	
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	No, External/Third Party Audit is not	

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		done since we have not completed five years	
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S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
	academic audit every year by Centre for Internal Quality Assurance		

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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 payment or fee 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 students from deprived section of society shall be in accordance with	Yes

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	<p>the instructions or orders issued by Central Government or State Government:</p> <p>Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners</p>	
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 Headquarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners	Yes
6.	<p>Every Higher Educational Institution shall–</p> <p>(a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner;</p> <p>(b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years;</p> <p>(c) exhibit such records as permissible under law on its website; and</p> <p>(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.</p>	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	

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	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

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8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for	Yes
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	admission to each programme of study and the amount of fee to be paid for the admission test	
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	Yes
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	Yes
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centers (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	Not applicable for online programs
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	Yes

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	in the Commission Order	
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	Yes

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	Educational Institution	
14.	<p>No Higher Educational Institution shall, issue or publish-</p> <p>(a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised;</p> <p>(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</p>	Yes

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/No

If No, reason thereof:

Yes

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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 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 students are informed of all grievance redressal mechanisms as well as the escalation matrix.
2. Specifically, the students are informed of the grievance redressal mechanism recommended

- Learners have an option of reaching out to the University through email, phone, web conference and personal visits.
- Every grievance received was acknowledged by the University immediately upon receipt and expected resolution time period was communicated to the learners.
- Common Grievances received from learners were related to not being able to login to LMS and unable to attend the synchronous sessions
- The standard turnaround time to resolve queries is 48 hours and 84% of the queries and grievances are resolved within this turnaround time.
- For queries which required additional time beyond the TAT, the learner was kept updated about the status of grievance redressal.
- To make learners aware about the grievance redressal mechanism, email detailing the mechanism was shared with all learners. The email address of Deputy Director of Online Programs was displayed on the LMS homepage so that the learners can reach out with their grievances with ease.
- To ensure providing high quality and timely assistance for our students, we have implemented an AI enabled ticketing system with an automated email channel, ticketing mechanism with configurable flow of information. Students can access our support system from the URL at support.onlinejain.com and they can login with their registered email id. To ensure secure and quick access to our platform, we use one time password (OTP) sent to their registered email address within seconds with expiry time of five minutes.
- Using OTP ensures our students 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, students can type any free text to get related information within seconds. Frequently asked questions are also grouped into different categories for easy navigation.
- Students 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 student is in a "Raise a new ticket" section, they will be finding about 15 different types of support tickets which cover most use cases of

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support needed from the students. If a learner is having any scenario which is not covered in the list of configured ticket types, 16th option is available to reach out to the learner support team.

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
576	571

9.3 Complaint Handling Mechanism

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

Any grievance received was treated with utmost importance. Depending on the nature of the grievance, the grievance was shared with the concerned department with a timeframe provided for the department to resolve the grievance. The Grievance handling mechanism is being implemented in the university in its various divisions and is aimed at providing a uniform framework for dealing with the various issues faced by students. The Regulation has been evolved to ensure that the grievances of students are considered and acted upon in a uniform manner. Student Grievances may be personal or in common and may relate to Academic Issues, Staff-Related Issues, or Organizational Issues. Although all students can benefit from having a mentor, faculty members support and guide the students in dispersing this service.

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)
NA	NA	NA

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

The innovations introduced during the academic year by the University are:

- i) A unique platform for Student Support System - JOSH (Jain Online Support and Help)
- ii) Quality Management System - (Pre Semester Plan, Sync Sessions from Industry Experts, Launch Cohort and the like)
- iii) Capacity Building through ENGAGE activities

10.2 Best Practices of the HEI**Best Practice 1: ENGAGE Programme****T-Hub (Tech Hub) Session**

The University has conducted an offline session at T-Hub Session which has successfully completed the session with Dr Chandra Sekhar (CEO of JGI Schools).

The session commenced by playing the introductory video of T-Hub inaugurated by Mr KTR and from then how it's been a grand success launching many start-ups in India, getting billions of dollars funding, being one of the largest incubation centers in the world. Then taken forward by Mr Nadeem Fouzan Khan welcoming all the participants and gave a warm welcome to moderator Ms Seema Vikas Gadiya and the guest speaker of the evening Dr Chandra Sekhar.

Ms Seema has introduced the speaker on stage, the speaker took forward the session named "A futuristic approach to the corporate business", where he shared his successful journey with the participants. He explained very briefly and compared the business world from the 19th century to the 21st century, in that he discussed many terms like gig economy, job work, alignment of individual's goals with companies. He

quoted the crux of the session by ***“Converting information into insight and delivering it as wisdom.”***

Best Practices 2: Global Immersion Program

The Global Immersion Program provides a unique opportunity for the learners to explore the rich culture and global dynamic economy. Business is the means for creating opportunities around the world, and university's commitment to global engagement prepares the students for every challenge in the international business environment. Students learn the language of global business, engage with complex interconnected global issues, gain opportunities to study and travel abroad, and become an empowered global citizen.

The overall objectives of the program are:

- To provide an understanding of the region's business, cultural, and political environments;
- To achieve a working knowledge of local business practices through direct interaction with managers and government officials;
- To explore the value of different economic models as benchmarks for global business practices; and
- To promote intercultural awareness and communication

10.3 Details of Job Fairs conducted by the HEI

Not applicable. The programmes under online mode commenced only from Jan 2021 onwards.

10.4 Success Stories of students of Online mode of the HEI

Annexure 10.4

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

Not applicable.

10.6 Number of students placed through Campus Placements

HEI ID: HEI-U-0223

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

Type of HEI: Dual

Not applicable. The programmes under online mode commenced only from Jan 2021 onwards.

10.7 Details of Alumni Cell and its activity

Not applicable. The programmes under online mode commenced only from Jan 2021 onwards.

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

Signature of the Director:

Name: Dr. H. MURALIDHARAN

Seal:

Director

Date: 30 APRIL 2023
Center for Distance Education & Virtual Learning
Jain (Deemed-to-be University)
No. 319, 17th Cross, 25th Main
6th Phase, J P Nagar, Bangalore - 560 078

Signature of the Registrar:

Name: Dr. N. R. H. KRISHNA

Seal:

JAIN (Deemed-to-be-University)
Bangalore.

Date: 30 APRIL 2023

Note: Kindly take the print out of dully filled CIQA report and submit it to UGC DEB office (after getting it approved by Statutory Authorities of the HEI) and upload the same on HEI's website also. Please refer provisions regarding CIQA mentioned in UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.