

ANNUAL REPORT
OF
CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
PROGRAMMES UNDER
ONLINE MODE
Academic Session 2024-25

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Part- I General Information

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

Notification date – 02.03.2024 – [Annexure 1.1](#)

1.2 Detail of Director, CIQA

Name – Dr. Arvind Kumar Pandey

Qualification – Ph.D

Appointment Letter and Joining Report : [Annexure 1.2](#)

1.3 A. Detail of CIQA Committee

a. Composition as per Regulations

| S. No. | Designation | Nomination as | Name and Qualification | Specialization | Date of Nomination in CIQA Committee |
|--------|---|-------------------------|---------------------------|-----------------------|--------------------------------------|
| a. | Vice Chancellor of the University | Chairperson | Prof. Dr. Easwaran Iyer | Commerce & Management | 01.04.2024 |
| b. | Three Senior teachers of HEI | Member 1 | Dr. Amit Kumar | Management | 01.04.2024 |
| | | Member 2 | Dr. Pompe Das | Economics | 01.04.2024 |
| | | Member 3 | Dr. Charu Wadhwa | Management | 01.04.2024 |
| c. | Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode | Member 4 | Dr. Angad Tiwary | Commerce | 01.04.2024 |
| | | Member 5 | Dr. Sonia Riyat | Commerce | 01.04.2024 |
| | | Member 6 | Ms. Divya Paikaray | Computer Science | 01.04.2024 |
| d. | Two External Experts of ODL and/or Online Education | Member 7 | Dr. Dhimant Ganatra | Management | 01.04.2024 |
| | | Member 8 | Mr. Vishal Petkar | Computer Science | 01.04.2024 |
| e. | Officials from departments of HEI <ul style="list-style-type: none"> • Administration • Finance | Member 9 Administration | Dr. Amit Kumar Shrivastav | Management | 01.04.2024 |
| | | Member 10 Finance | Ms. Richa Garg | Management | 01.04.2024 |
| f. | Director, CIQA | Member Secretary | Dr. Arvind Kumar Pandey | Computer Science | 01.04.2024 |

b. Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N) If No, reason thereof: Yes

Yes

1.4 Number of Meeting held and its approval

a. No of meeting held every year : 4

b. Meeting Details

| Meetings | Date-Month-Year | No. of External Expert Present | Minutes | Approval of Minutes |
|-----------|-----------------|--------------------------------|--------------------------|---------------------|
| Meeting 1 | 05.03.2024 | 02 | Uploaded | Yes |
| Meeting 2 | 22.04.2024 | 02 | Uploaded | Yes |

| | | | | |
|-----------|------------|----|--------------------------|-----|
| Meeting 3 | 13.07.2024 | 02 | Uploaded | Yes |
| Meeting 4 | 20.10.2024 | 02 | Uploaded | Yes |
| Meeting 5 | 19.01.2025 | 02 | Uploaded | Yes |
| Meeting 6 | 25.04.2025 | 02 | Uploaded | Yes |

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

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

| Sl. No | Name of Department | Certificate Title | Duration (Months) | No. of Credit | Admission Eligibility | Fees (Rs.) | Approval of statutory Authority(s) (DDMMYY YY) Of HEI/ Regulatory Authority (if required) | Number of students (Male/Female/ Transgender) | | | | |
|--------|--------------------|-------------------|-------------------|---------------|-----------------------|------------|---|---|---|----|-------|--|
| | | | | | | | | M | F | TG | Total | |
| 1 | | | | | | | | | | | | |

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

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

| Sl. No | Name of Department | Certificate Title | Duration (Months) | No. of Credit | Admission Eligibility | Fees (Rs.) | Approval of statutory Authority(s) (DDMMYY YY) Of HEI/ Regulatory Authority (if required) | Number of students (Male/Female/ Transgender) | | | | |
|--------|--------------------|-------------------|-------------------|---------------|-----------------------|------------|---|---|---|----|-------|--|
| | | | | | | | | M | F | TG | Total | |
| 1 | | | | | | | | | | | | |

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

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

| Sl. No | Name of Department | Certificate Title | Duration (Months) | No. of Credit | Admission Eligibility | Fees (Rs.) | Approval of statutory Authority(s) (DDMMYY YY) Of HEI/ Regulatory Authority (if required) | Number of students (Male/Female/ Transgender) | | | | |
|--------|--------------------|-------------------|-------------------|---------------|-----------------------|------------|---|---|---|----|-------|--|
| | | | | | | | | M | F | TG | Total | |
| 1 | | | | | | | | | | | | |

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

From <Month, Year> academic session: **We received the order on 27.02.2025. The admission closing date was very near so, we were not able to take admission for January-February 2025 academic session. The programmes will commence from July - August 2025 academic session.**

| Sl.No | Under-Graduate Degree | Duration (Months) | No. of Credit | Admission Eligibility | Fees (Rs.) | UGC Recognition Letter No. and Date | Number of students (Male/Female/ Transgender) | | | | | |
|-------|-----------------------|-------------------|---------------|-----------------------|------------|-------------------------------------|---|---|----|-------|--|--|
| | | | | | | | M | F | TG | Total | | |
| 1 | | | | | | | | | | | | |

1.9 Number of Programme started at Post Graduate Degree Programme as Commission Order – 1 (Master of Business Administration)

From <January 2025> Academic Session: 2024-25 (EXTRACTED FROM WEBPORTAL)

| Sl.No | Post Graduate Degree | Duration (Months) | No. of Credit | Admission Eligibility | Fees (Rs.) | UGC Recognition Letter No. and Date | Number of students (Male/Female/ Transgender) | | | |
|-------|----------------------|-------------------|---------------|-----------------------|------------|-------------------------------------|---|---|----|-------|
| | | | | | | | M | F | TG | Total |
| 1 | MBA | 24 | 90 | Graduate | 22,500 | F.No. 10-18/2024 (DEB-I) May 2025 | 8 | 5 | 0 | 13 |

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

2.1 Action Taken on the functional of CIQA:-

| Sl.No | Provisions in Regulations | Details of Action taken by CIQA and Outcome thereof (Not more than 500 words) | Upload Relevant Document |
|-------|--|---|--|
| 1. | Quality maintained in the services provided to the learners | CIQA has used multiple strategies to enhance and preserve the quality of services offered to the learners. Well-designed curriculum and content has been developed and is aligned with academic and industry standards. Structured learning paths like objectives, lessons and modules have been designed to cater the learners need. Use of multimedia elements like videos, infographics, simulations are there to enhance the understanding of the subject among the learners. SWAYAM LMS platform is used to uphold the quality standards which helps in providing interactive contents, continuous assessments, and discussion forums. It also helps us to focus on the four quadrant approach of the Online learning. | <p style="text-align: center;">Yes</p> <p style="text-align: center;">Annexure 2.1.1</p> <p>SWAYAM LMS Link: https://staging.online-degree.swayam2.ac.in/</p> |
| 2. | Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution | CIQA enhances online learning quality through benchmarks, feedback, content audits, and LMS monitoring. It ensures faculty training, inclusive content, secured assessments, and responsive support. Using data analytics and internal audits, CIQA identifies gaps and drives improvement. These reflective practices foster continuous quality enhancement, accountability, and excellence in digital education across academic and administrative processes. | Annexure 2.1.2 |
| 3. | Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality | CIQA plays a vital role in identifying and maintaining quality across academics, research, infrastructure, governance, and student services. Its systematic evaluation and feedback-driven approach ensures that the institution continuously improves and meets the expectations of learners, stakeholders, and regulatory bodies. | Annexure 2.1.3 |
| 4. | Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant | To ensure quality control across all inputs, outputs and processes related to services offered to learners, CIQA has implemented an | Annexure 2.1.4 |

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| | <p>programmes in conventional mode (For Dual Mode HEIs)</p> | <p>Online Quality Management System. Feedback is regularly collected from all stakeholders through detailed surveys and post-interaction questionnaires. These insights are analyzed and discussed with both academic and administrative teams, leading to the formulation of action plans for improvement. This process follows a continuous cycle of measurement, feedback, and corrective action to drive ongoing enhancement. Three key focus areas guide this quality monitoring:</p> <ol style="list-style-type: none"> 1. Learner Experience – Academic and Administrative 2. Academic Impact – in relation to Higher Education and Employment Opportunities 3. Student Motivation and Engagement <p>Effectiveness is assessed through metrics such as learner satisfaction, academic performance, timely course completion, and on further education benefits.</p> <p>Regular reporting on the implementation of quality-related recommendations is submitted to the University’s Governing Body and CIQA. Frequent interface meetings encourage open discussion, and all stakeholders are invited to share suggestions and insights. Student Satisfaction Survey results, compiled anonymously and in aggregate, are made accessible via email and the institution’s website to promote transparency and accountability.</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>The Centre for Internal Quality Assurance (CIQA) has developed structured mechanisms to interact with and gather feedback from all stakeholders—including learners, teachers, staff, parents, society, employers, and government bodies—to ensure continuous quality improvement in academic and administrative practices. The feedback mechanisms are multi-layered, inclusive and dynamic—ensuring that all voices are heard and acted upon. Inputs are analyzed, discussed in review</p> | <p>Annexure 2.1.5</p> |

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| | | meetings, and documented in action reports. By integrating diverse perspectives from all the stakeholders and the broader community, CIQA creates a culture of participatory governance and evidence-based quality enhancement in higher education. | |
| 6. | Measures suggested to the authorities of Higher Educational Institution for qualitative improvement | The Centre for Internal Quality Assurance (CIQA) suggests several strategic measures to the authorities of Higher Educational Institutions (HEIs) to ensure qualitative improvement in alignment with UGC (Online Learning) Regulations and global best practices. It emphasizes learner support, stakeholder feedback, and data-driven improvements. Regular monitoring, compliance with UGC norms, and transparent reporting ensure accountability. These measures foster an inclusive, engaging, and outcome-oriented online learning environment aligned with global academic standards. | |
| 7. | Implementation of its recommendations through periodic reviews | CIQA has constituted a core committee to provide support in implementing recommendations by advising and monitoring the quality assurance initiatives of the University. The Core Committee meetings are convened on a regular basis. | Annexure 2.1.7 |
| 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. | CIQA organizes regular workshops and seminars to promote social values among educators and learners. Regular training sessions and workshops on research technique and creative activities will be provided to faculty members and research students. | Annexure 2.1.8 |
| 9. | Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution | Best practices combined with the assessment to boost the quality of services across the different areas are as under: <ul style="list-style-type: none"> • Facilitation of learning through simulation and virtual labs • User Centric Design: <ul style="list-style-type: none"> ✓ Mobile Compatibility ✓ Interactive Material • Division of Cohorts based on Psychometric assessment • Plagiarism Checks | |

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| | | <ul style="list-style-type: none"> • Mentoring from Domain experts for career guidance • TAP Model implemented in the Curriculum • Support through IVR (interactive voice response) | |
| 10. | Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s). | <p>The following varied statistics were gathered, compiled, and used to remedial action:</p> <ol style="list-style-type: none"> 1. Aligning the curricula of various courses within the context of outcome-based education. 2. The curriculum that covers topics like gender, ethics, the environment, etc. 3. The degree to which the curriculum addresses important outcomes like skill development, entrepreneurship, and employability. 4. Each course's content preparedness in the four quadrants. | |
| 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 steps to guarantee that each program's Programme Project Report adheres to the standards and requirements set forth by the Commission and, when required, by the appropriate regulatory body in charge of the program. | Annexure 2.1.11 |
| 12 | Mechanism to ensure the proper implementation of Programme Project Reports | Program planning and delivery are guaranteed to be carried out in accordance with the PPR. Through its standing committee, the academic council reviews the progress. (The documentary evidence highlights the referred point.) | Annexure 2.1.12 |
| 13 | Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports. | The annual plans include the Academic Council-reviewed report, the Board of Studies-recommended action plan, and the Calendar of Events. Key actionable items were highlighted for follow-up based on the view. | Annexure 2.1.13 |
| 14 | Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market. | While designing the syllabus, CIQA conducted the meetings with the departments and guided them to design the syllabus to meet the job market demands by integrating industry feedback, skill-based training, flexible curricula and experiential learning. | |

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| 15 | Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system. | Through the use of interactive tools, adaptive learning technology, and data-driven insights, ARKA JAIN University online learning programs promote a learner-centric environment. Personalized learning experiences are ensured via ongoing feedback mechanisms, such as frequent assessments and real-time communication. To accommodate a range of learning demands, courses are made to be adaptable and modular. | |
| 16 | Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc. | <p>The ARKA JAIN University was accredited by NAAC in 2024 with an A grade and a CGPA of 3.15.</p> <p>AQAR is submitted annually.</p> <p>The next cycle of assessment as a dual-mode university is due in 2029.</p> | Annexure 2.1.16 |
| 17 | Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit | <p>The following actions were taken in an effort to institutionalize and internalize quality improvement procedures.</p> <p>A CIQA has been formally established and is chaired by the vice chancellor in preparation for the submission for NAAC certification as a dual-mode institution.</p> <p>The CDOE's actions are included in the most current AQAR filing. Online programs will be included in the upcoming Academic and Administrative Audit (AAA), which is scheduled to take place soon.</p> <p>A system of internal validation and quality assurance has also been established by the university. The format complies with the NAAC accreditation requirements. Both self-evaluation and a committee review are conducted.</p> | |
| 18 | Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines | <p>The CIQA actively contributes to the operationalization of the UGC quality mandates. In addition to chairing the CIQA committee, the vice chancellor also attends UGC meetings on quality-related topics.</p> <p>The IQAC internalizes the recommendations, guidelines, and directives that are discussed in the CIQA discussions.</p> | |

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| 19 | Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices. | <p>The university has compared itself to two of the best online universities.</p> <p>The quality practices and learning path of the students are compared to those of the best universities.</p> <p>Data that has been published is the source of the information.</p> | |
| 20 | Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance. | <p>All the activities are documented and approved/ratified in the CIQA MoM.</p> <p>The Minutes are uploaded regularly on the University's online website.</p> | Annexure 2.1.20 |
| 21 | (a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. | The Annual Reports are submitted to the Academic Council and the Board of Management of the University. | |
| | (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 | The approval of Online Learning by UGC was given in the month of January 2025. Therefore, we are submitting the CIQA 2024-25 report to the Commission (UGC) after due approvals of the statutory bodies. | |
| 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 Vice Chancellor, who serves as the committee's chair, provides general direction for CIQA. The member secretary is the Director of IQAC/CIQA. Quality Circles supports the IQAC in both the online learning and in ODL. During its periodical meetings, the CIQA examines the reports and the Quality Circles' actions. | |
| 23 | Facilitated adoption of instructional design requirements as per the philosophy of the Open Learning decided by the statutory bodies of the HEI for its different academic programmes | <ul style="list-style-type: none"> - Bloom's taxonomy was used as the foundational approach to instructional design. - Concentrate on instructional design activities for formative and summative evaluations, such as live sessions, discussion forums, surveys, ongoing evaluation, final projects and reports, and exams at the conclusion of the semester. | |
| 24 | Promoted automation of learner support services of the Higher Educational Institution | <p>The CIQA committee of the HEI firmly supports the automation of learner support services.</p> <p>Learner support services are the most crucial component of any online system. There are many different academic and related activities. The support services must be considerate of the demands of online learners in</p> | |

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| | | addition to being easily accessible. Innovative support services lead to ongoing improvement as a result of ongoing and ongoing monitoring of the services. | |
| 25 | Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes | The University's CIQA committee consists of external subject matter experts. Other members are invited as and when required with the approval of the vice-chancellor. | |
| 26 | Coordinated with third party auditing bodies for quality audit of programme(s) | The University's CIQA committee makes sure that the quality audit of the programme is coordinated with outside auditing organizations. | |
| 27 | Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution | CIQA is responsible for preparing the Self-Appraisal Report required to be submitted for assessment and accreditation. | |
| 28 | Promoted collaboration and association for quality enhancement of Online mode of education and research therein | The University's CIQA committee encourages collaboration and association for improving the quality of online education. MoU with IIT, Madras has been done for imparting Online Learning on the SWAYAM LMS platform. | |
| 29 | Facilitated industry institution linkage for providing exposure to the learners and enhancing their employability. | In order to provide students with experience and increase their employment prospects, the University's CIQA committee ensures that the industry institution relationship is appropriately supported. | |

2.2 Compliances of Quality Monitoring Mechanism - As per Annexure -I (Part V (2)) of UGC (ODL Programmes and OL Programmes) Regulations , 2020 :

| Sl.No. | Provisions in Regulations | Action taken in respect of online programmes | Upload relevant document |
|--------|--|--|---|
| 1. | <p>Governance, Leadership and Management:</p> <p>a. Organization Structure and Governance</p> <p>b. Management</p> <p>c. Strategic Planning</p> <p>d. Operational Plan, Goals and Policies</p> | <p>The CDOE (Online programmes) is organized under the overall governance structure of the University, which at apex level includes the Governing Body, Academic Council and Finance Committee, duly constituted in accordance with the UGC regulations. These bodies are chaired by the Vice-Chancellor.</p> <p>The Director, CDOE has overall responsibility for both online and open distance learning programmes. The Director, CDOE for the online programmes is supported by the Head of departments and various functional heads which includes the Admissions, Academic Planning and Monitoring, Content Development, Delivery of the programmes, Resource Planning and Administration, Exams and Results.</p> <p>Below are some aspects of Governance, Leadership and Management:</p> <p>a) Organizational Structure and Governance- The commission has specified the filling of the necessary roles in the HEI.</p> <p>b) Management – The leadership and management of the HEI are responsible for evaluating and assessing the organizational culture.</p> <p>b) Strategic Planning: The HEI must develop a strategy for its operations and put it into action.</p> <p>d) Operational Plan, Goals and Policies – The HEI has clearly defined, attainable, and quantifiable operational plans, goals, and policies that are effectively carried out and effectively shared with its stakeholders.</p> | <p>Annexure 2.2.1 (a) – Organizational Structure – ARKA JAIN University</p> <p>Annexure 2.2.1 (b) – Organizational Structure – CDOE</p> |
| 2. | <p>Articulation of Higher Educational Institution Objectives</p> | <p>The ARKA JAIN university has established the following goals for CDOE in accordance with the Vision and Mission of the University specifically for the CDOE:</p> <ol style="list-style-type: none"> 1. Providing online programs of high standards that will improve the graduate success level; 2. Promoting the development of learners' strength, which will greatly aid in the achievement of GER's national goals. 3. Gain national recognition as a pioneer in the field of online education, in addition to ongoing improvements in national rankings and accreditation accomplishments followed by better international recognitions. 4. Establish a reputation for excellence in programs | |

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| | | <p>that have been shown to be pertinent to the quickly growing demands for mobility, knowledge, and skills.</p> <p>5. Put the cutting-edge infrastructure in place and use technology to empower people to improve access and quality.</p> <p>Produce graduates who can thrive in local, regional, national, and international settings, address the difficulties of the knowledge economy, and exhibit an entrepreneurial spirit and the capacity for critical thought to come up with creative solutions.</p> | |
| 3. | <p>Programme Development and Approval Processes</p> <p>a. Curriculum Planning, Design and Development</p> <p>b. Curriculum Implementation</p> <p>c. Academic Flexibility</p> <p>d. Learning Resource</p> <p>e. Feedback System</p> | <p>The HEI adopted the following methods for the programme creation and approval procedures.</p> <p>a) Curriculum Planning, Design, and Development: The HEI has established the necessary procedures, methods, and structures to carry out these duties.</p> <p>b) Curriculum Implementation: The HEI has put in place precise strategies to determine how much time should be spent on certain aspects of the programmes' overall performance.</p> <p>c) Academic Flexibility: The HEI has implemented effective measures to give its students' academic flexibility.</p> <p>d) Learning Resource- The HEI makes sure that the e-learning materials' quality meets the standards set forth in the rules.</p> <p>e) Feedback System- The HEI has put in place a suitable feedback system to collect comments from all stakeholders.</p> | <p>Annexure 2.2.3 – Curriculum Design & Development</p> <p>Annexure 2.2.3 – Four Quadrant</p> |
| 4. | <p>Programme Monitoring and Review</p> | <p>The HEI created and implemented the program monitoring and review system in order to conduct regular internal assessments and uphold the standard of academic programs.</p> <p>An annual calendar of events has been developed for this purpose, serving as the foundation for tracking the various programs that the CDOE offers.</p> <p>The dates of the start of the academic sessions for each semester, the completion of the enrolled students' orientation program, the start of the mentoring session guidance, the dates of the continuous assessment, the announcement of the university's end-of-semester exam schedule, and the start of the following semester are among the important details.</p> | |
| 5. | <p>Infrastructure Resources</p> | <p>The University has chosen SWAYAM LMS platform as a standard to offer the Online Learning programs. It offers a centralized environment for class creation and makes it easy to organize learning resources. The SWAYAM LMS platform enables to deliver learning materials, assess learners, track their progress, manage all learning activities.</p> <p>It also provides for tracking of progress and self-assessment facilities besides necessary communication capabilities to meet the needs of the learners.</p> | <p>SWAYAM LMS Link:</p> <p>https://staging.online-degree.swayam2.ac.in/</p> <p>Annexure 2.2.5 – Report on Recording Studio</p> |

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| | | A well-equipped recording studio offers educators and content creators to produce high-quality video and audio materials, which are essential for dynamic and interactive learning contents. Microsoft Teams is used for online, live sessions. | |
| 6. | Learning Environment and Learner Support | For its online students, the HEI offers learner support services like academic counselling. Trained counsellors offer counselling services and provide information about programs, electives, the academic calendar, the four-quadrant approach, tests, and assessments. In order to facilitate blended learning, the HEI has created information and communication technology facilities as part of the learning environment that is centred on the pedagogical application of contemporary educational techniques. The e-learning platform is used to deliver the learner support services. | SWAYAM LMS Link: https://staging.online-degree.swayam2.ac.in/ |
| 7. | Assessment and Evaluation | <p>The following types of assessments are adopted to track and monitor learner's progress in learning. They also serve as valuable source of feedback for continuous improvement of academic process.</p> <ol style="list-style-type: none"> 1. Continuous Assessments 2. End Semester Examinations 3. Assessments of virtual labs or practical courses 4. Evaluation of Projects. <p>The split between continuous assessments and end semester examinations is 30:70 as stipulated in the UGC Regulations. 3 to 4 continuous assessments (CA component) are administered to learners during the semester. The evaluation is done using computer based assessment.</p> <p>Apart from this, the University follows the UGC-DEB guidelines for the conduct of all the evaluation and assessments.</p> | Annexure 2.2.7 – Assessment & Evaluation |
| 8. | Teaching Quality and Staff Development | <p>Academic flexibility and outcome-based education are integrated into the teaching-learning process (via CBCS). Teachers create a TLEP (Teaching Learning Evaluation plan) after the academic calendar is set and students are assigned courses. The faculty members follow Bloom's taxonomy levels when teaching the course and when assessing students.</p> <ol style="list-style-type: none"> 1. Peer-assisted learning via discussion boards and interactive live sessions is one way to improve the quality of the teaching-learning process. 2. Teaching Pedagogy: Teachers employ a range of pedagogical strategies, including case studies, simulations, experiential learning, and others, to improve the quality of teaching and learning. 3. Methods of evaluation. The questions are at Bloom's Taxonomy's higher levels (L3, L4, and L5). 4. Applying the four-quadrant strategy as required by the UGC Regulations. | SWAYAM LMS Link: https://staging.online-degree.swayam2.ac.in/ |

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

| Sr.No | Provision in Regulations | Action Taken in respect of online Programmes | Upload Relevant Document |
|-------|---|--|--------------------------|
| 1. | Academic Planning | <ul style="list-style-type: none"> • The programme/course addresses local/national/regional/global needs. • The program is aligned with the University's Vision and Mission in general, and specifically with its online programs. • Feedback obtained from stakeholders i.e. academicians, industry, alumni and other experts. • The programme addresses the needs of skill development, employability and entrepreneurship. • There is sufficient value addition to learners through value added courses, experiential learning. • Industry practitioners and best practices such as "learn by doing". <p>Implementation of the above requirements are audited by the competent authorities in the University who approves after considering the feasibility of the proposals. A detailed curriculum and learning materials are then prepared by a team of faculty members and these are formally reviewed in a meeting of the BoS which is duly constituted as per the guidelines of the UGC.</p> | |
| 2. | Validation | The Higher Education Institution (HEI) has a framework in place for validation to make sure that its programmes are academically feasible, that academic standards have been properly specified, and that they provide learners the best chance to study. | |
| 3. | Monitoring, Evaluation and Enhancement Plans a. Reports from Examination Centres b. External Auditor or other External Agencies report c. Systematic Consideration of Performance Data at Programme, Faculty and Educational Higher Institution levels d. Reporting and Analytics by the Higher Educational Institution e. Periodic Review | The HEI makes sure that the learner's monitoring, assessment, and improvement strategies are in place. | |

Part – III: Human Resources and Infrastructural Requirements

3.1 Name and details of Director of Centre for Distance and Online Education (Dual Mode University)

- Regular, full time, at least Associate Professor

| Name | Type (Regular/Contract) | Designation | Qualification |
|---|-------------------------|-----------------|---------------|
| Dr. Arvind Kumar Pandey | Regular | Director - CDOE | PhD |
| Annexure 3.1 – 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)

Not Applicable

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

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.

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|---|
| Dr. Sweta Kumari Deputy Director, CDOE |
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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

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| Ms. Abhilasha Kumari Assistant Director, CDOE |
|--|

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:

i. Programme Name

| |
|-----------------------------------|
| Master of Business Administration |
|-----------------------------------|

a. Programme Coordinator

| Sl.No | Name with Designation | Qualification | Experience | Type (Regular/ Contract) with gross salary/ month | Date of joining programme |
|-------|-----------------------|---------------|------------|---|---------------------------|
| 1 | Dr. Sonia Riyat | Ph.D | 18 | Regular | 01.04.2024 |

b. Course Coordinator

| Sl.No | Course Name | Name with Designation | Qualification | Type (Regular/Contract) with gross salary/month | Date of joining programme |
|-------|-----------------------------------|-----------------------|---------------|---|---------------------------|
| 1 | Organisational Behaviour & HRM | Dr. Urvashi Thakur | Ph.D | Regular | 01-05-2024 |
| 2 | Managerial Effectiveness & Ethics | Dr. Subrato Dey | Ph.D | Regular | 10-05-2024 |
| 3 | Principal of Economics & Markets | Dr. Rama Singh | Ph.D | Regular | 10-05-2024 |
| 4 | Accounts & Finance | Dr. Sudeshna Sarkar | Ph.D | Regular | 15-05-2024 |
| 5 | Quantitative Technique | Mr. Ratan Kumar Singh | M.Sc | Regular | 15-05-2024 |

c. Course Mentor

| Sl.No | Name with Designation | Qualification | Experience | Type (Regular/Contract) with gross salary/month | Date of joining programme |
|-------|-----------------------|---------------|------------|---|---------------------------|
| 1 | Dr. Abhishek Upadhyay | Ph.D | 8 | Regular | 10-05-2024 |

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 | 1 |
| Section Officer | 1 | 1 |
| Assistants | 3 (2 for DM Universities) | 3 |
| Computer Operator | 2 | 2 |
| Multi Tasking Staff | 2 | 2 |
| Annexure 3.5(a) CIQA – Human Resources | | |

b. Number and details of Technical Support for Online Programme as per Annexure -IV:**i. Technical Team for Development of e-Content as Self-Learning e- Modules:**

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

ii For Delivery of Online programme

| Post | Required | Available |
|---|----------|-----------|
| Technical Manager (LMS and Data Management) | 1 | 1 |

| | | |
|--|---|---|
| Technical Assistant (LMS and Data Management | 2 | 2 |
|--|---|---|

iii For Admission and Examination for online mode

| Post | Required | Available |
|---|-----------------|------------------|
| Technical Manager (Admission, Examination and Result) | 1 (per Centre) | 1 |
| Technical Assistant (Admission, Examination and Result) | 3 | 3 |
| <u>Annexure 3.5 b</u> | | |

Part – IV: Examinations

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

| Sl. 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 recognized Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc. | YES | |
| 3 | A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online 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. | NA | |
| 5 | The number of examination centres in a city or State must be proportionate to the student enrolment from the region | NA | |
| 6 | Building and grounds of the examination centre must be clean and in good condition. | NA | |
| 7 | The examination centre must have an examination hall with adequate seating capacity and basic amenities | NA | |
| 8 | Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions | NA | |
| 9 | The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities | NA | |
| 10 | Safety and security of the examination centre must be ensured | NA | |
| 11 | Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order | NA | |
| 12 | Provision of drinking water must be made for learners | NA | |
| 13 | Adequate parking must be available near the examination centre | NA | |
| 14 | Facilities for Persons with Disabilities should be available | NA | |

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

| SI.No | Provisions in Regulations | Whether being Complied Yes/No If yes, please provide details and upload relevant documents | If No, Reason thereof |
|-------|--|--|---|
| 1 | Requirements at Test Centres (as mentioned in provision II (B)(13)(i) of Annexure II) | No | Annexure 4.2.1 |
| 2 | Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II) | YES Annexure 4.2.2 | |
| 3 | Security arrangements in the testing centre (as mentioned in provision II (B)(13)(iii) of Annexure II) | No | The University conducts online examinations through technology mediated proctoring as provided in the regulations |
| 4 | Remote Proctoring (as mentioned in provision II (B)(13)(iii) of Annexure II) | YES Annexure 4.2.4 | |

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

| SI.No | Provisions in Regulations | Whether complied Yes/No If Yes, Upload relevant document | If No, Reason thereof |
|-------|---|---|-----------------------|
| 1 | The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations. | YES Annexure 4.3.1 | |
| 2 | A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of learners enrolled through Online mode and their certification. | YES Annexure 4.3.2 | |
| 3 | The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: i) The Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted; ii) For Online mode: the learner has minimum participation of 75 per cent. in all the activities of Online programme prior to end semester examination or term end examination. | YES Annexure 4.3.3 | |
| 4 | The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through online mode shall be evolved by adopting same standards as being followed in conventional mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities | The Dual mode HEI has developed the curriculum elements, valuation standards, and credit structure for the granting of degree programmes at the UG and PG level | |

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|---|--|--|--|
| | | through online mode by following the same standards that are followed in conventional mode. | |
| 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. | Weightage for different components of assessment is as under: i) Continuous Assessments- 30% ii) End Term Examination- 70% II) Marks or Grades- The marks or grades obtained in continuous assessments and end term examination is shown separately in the grade card. | |
| 6 | The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments | Yes. In order to meet the various learning outcomes anticipated from the course components, the HEI conducts the evaluation using a variety of authorized assessment instruments, including multiple choice questions, true/false, project work, project reports, lab work/presentations, and term end examinations. | |
| 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. The marks of the continuous assessments and term end examination are shown separately in the grade card. | |
| 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 that no part of the syllabus is left out of study by a learner. | Question Paper Design - The question paper is designed by the internal faculty of HEI based on the curriculum design. The faculty ensures the question paper | |

| | | | |
|----|--|--|--|
| | | <p>covers the complete sections of the syllabus and no part of the syllabus is left out of study.</p> <p>Evaluation- The evaluation of the answer scripts is done by the faculties of HEI assigned by the secrecy department of HEI.</p> <p>Result Declaration- Post evaluation of the answer scripts by the faculties the results are declared and published on the University website.</p> | |
| 9 | The examination of the programmes in Online mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations. | The Examination of the Programs in the Online Mode is managed by the Evaluation unit of the University and conducted under supervision as per regulations via remote proctored mode. | |
| 10 | (a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure. | No | The University conducts online examinations through technology mediated proctoring as provided in the regulations. |
| | (b) Availability of biometric system | No | The University conducts online examinations through technology mediated proctoring as provided in the regulations. |
| | (c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners and Passports for International learners | The attendance of the examinees is authenticated by verifying using Biometric facial recognition using Aadhaar details of Indian learners or the passport (International learners) before the start of the examination. | |

| | | | |
|----|--|-----|---|
| | (d) In case of non-availability of the Closed- Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution | No | The University conducts online examinations through technology mediated proctoring as provided in the regulations. |
| 11 | The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years | NA | |
| 12 | (a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and | No | The University conducts online examinations through technology mediated proctoring as provided in the regulations |
| | (b) It shall be mandatory to have observer report submitted to the Higher Educational Institution | No | The University conducts online examinations through technology mediated proctoring as provided in the regulations |
| 13 | An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online 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 | <p>The HEI conducts online web proctored examinations for learners enrolled under the Online Learning mode.</p> <p>a) Secure Browser- We use a custom application which is preinstalled in the machine for the examination that prevents the opening of any other windows or applications. This application prevents screen capturing, recording and remote login.</p> <p>b) Remote Proctoring- This involves image capturing in intervals and video streaming of the candidates and the screen capturing of the current access screen of the candidate.</p> <p>c) Data Encryption- The online examination system data is encrypted to prevent any kind of misuse. Question Banks and the other examination data is stored in a highly secured and encrypted manner. The entire communication between the server and the student system during the examination is encrypted</p> |

| | | | |
|----|--|-----|---|
| | | | with a secure mode of communication. |
| 14 | As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognised to enroll international learners shall endeavour to conduct proctored examinations for such learners | YES | The learners enrolled under online mode appear for online remote proctored examination system. |
| 15 | (a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name. | YES | The degree certificate will be issued to the learners as per the guidelines specified by the UGC. |
| | (b) Each award shall also be uploaded on the National Academic Depository | YES | The credits acquired by the learners and the documents issued (grade card, transcript and degree) will be uploaded on NAD as per guidelines specified. |
| 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 | The degree certificate will be issued to the learners as per the guidelines specified by the UGC. There are no students eligible for grant of degree certificate yet. |

4.4 Result and Student Progression

| Semester beginning | Programme name | No. of students admitted | No. of students appeared in the Exam | No. of students progressed to next year | % of students passed | % of students "passed in first class" |
|--------------------|----------------|--------------------------|--------------------------------------|---|----------------------|---------------------------------------|
| April 2025 | MBA | 13 | -- | -- | -- | -- |

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 Programme 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.

All the PPR are submitted as per the requirement and programmes are duly approved.

[Annexure 5.1](#)

5.2 Compliance status of 'Quality Assurance Guidelines of Learning Material In Multiple Media And Curriculum And Pedagogy' – As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020.

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

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

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

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

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

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

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

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

Part – VI: Programme Delivery Through Learning Platform

6.1 Details of Learning Platform

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

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

The university has opted Swayam learning platform. This has been approved by the statutory bodies of the University.

SWAYAM LMS Link:

<https://staging.online-degree.swayam2.ac.in/>

- 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.

Not Applicable

6.2 Compliance status in respect of the Programme delivery

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

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

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

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

- Utilizing the SWAYAM LMS for course delivery and management.
- Conducting live sessions and asynchronous discussions to engage learners.
- Monitoring learner attendance and participation through LMS analytics.
- Providing continuous assessment opportunities upon module completion.
- Encouraging self-assessment through MCQs and access to supplementary materials.
- Maintaining regular communication with learners via email and calls to support learning outcomes.

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

SWAYAM LMS Link:

<https://staging.online-degree.swayam2.ac.in/>

| Program | Credit Value of the Course | No. of Weeks | No. of Interactive session | | Hours of Study Material | | Self-Study hours including Assessment etc., | Total Hours Of study (based on 30 hours per credit) |
|---------|----------------------------|--------------|---|--|-------------------------|------------------|---|---|
| | | | Synchronous Online Counselling /Webinars /Interactive Live Lectures (1 hour per week) | Discussion Forum/asynchronous Mentoring (2 hours per week) | e-Tutorial in hours. | e-content hours. | | |
| MBA | 4 | 15 weeks | 19 hours | 30 Hours | 15 | 30 | 26 | 120 |

All norms are followed, as per the semester wise academic Calendar.

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

NO

a. Provide details as under:

Not Applicable

| SI.No | Programme Name | Courses allowed OER/ MOOC | Name of Platform | Name of HEI offering the course | Duration of the Course | No. of Credit Assigned to the Course | Percentage of total courses in a particular programme in a semester (Semester wise programmes wise) |
|-------|----------------|---------------------------|------------------|---------------------------------|------------------------|--------------------------------------|---|
| | | | | | | | |

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

Not Applicable

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 | |
| Uploading of the following on HEI website (Mention Link) | | | |
| 2 | The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Online mode | YES Annexure 7.1.2 | |
| 3 | Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities | YES Annexure 7.1.3 | |
| 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 Annexure 7.1.4 | |
| 5 | Programme-wise information on syllabus, suggested readings, contact points for counseling/mentoring, programme structure with credit points, programme wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule | YES | |
| 6 | Important schedules or date-sheets for admissions, registration, re-registration, counseling/mentoring, assignments and feedback thereon, examinations, result declarations etc. | YES Annexure 7.1.6 | |
| 7 | Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programmes | YES | |
| 8 | The feedback mechanism on design, development, delivery and continuous evaluation of learner performance which shall form an integral part of the transactional design of the Online programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any | Yes | |
| 9 | Information regarding all the programmes recognised by the Commission | YES Annexure 7.1.9 | |

| | | | |
|----|--|--|--|
| 10 | Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded | YES Can be fetched from DEB Portal | |
| 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 Annexure 7.1.11 | |
| 12 | A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes | YES | |
| 13 | List of the Examination Centers along with the number of learners in each centre, for Online programmes | NO | The University conducts online examinations through technology mediated proctoring as provided in the regulations. |
| 14 | Details of proctored examination in case of end semester examination or term end examination of Online programmes | YES (Exam not yet conducted) | |
| 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 Annexure 7.1.15 | |
| 16 | Reports of the third party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance | NA – Session Commenced from January 2025. | |

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 kind 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 the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialization of education in any manner whatsoever, and shall provide for equity and access to all deserving learners | YES |
| 5 | Admission of learners to a Higher Educational Institution for a programme in Online mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners | YES |
| 6 | Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; (b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; (c) exhibit such records as permissible under law on its website; and (d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force. | YES |
| 7 | Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below | YES |
| 8 (a) | Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in online mode, and the other terms and conditions of such payment | YES |
| 8 (b) | The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner | YES |

| | | |
|-------|---|-----|
| 8 (c) | The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources | YES |
| 8 (d) | the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution | YES |
| 8 (e) | The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority | YES |
| 8 (f) | The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test | YES |
| 8 (g) | Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other | YES |
| 8 (h) | Pay and other emoluments payable for each category of teachers and other employees | YES |
| 8 (i) | Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centers (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution | YES |
| 8 (j) | Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study | YES |
| 8 (k) | Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions | YES |
| 9 | Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order | YES |
| 10 | No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it | YES |
| 11 | No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Online mode offered by a Higher Education Institution | YES |
| 12 | No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution | YES |
| 13 | In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution | YES |
| 14 | No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher | YES |

| | | |
|--|--|--|
| | Educational Institution, claiming to be recognized by the appropriate statutory authority or by the Commission where it is not so recognized; (b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorized to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading | |
|--|--|--|

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

Part – IX: Grievance Redressal Mechanism

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

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

ARKA JAIN University is committed to providing a safe, fair and harmonious learning and work environment. ARKA JAIN University has drafted its own zero tolerance policy for curbing the menace of ragging, harassment and any kind of complaints with consonance of rules and regulations provided by UGC, AICTE & Higher Education. Grievance Redressal committee was set up at ARKA JAIN University in accordance with the University Grants Commission regulations 2012 (The Gazette of India, March 23-29, 2013) for handling day-to-day grievances.

The Grievance Redressal mechanism is followed through notified grievance redressal committee.

Objective of Grievance redressal system is to provide opportunities for redressal of certain grievance of students already enrolled in any institution, as well as those seeking admission to such institution, and a mechanism thereto. Modes through which students may raise their grievance to student support.

1. Email- studentsupportcdoe@arkajainuniversity.ac.in
2. Phone – 0657-2312004

[Annexure 9.1](#)

9.2 Details of Grievance received

| Numbers of Grievance Received | Numbers of Grievance Resolved |
|-------------------------------|-------------------------------|
| Nil | Nil |

9.3 Complaint Handling Mechanism

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

A Grievance Redressal Cell (GRC) has been established to look into the matters of students' complaints with due approval of the competent Authority.

Contact Detail of the coordinator is being shared at the portal. Committee is responsible to monitor, assess and review the effectiveness of procedures and closer of grievance in the given time period.

Students can file complaints through email or through phone on the given details as below:

1. Email- studentsupportcdoe@arkajainuniversity.ac.in
2. Phone – 0657-2312004

UGC e-Samadhaan

As per the UGC notification F.No. 12-1/2022 (DEB-IV)pt. fl. dated 20th March 2023, The HEI is preparing to utilize the single centralized portal 'e-Samadhaan' for resolution of complaints/grievances of the stakeholders.

We are preparing to inform all the students who are going to enrol in our ODL/OL programs and other stakeholders about the use of UGC e-Samadhaan portal for submitting their complaints/grievances.

For the same, we are planning to conduct an awareness session for the newly inducted students during the induction/orientation program when the new session starts.

UGC e-Samadhaan Portal link

As per the UGC notification D.No. 1-18/2023 (e-Gov/e-Samadhan) dated 27th July 2023, The HEI Hs to display the UGC e-Samadhaan Portal Link on HEI Website.

Therefore, we have display the UGC e-Samadhaan Portal link <https://samadhaan.ugc.ac.in>

9.4 Details of Complaints received from UGC (DEB)

| Numbers of Complaint Received | Numbers of Complaint Resolved | Whether Complaint was resolved within stipulated time i.e. 60 days? (Yes/No) |
|--------------------------------------|--------------------------------------|---|
| 0 | 0 | NA |

Part – X: Innovative and Best Practices

10.1 Innovations introduced during academic year

- a. Conduct webinar/ seminar for the students

10.2 Best Practices of the HEI

- a. Industry – Academic Connect
b. Swayam – User friendly LMS

10.3 Details of Job Fairs conducted by the HEI

As the first batch started in 2025 in this regard this year we have not conducted the Job Fair.

10.4 10.4 Success Stories of students of Online mode of the HEI

NA

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

As English is the preferred language by the students of Online Learning students, However, University will be providing the ELM in Hindi also.

10.6 Number of students placed through Campus Placements

As the Programme started from 2025 in this regard no student is eligible for campus placement.

10.7 Detail of Alumni Cell and its activity

Not applicable as no batch has pass out till date.

10.8 Any other Information: NA

DECLARATION

I hereby declare that the information given above and in the enclosed documents is true, correct and no material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer 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, ODL-OL *Dr. Arvind Kumar Pandey*
Name: Dr. Arvind Kumar Pandey
Centre for Distance and Online Education (CDOE)
Seal: **ARKA JAIN University, Jharkhand**
Date: 28-08-2025

Signature of the Registrar *a.k. shrivastav*
Name: Dr. Amit Kumar Shrivastav
Seal: **Registrar
ARKA JAIN University
Jharkhand**
Date: 28-08-2025

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