

HEI ID : HEI-U-0920

Name of the HEI: ARKA JAIN University

Type of HEI: Dual

ANNUAL REPORT

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER

OPEN & DISTANCE LEARNING 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"> <li>• Administration</li> <li>• Finance</li> </ul>	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 : 6

b. Meeting Details

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	05-03-2024	02	<a href="#">Uploaded</a>	Yes
Meeting 2	22-04-2024	02	<a href="#">Uploaded</a>	Yes
Meeting 3	13.07.2024	02	<a href="#">Uploaded</a>	Yes
Meeting 4	20.10.2024	02	<a href="#">Uploaded</a>	Yes
Meeting 5	19.01.2025	02	<a href="#">Uploaded</a>	Yes
Meeting 6	25.04.2025	02	<a href="#">Uploaded</a>	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												

\*Not for Private University

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

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

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												

\*Not for Private University

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

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

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												

\*Not for Private University

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 <January, 2025> academic session: 2024-25 (EXTRACTED FROM WEBPORTAL)

Sl.No	Under-Graduate Degree	Duration (Months)	No. of Credit	Admission Eligibility	Fees (Rs.) Per Semester	UGC Recognition Letter No. and Date	Number of students (Male/Female/ Transgender)			
							M	F	TG	Total
1	BBA	36	128	12 <sup>th</sup>	12500	F.No. 10-18/2024 (DEB-I) May 2025	3	3	0	6

\*Not for Private University

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

### 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.) Per Semester	UGC Recognition Letter No. and Date	Number of students (Male/Female/ Transgender)			
							M	F	TG	Total
1	MBA	24	90	Graduate	17500	F.No. 10-18/2024 (DEB-I) May 2025	41	29	0	70

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

### 2.1 Action Taken on the functional 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>CIQA has used multiple strategies to enhance and preserve the quality of services offered to the learners. Well-designed curriculum and content have 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. The University uses different measures 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 Open &amp; Distance Learning (ODL).</p> <p>To provide better support &amp; services to the learners, the admission committee monitored and managed all admission-related activities. A dedicated Enquiry Section monitored and redressed the grievances of students directly, through mail and telephone. Course-wise PCP Time Table was made available to the students through the official website, email and WhatsApp. Counselling sessions were conducted online through Google Meet. Staff and faculty trainings/ workshops/ meetings were organized.</p>	<a href="#">Annexure 2.1.1</a>
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	<p>CIQA enhances open &amp; distance learning quality through benchmarks, feedback, content audits of the curriculum, self-learning materials. 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.</p> <p>Induction and orientation programmes were conducted systematically for newly admitted learners by the course coordinators. A weekly meeting of Coordinators of all courses with the director is held at the institution.</p>	<a href="#">Annexure 2.1.2</a>

3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	<p>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.</p> <ul style="list-style-type: none"> <li>• Study material to learners</li> <li>• Improving the Student Support services</li> <li>• Arrange for feedback responses from students and teachers,</li> <li>• Organise workshops or seminars on quality-related themes</li> <li>• Personal Contact Programme The learner engagement and learner support mechanisms can be strengthened through technical changes.</li> <li>• Assignments system, Online library PCP time schedule</li> </ul>	<a href="#">Annexure 2.1.3 - 1</a> <a href="#">Annexure 2.1.3 - 2</a>
4.	Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	<p>To ensure quality control across all inputs, outputs and processes related to services offered to learners, CIQA has implemented an <b>Online Quality Management System</b>. 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 <b>measurement, feedback, and corrective action</b> to drive ongoing enhancement. Three key focus areas guide this quality monitoring:</p> <ol style="list-style-type: none"> <li>1. <b>Learner Experience – Academic and Administrative</b></li> <li>2. <b>Academic Impact – in relation to Higher Education and Employment Opportunities</b></li> <li>3. <b>Student Motivation and Engagement</b></li> </ol> <p>Effectiveness is assessed through metrics such as <b>learner satisfaction, academic performance, timely course completion</b>, and on further education benefits.</p> <p>Regular reporting on the implementation of quality-related recommendations is submitted to the <b>University’s Governing Body and CIQA</b>. Frequent interface meetings encourage open discussion, and all stakeholders are invited to share suggestions and insights. <b>Student Satisfaction Survey results</b>, compiled anonymously and in aggregate, are made accessible via email and the institution’s website to promote transparency and accountability.</p>	<a href="#">Annexure 2.1.4</a>

5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	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 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.	<a href="#">Annexure 2.1.5</a>
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 (Open & Distance 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.	<a href="#">Annexure 2.1.7</a>
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.	<a href="#">Annexure 2.1.8</a>
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"> <li>• Facilitation of learning through simulation and virtual labs</li> <li>• User Centric Design: <ul style="list-style-type: none"> <li>✓ Mobile Compatibility</li> <li>✓ Interactive Material</li> </ul> </li> <li>• Division of Cohorts based on Psychometric assessment</li> <li>• Plagiarism Checks</li> <li>• Mentoring from Domain experts for career guidance</li> <li>• TAP Model implemented in the Curriculum</li> </ul> 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"> <li>1. Aligning the curricula of various courses within the context of outcome-based education.</li> <li>2. The curriculum that covers topics like gender, ethics, the environment, etc.</li> <li>3. The degree to which the curriculum addresses important outcomes like skill development, entrepreneurship, and employability.</li> <li>4. Each course's content preparedness in the four quadrants.</li> </ol>	
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.	<a href="#">Annexure 2.1.11</a>
12.	Mechanism to ensure the proper implementation of Programme Project Reports	<p>The mechanism for ensuring proper implementation of the Program Project reports:</p> <ul style="list-style-type: none"> <li>• The program project reports of the proposed programs duly compliant with regulations are submitted to the Honourable members of the academic council and Board of Management for ratification after due scrutiny for seeking approval from UGC.</li> <li>• Post approval from statutory bodies of the University, the program project reports of the proposed programs were submitted to UGC for approval.</li> <li>• On receiving approval from UGC, the university offers the program to the learners, as per calendar announced by UGC.</li> <li>• The monitoring of the progress of implementation of the program is based on the academic calendar with schedules of Personal contact programs, doubt clearance sessions, conduct of assessment tests and assignments</li> </ul>	<a href="#">Annexure 2.1.12</a>
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	<p>The annual calendar of events is published prior to the commencement of academic sessions on the website. The annual details the schedule of the key events and tasks relating to the academic, curricular and co-curricular activities for the year is mentioned in the calendar of events.</p> <p>ODL has integrated the annual calendar of events with the University schedule of events for better coordination.</p> <p>Periodic review is conducted by the CIQA committee to ensure proper implementation of the Annual plan and suggest required modifications.</p>	<a href="#">Annexure 2.1.13</a>

		Annual reports are prepared by the institution committee on the basis of criteria specified by UGC regulations. It provides details of initiatives taken by the institution for quality assurance and best practices executed.	
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.	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	The learning system at CDOE focuses on creating a student-centric environment to usher quality reforms in education. Active participation of learners are ensured through the effective use of library facilities, provision of assignments, case studies, seminars, project-based learning, presentations and group discussions.	
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> <p>CDOE, ARKA JAIN University initiated its programs in 2025 and plans to apply for accreditation upon completion of five years. The university is gathering data for AQAR, and as a result, the documentation process has begun for each criterion.</p>	<a href="#">Annexure 2.1.16</a>
17.	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	<p>Periodic assessment is an effective measure that is adopted to ensure the institutionalization of quality enhancement practices. Here are some of the steps that is taken into to achieve this:</p> <ul style="list-style-type: none"> <li>• Development of Quality Assurance Framework</li> <li>• Develop a Quality Enhancement Plan</li> <li>• Conduct Regular Quality Reviews</li> <li>• Evaluate Learner Outcomes: Periodic evaluation of learner outcomes</li> <li>• Encourage Faculty Development</li> <li>• Implementation of Action Plans</li> <li>• Regular evaluation of SLMs</li> <li>• Regular training sessions and workshops for academic and administrative staff on quality assurance practices and processes</li> <li>• CIQA committee of the University ensures the implementation of quality mechanisms in accordance to the guidelines of the commission. The outcome is to promote internalization and institutionalization of quality enhancement initiatives.</li> </ul>	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	CIQA has devised appropriate measures to coordinate between Higher Educational Institution and the Commission for various quality- related initiatives. All the guidelines stated for maintaining quality assurance were ensured as per the UGC Regulations, 2020 (ODL and online programmes).	

19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices includes: Tapping Innovative ideas of Faculty, Term-wise teaching plans and research activities, Students Participation in various activities, peer teaching, soft skill development programmes for students, counselling to promote the mental health of students, Entrepreneurship training, teaching-learning-evaluation process on ICT mode, online library facilities, major and minor research projects for faculties, Industrial visits and Collaborations with NGOs and other important enterprises.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	CIQA Annual Report is prepared as per the UGC DEB regulations and will be submitted with UGC DEB portal.	
21.	Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	Annual Report is prepared as per the UGC DEB regulations and submitted with the DEB portal	
	(a) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	CIQA takes necessary efforts to submit a copy of report to the Commission on the notified date in the specified format by the Commission. The statutory authorities of the Higher Educational Institution will duly approve the report submitted.	
22.	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	The committee oversees the functioning of the Centre for Internal Quality Assurance and approves the reports generated on the effectiveness of quality assurance systems and processes. All the activities undertaken are prudently monitored and assessed.	
23.	Facilitated adoption of instructional design requirements as per the philosophy of the Open and Distance Learning decided by the statutory bodies of the HEI for its different academic programmes	Bloom's taxonomy was used as the foundational approach to instructional design.  Concentrate on instructional design activities for formative and summative evaluations, such as contact classes, 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	The learner may seek support through an IVRS based phone line to access a counsellor. The phone number is being displayed on the website. The learner support is also available through emails as indicated below:  <b>General Enquiry:</b> Queries related to Learning Management System - LMS, Viz., password, login credentials, subject miss-match, language options, access to SLM, access to video, must be addressed to <a href="mailto:enquiry.cde@arkajainuniversity.ac.in">enquiry.cde@arkajainuniversity.ac.in</a>  <b>Assignments:</b> All queries pertaining to assignments, assessment mode, assignment pattern, duration, shall	

		<p>be addressed to <a href="mailto:assignments.cde@arkajainuniversity.ac.in">assignments.cde@arkajainuniversity.ac.in</a></p> <p><b>Academics:</b> All queries related to academics, course credits, project/training sessions, synopsis, dissertations, personal contact programs, doubt clarification sessions, videos, reference materials, previous year question banks shall be addressed to <a href="mailto:academics.cde@arkajainuniversity.ac.in">academics.cde@arkajainuniversity.ac.in</a></p> <p><b>Examinations:</b> All queries related to examinations, Examination Timetable, Question paper pattern, duration of examination, mode of examination, passing criteria, Backlogs, payment of exam fees and revaluation fees, practical and Viva-Voce Exams shall be addressed to <a href="mailto:exams.cde@arkajainuniversity.ac.in">exams.cde@arkajainuniversity.ac.in</a></p> <p>Official WhatsApp groups for all batches in all programmes have been created for better discrimination of information on contact classes, Lab sessions, value added events, events organised for research and publications, notifications on assignments, examination and all such academic, curricular and co-curricular activities.</p> <p>The centre responds to all queries in a time bound manner ranging between 2 hours to 24 hours on any working day. The Centre has addressed all the issues raised by students as per issues raised in the above category. The University has not received any grievances that have been escalated to higher authorities during the period.</p>	
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 Open and Distance Learning mode of education and research therein	The University's CIQA committee encourages collaboration and association for improving the quality of education, curriculum, learning pedagogy through future collaboration with industry and association with internal and external committees.	
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 :

Sr. No.	Provisions in Regulations	Action taken in respect of ODL	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 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>	
2.	Articulation of Higher Educational Institution Objectives	<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"> <li>1. Providing online programs of high standards that will improve the graduate success level;</li> <li>2. Promoting the development of learners' strength, which will greatly aid in the achievement of GER's national goals.</li> <li>3. Gain national recognition as a pioneer in the field of online education, in addition to ongoing</li> </ol>	

		<p>improvements in national rankings and accreditation accomplishments followed by better international recognitions.</p> <p>4. Establish a reputation for excellence in programs 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>	
4.	Programme Monitoring and Review	<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</p>	

		details.	
5.	Infrastructure Resources	<p>The University has a dedicated facility for enabling teaching learning processes for all distance learners. The Centre has adequate number of class rooms, seminar hall and other teaching learning facilities such as library, studio, ICT &amp; other labs, staff rooms, administrative area, etc.</p> <p>The University has made due provision for academic activities such as classrooms with ICT enabled facilities for facilitating teaching learning with a total space of 21,230 square feet. The academic facilities also include, discussion rooms, faculty rooms for academic discussions, doubt clarification and counselling to learners who may choose to visit the campus physically.</p> <p>The Administrative area accommodates the support and administrative staff who enable the physical, blended and online learning and also facilitate the availability of the recording of sessions through the LMS to all the students.</p> <p>Academic support such as Library, Reading Room, Computer Centre, Information and Communication Technology labs, video and audio etc., cover a total of space of 21,230 square feet.</p>	
6.	Learning Environment and Learner Support	<p>For its 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.</p>	
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"> <li>1. Continuous Assessments</li> <li>2. End Semester Examinations</li> <li>3. Assessments of virtual labs or practical courses</li> <li>4. Evaluation of Projects.</li> </ol> <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</p>	

		assessment.  Apart from this, the University follows the UGC-DEB guidelines for the conduct of all the evaluation and assessments.	
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> <p>1. Peer-assisted learning is one way to improve the quality of the teaching-learning process.</p> <p>2. Teaching Pedagogy: Teachers employ a range of pedagogical strategies, including case studies, experiential learning, and others, to improve the quality of teaching and learning.</p> <p>3. Methods of evaluation. The questions are at Bloom's Taxonomy's higher levels (L3, L4, and L5).</p> <p>4. Applying the four-quadrant strategy as required by the UGC Regulations.</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:**

Sr. No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document
1.	Academic Planning	<ul style="list-style-type: none"> <li>• The programme/course addresses local/national/regional/global needs.</li> <li>• The program is aligned with the University's Vision and Mission in general, and specifically with its online programs.</li> <li>• Feedback obtained from stakeholders i.e. academicians, industry, alumni and other experts.</li> <li>• The programme addresses the needs of skill development, employability and entrepreneurship.</li> <li>• There is sufficient value addition to learners through value added courses, experiential learning.</li> <li>• Industry practitioners and best practices such as "learn by doing".</li> </ul> <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.	<p>Monitoring, Evaluation and Enhancement Plans</p> <ol style="list-style-type: none"> <li>a. Reports from Learner Support Centres (for Open and Distance Learning programmes)</li> <li>b. Reports from Examination Centres</li> <li>c. External Auditor or other External Agencies report</li> <li>d. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels</li> <li>e. Reporting and Analytics by the Higher Educational Institution</li> <li>f. Periodic Review</li> </ol>	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
<a href="#">Annexure 3.1 – Appointment Letter</a>			

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 Compliance status of “Human Resource and Infrastructural Requirements” – As per Annexure – IV of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of Staffing norms and physical infrastructure exclusively/independently, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

Build-Up Area Type	Minimum Build-Up area required as per Regulations	Built-Up Area available (Carpet Area Sq. ft.)	Difference	Compliance or Not
Academic	7500	7896	396	Yes
Administrative	1500	2890	1390	Yes
Academic Support such as Library, Reading Room, Computer Centre, Information and Communication Technology Labs, Video and Audio Labs etc.	4500	5256	756	Yes
Amenities or other support facilities (Excluding toilets)	1500	5188	3688	Yes
<b>Total Built-Up Area for ODL activities</b>	<b>15000</b>	<b>21230</b>	<b>6230</b>	<b>Yes</b>

Programmes Name	No. of Faculty required	No. of Faculty appointed	Complied Yes/No	If no. reason thereof
UG - BBA	As per norms	As per norms	YES	
PG - MBA	As per norms	As per norms	YES	

S.No	Program me Name	No. of Full Time Dedicated faculty for ODL	Names	Designation	Qualification	Experience	Type (Regular/ Contract/ with gross Salary	Date of Joining Programme and Joining Report
1	BBA	<a href="#">Annexure 3.2</a>						
2	MBA							

### 3.3 Details of Administrative staff

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

Admin Staff	Required (up to 5,000 students)	Available
Deputy Registrar	1	1
Assistant Registrar	1	1
Section Officer	1	1
Assistants	3	3
Computer Operator	2	2
Multi-Tasking Staff	2	2

(Attach duly attested photocopy of appointment letter with salary details) - [Annexure 3.3](#)

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

## Part – IV: Examinations

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

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	All Examinations for Open and Distance Learning mode programmes shall be conducted within the Institution where the Study Centres or Learner Support Centres is located under the direct control and responsibility of the Open and Distance Learning mode Institution. No Examination Centres shall be allotted to any private organisations or unapproved Higher Educational Institutions.  No Examination Centres shall be allotted to any private organisations or unapproved Higher Educational Institutions.	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.	YES	
5	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	YES	
6	Building and grounds of the examination centre must be clean and in good condition.	YES	
7	The examination centre must have an examination hall with adequate seating capacity and basic amenities	YES	
8	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	YES	
9	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	YES	
10	Safety and security of the examination centre must be ensured	YES	
11	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	YES	
12	Provision of drinking water must be made for learners	YES	
13	Adequate parking must be available near the examination centre	YES	
14	Facilities for Persons with Disabilities should be available	YES	

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

Sl.No	Provisions in Regulations	Whether being Complied Yes/No If yes, please provide details and upload relevant documents	If No, Reason thereof
1	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	YES, all the guidelines issued by the Commission for the conduct of proctored examinations are adopted.  <a href="#">Annexure 4.2.1</a>	
2	A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and their certification	YES, the programme offered has a well-defined mechanism in place for evaluation of enrolled learners and their certifications.  <a href="#">Annexure 4.2.2</a>	
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) ii) For Open and Distance Learning mode: the learner has minimum attendance of 75 per cent. in the programme specific Personal Contact Programme (excluding counselling) and lab component of each of the programmes; and detailed attendance records have been maintained by Learner Support Centre/Regional Centre/ Higher Educational Institution	YES  <a href="#">Annexure 4.2.3</a>	
4	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through Open and Distance Learning mode shall be evolved by adopting same standards as being followed in conventional mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	YES  <a href="#">Annexure 4.2.4</a>	

5	The weightage for different components of assessments for Open and Distance Learning mode shall be as under: (i) Continuous or formative assessment (in semester): Maximum 30 per cent. (ii) Summative assessment (end semester examination or term end examination): Minimum 70 per cent.	YES <a href="#">Annexure 4.2.5</a>	
6	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	YES	
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 Exam Not Yet Conducted	
8	A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	YES Exam Not Yet Conducted	
9	The examination of the programmes in Open and Distance learning mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	YES	
10	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	NO	Observers and flying Squads deputed
	(b) Availability of biometric system	NO	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners	NO	Invigilators will take signatures of the learners personally
	(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	Principal or Senior faculty will act as the Chief Superintendent and monitor the exams in the centers. University appoints observers and flying Squads to supervise the conduct of Examinations
11	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	YES	

12	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	YES	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	YES	
13	(a) All end semester examinations or term end examinations for programmes offered through Open and Distance Learning mode shall be conducted through proctored examination (pen- paper or online or computer based testing) within Territorial Jurisdiction, in the examination centre as mentioned in these regulations.	YES	
	(b) The Exams shall be under the direct control and responsibility of the Open and Distance Learning mode Institution	YES	
14	The Examination Centre shall be located in Government Institutions like Kendriya Vidyalaya(s), Navodaya Vidyalaya(s), Sainik School(s), State Government Schools, etc. can also be identified as examination centre(s) under direct overall supervision of a Higher Educational Institution offering education under the Open and Distance Learning mode including approved affiliated colleges under the University system in the Country and no Examination Centres shall be allotted to private organisations or unapproved Higher Educational Institutions	NO	
15	The Learner Support Centres, as defined in the regulations and within the territorial jurisdiction, can also be used as examination centres provided they fulfill the criteria of an examination centre as defined in these regulations	YES	
16	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	YES	
17	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Open and Distance Learning shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	YES	
	(b) Each award shall also be uploaded on the National Academic Depository	YES	
18	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Learner Support Centres (only for Open and Distance Learning); (v) Name and address of all Examination Centres	YES	

**4.3 Whether any examination held through online mode.**

**NO**

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

#### 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	BBA	6				
April 2025	MBA	70	--	--	--	--

## 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.

All the requirements for Self-Learning Materials in the form of learning material (Print Media), Audio Video Material, Online Material, Computer-based material and Curriculum and Pedagogy are met as per the norms and guidelines prescribed by the Commission. Curriculum and Pedagogy and Quality Standards of the programmes offered are aligned with the mission and vision of University. UGC Model curriculum is also being kept while preparing the same. Curriculum are well defined in structure and it is further ensured that the content is reliable and justified with the learning outcomes. Further, the credit value, corresponding number of assignments and counseling hours for each programme are well defined as per UGC guidelines.

[Annexure 5.2](#)

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

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

The policy for Quality Assurance of Self-Learning Material is formulated in line with Annexure - VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020 where the requirements in of Self- Learning Material are met as per the norms and guidelines prescribed by the Commission and duly vetted by the various academic committees.

[Annexure 5.3](#)

## Part – VI: Programme Delivery through Learner Support Centre

### 6.1 Details of personal contact programmes implemented:

Please provide information in respect of programmes at UG and PG and Programmes.

S. No	Programmes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on an average basis
1	UG	ARKA JAIN University	1	1	6	6
2	PG	ARKA JAIN University	1	1	70	70

### 6.2 Compliance status of 'Learner Support Centre' – As per Annexure – VIII of UGC(ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed for identification of LSCs and the agreement terms for providing support to the learners thereby ensuring compliance to the LSCs provisions of the Regulations. The explicit details of approval by its Statutory Authorities/CIQA shall also be mentioned.

Not Applicable

### 6.3 LSC wise enrollment details (Not for Private University) : Not Applicable

Sr. No	Name & Address of College/ institute where LSC is established (with Pin Code)	This LSC is LSC of how many HEIs? (No. and Names)	If yes, All the HEIs in same State as that of the LSC?	Name of HEI to which College/ institute is affiliated (where LSC is established)	Whether the College/ institute is private or Govt(where LSC is established)	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Course llors	Programmes offered	Total Enrolled student.
1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

Whether LSC is offering same programme under conventional mode	If Yes, then years since when being taught in conventional mode	No. of years	7 years condition complied Yes/No
NA	NA	NA	NA

**6.4 Off campus details (For Deemed to be University) : Not Applicable**

Sl.No	Name & Address of Off campus (Pin Code)	Approval of Govt of India through notification published in the Official Gazette	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Programmes offered	Total Enrolled student.
1.	NA						

**6.5 Delivery of Self-Learning Material**

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

Type	Date of Admission (for July and January)	Date of delivery of SLM	Whether SLM delivered to learners within a fortnight from the date of admission
Printing Material	April 2025	05.04.2025	YES
Audio-Video Material			YES
Online Material			YES
Compute based Material			YES

**6.6. Whether any course in a particular programme was allowed through OER/ Massive Open Online Courses: Y/N : NO**

a. Provide details as under:

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

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

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

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

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 <a href="#">Annexure 7.1.2</a>	
3	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	YES <a href="#">Annexure 7.1.3</a>	
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 <a href="#">Annexure 7.1.4</a>	
5	Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme-wise faculty details, list of supporting staff, list of Learner Support Centres with addresses and contact details (for Open and Distance Learning mode), their working hours and counselling (for Open and Distance)	YES	
6	Important schedules or date-sheets for admissions, registration, re-registration, counseling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	YES <a href="#">Annexure 7.1.6</a>	
7	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Open and Distance Learning mode programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	YES	
8	Information regarding all the programmes recognized by the Commission	Yes <a href="#">Annexure 7.1.8</a>	
9	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or postgraduate diplomas awarded	YES  Can be fetched from DEB Portal	
10	Complete information about 'Self Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Open and Distance Learning Programmes;	YES <a href="#">Annexure 7.1.10</a>	

11	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Open and Distance Learning Programmes	YES	
12	List of the 'Learner Support Centres' along with the number of learners who shall appear at any examination centre and details of the Information and Communication Technology facilities available for conduct of examination in a fair and transparent manner, for Open and Distance Learning programmes	Not Applicable	
13	List of the 'Examination Centres' along with the number of learners in each centre, for Open and Distance Learning programmes	Not Applicable	
14	Details of proctored examination in case of end semester examination or term end examination of Open and Distance Learning 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 <a href="#">Annexure 7.1.15</a>	
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	The intake capacity under Open and Distance Learning mode for a programme under science discipline to be offered by a Dual Mode University shall be three times of the approved intake in conventional mode and incase of Open University, it shall be commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the admitted learners:	YES
2	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the Enrolment in valid	YES
3	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	YES
4	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	YES
5	The fee waiver and /or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners	YES
6	Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners: Provided that a Learner Support Centre shall not admit a learner to any programme in Open and Distance Learning for or on behalf of the Higher Educational Institution	YES
7	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; (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 be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	YES
8.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely,as mentioned at sr.no. ‘8(a)’ to ‘8(k)’ below	

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

	by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	
14	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; (b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorized to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	YES

## 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

### 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 Success Stories of students of ODL mode of the HEI

NA

### 10.5 Initiatives taken towards conversion of SLM into Regional Languages

As English is the preferred language by the students of Distance Learning students, However, University will be providing the SLM 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.

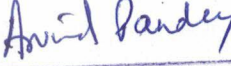
### 10.7 Detail of Alumni Cell and its activity


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

Signature of Director   
Name : **Dr. Arvind Kumar Pandey**  
Director, ODL-OL  
Seal: **Centre for Distance and Online Education (CDOE)**  
**ARKA JAIN University, Jharkhand**  
Date : 28-08-2025

Signature of Registrar   
Name : **Dr. Arvind Kumar Shrivastava**  
Registrar  
**ARKA JAIN University**  
**Jharkhand**  
Seal:  
Date : 28-08-2025

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.