



JAIN VISHVA BHARATI INSTITUTE, LADNUN (RAJASTHAN)

(Deemed to be University under section 3 of the UGC Act 1956)

JVBI/REG/2025-26/147

Date: 05.08.2026

OFFICE ORDER

A Committee comprising of the following members hereby constituted to prepare the Academic and Administrative Audit Report (AAA) of the Centre for Distance and Online Education (CDOE) in term of section 9(q) of UGCs ODL and Online Regulation of 2020 for the period of 2025-26 (01.07.2025 to 30.06.2026).

- | | |
|--|-------------------|
| 1. Prof. Yuvraj Singh Khangarot | - Convener, |
| 2. Prof. B.L. Jain | - Member |
| 3. Prof. L.K. vyas | - Member |
| 4. Prof. A.K. Mallik | - External Member |
| 5. Sh. Abhinav Swaroop Saxena (IQAC Coordinator) | - Secretary |

Committee members are requested to accord utmost priority to this work, prepare and submit the report within a week.

By order of the Hon'ble Vice-Chancellor.

(Debashish Goswami)
Registrar

Copy Forward to:

1. All Concerned
2. Director, CDOE
3. PS to HVC
4. PA to Registrar

ACADEMIC & ADMINISTRATIVE AUDIT REPORT

Academic Session: 2025–26

**CENTRE FOR DISTANCE & ONLINE EDUCATION (CDOE)
Under the supervision of the Centre for
Internal Quality Assurance (CIQA)**



**Jain Vishva Bharati Institute
(Deemed-to-be University)**

LADNUN-341306, Rajasthan

DETAILS

Particular	Details
Institution	Jain Vishva Bharati Institute (Deemed-to-be University)
Centre	Centre for Distance & Online Education (CDOE)
Quality Assurance Authority	Centre for Internal Quality Assurance (CIQA)
Academic Session Audited	2025-26
Scope	Academic and Administrative processes relating to ODL programmes
Records Reviewed	CIQA Annual Report 2025-26
Regulatory Benchmark	UGC (ODL Programmes and Online Programmes) Regulations, 2020 and applicable amendments
Previous Benchmark	Academic & Administrative Audit Report 2024-25
Additional Quality Framework	NAAC Seven Criteria, used as an integrated institutional quality-mapping framework
Status	Draft for statutory review, factual verification and approval

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1. INTRODUCTION

The Academic and Administrative Audit (AAA) of the Centre for Distance & Online Education (CDOE), Jain Vishva Bharati Institute (JVBI), for the academic session 2025-26 is intended to provide a systematic review of the quality, effectiveness, compliance and continuous improvement of the Institute's Open and Distance Learning (ODL) operations. The audit follows the institutional approach adopted in the 2024-25 AAA and places the quality assurance responsibilities of the Centre for Internal Quality Assurance (CIQA) at the centre of the review.

The audit gives equal importance to academic quality and administrative effectiveness. It covers programme planning and curriculum, Programme Project Reports (PPRs), Self-Learning Materials (SLM), digital learning resources, learner support, Personal Contact Programmes (PCPs), assessment and examinations, admission and fee processes, grievance redressal, staffing, infrastructure, ICT-enabled services, financial and governance processes, regulatory disclosures and feedback-driven quality improvement.

The present report retains the detailed institutional AAA pattern of 2024-25 and expands it by explicitly mapping the findings and evidence to the seven NAAC Criteria: Curricular Aspects; Teaching-Learning and Evaluation; Research, Innovations and Extension; Infrastructure and Learning Resources; Student Support and Progression; Governance, Leadership and Management; and Institutional Values and Best Practices.

The audit is not intended merely as a compliance exercise. It is a management and quality-improvement instrument through which evidence is examined, gaps are identified, responsibilities are assigned and measurable corrective actions are recommended. Where the CIQA Annual Report does not provide a sufficient numerical or documentary basis for a claim, the present report identifies the evidence as requiring verification rather than creating unsupported data.

1.1 Basis of the Audit

- CIQA Annual Report 2025-26 of Jain Vishva Bharati Institute.
- Academic & Administrative Audit Report 2024-25.
- Institutional records and compliance statements reflected in the CIQA report.
- UGC (ODL Programmes and Online Programmes) Regulations, 2020 and applicable amendments.
- UGC-DEB self-regulatory disclosure requirements applicable to ODL programmes.
- NAAC Seven-Criteria quality framework for institutional quality assessment.
- Institutional policies, statutory approvals, academic records and quality-assurance documentation, wherever available.

2. ABOUT THE UNIVERSITY

Jain Vishva Bharati Institute (JVBI), located at Ladnun, Rajasthan, is a Deemed-to-be University established under Section 3 of the University Grants Commission (UGC) Act, 1956, vide Government of India Notification dated 20 October 1991. The Institute was founded by Acharya Tulsi with the objective of integrating traditional Indian wisdom with modern knowledge systems and promoting value-based higher education.

Guided by the principles of Anekant, Ahimsa, tolerance and peaceful co-existence, JVBI emphasises intellectual pursuit, ethical living and social responsibility. The University's academic identity combines traditional knowledge systems and contemporary disciplines. Jainology, Prakrit, Sanskrit, Nonviolence and Peace, Yoga and Science of Living and Comparative Religion and Philosophy constitute important areas of its distinctive academic profile, alongside English, Hindi, Political Science and Commerce.

The Centre for Distance & Online Education (CDOE) has been functioning since 1997 and extends the University's academic mission to learners who cannot participate in conventional campus-based education. The CDOE therefore has an important role in widening access and carrying the University's value-based academic orientation to a dispersed learner population.

The institutional environment includes academic departments, constituent and specialised centres, library and ICT resources, and activities connected with peace, nonviolence, Indian knowledge systems, yoga and holistic education.

2.1 CDOE Academic Identity

Area	Institutional Position
Distinctive knowledge areas	Jainology; Comparative Religion & Philosophy; Nonviolence & Peace; Yoga & Science of Living; Sanskrit; Prakrit-related studies
Conventional disciplines	English; Hindi; Political Science; Commerce
ODL objective	Widen access to higher education and provide flexible, learner-centred education
Value orientation	Anekant, Ahimsa, Peaceful Co-existence, ethical and holistic education
Academic quality approach	CIQA-led monitoring, statutory academic approvals, learner feedback and continuous improvement

3. CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

The Centre for Internal Quality Assurance (CIQA) functions as the principal quality assurance mechanism for ODL at JVBI. The CIQA Annual Report records that the Centre monitors learner support, curriculum and PPRs, SLM, feedback, examination and evaluation, infrastructure, staff development, regulatory disclosures and continuous quality improvement.

3.1 CIQA Notification and Director

Particular	Details
Date of notification of CIQA	02.04.2017
Director, CIQA	Prof. Yuvraj Singh Khangarot
Qualification	Ph.D., M.A. (Yoga)
CIQA meeting during reported year	1
Meeting date	16.09.2025

3.2 Composition of CIQA Committee

Category	Member / Designation	Qualification / Specialisation
Chairperson	Prof. B. R. Dugar, Vice-Chancellor	Ph.D.; Nonviolence and Peace
Senior Teacher - Member	Prof. B. L. Jain	Ph.D.; Education
Senior Teacher - Member	Prof. L. K. Vyas	Ph.D.; Rajasthani
Senior Teacher - Member	Dr. Y. S. Khangarot	Ph.D.; Yoga
Head of Department - Member	Prof. Jinendra Jain	Ph.D.; Prakrit & Sanskrit
Head of Department - Member	Dr. Abha Singh	Ph.D.; Education
Head of Department - Member	Dr. Ravindra Singh Rathore	Ph.D.; Nonviolence and Peace
External Expert - Member	Prof. A. K. Malik	Ph.D.; Gandhian Philosophy
External Expert - Member	Prof. K. N. Vyas	Ph.D.; Sociology
Administration - Member	Abhinav Swaroop Saxena	MBA; Administration
Finance - Member	Mr. Rahul Dadhich	Accounts
Member Secretary	Prof. Yuvraj Singh Khangarot, Director CIQA	Ph.D.; Yoga

The CIQA report states that the members under categories (b) to (e) are changed every two years. The report records the nomination date as 31.01.2026; this apparent date-entry anomaly should be corrected against the original nomination order before final statutory submission.

4. OBJECTIVES OF THE ACADEMIC AND ADMINISTRATIVE AUDIT (AAA)

The 2025-26 AAA is designed to evaluate whether the CDOE has maintained an effective, learner-centred and regulation-compliant ODL system and whether the quality-assurance cycle has moved beyond compliance toward measurable improvement.

Objective	AAA Focus
Academic Quality Assurance	Examine relevance, adequacy and effectiveness of ODL programmes; verify curriculum, POs/COs/learning outcomes and academic parity; review skill, value and employability components.
Teaching-Learning and Learner Support	Review SLM, digital resources, video lectures, PCPs, counselling, LMS/UMS, learner support, grievance redressal and accessibility.
Research, Innovation and Capacity Building	Examine faculty participation in digital content, e-pedagogy, research/innovation opportunities and staff capacity building.
Governance and Administrative Efficiency	Review admissions, counselling, examinations, certification, e-governance, financial systems, staffing and CIQA functioning.
Student Performance and Outcomes	Evaluate enrolment, retention, progression, pass performance, dropout patterns and learner feedback.
Compliance and Benchmarking	Assess UGC-DEB and statutory compliance and benchmark practices against NAAC and quality-assurance expectations.
Continuous Improvement and Strategic Planning	Generate evidence-based recommendations and a time-bound action plan for 2026-27.

4.1 Scope of Review

Domain	Processes / Records Reviewed
Academic	Programmes, curriculum, PPR, SLM, PCP, counselling, learning resources, outcomes
Learner Support	LSC, helpdesk, grievance system, feedback and communication
Assessment	Continuous assessment, annual examination, question paper process, evaluation, certification
Administration	Governance, staffing, finance, admission, records, ICT, infrastructure
Compliance	UGC-DEB requirements, mandatory disclosures, recognition and self-regulation
Quality Assurance	CIQA meetings, monitoring, feedback, ATR, annual report and internal audit
NAAC Integration	Seven criteria, criterion-wise evidence, gaps, best practices and institutional distinctiveness

5. AUDIT METHODOLOGY

The AAA follows the evidence-based and participatory approach adopted in the 2024-25 audit. The process is designed to capture both quantitative and qualitative dimensions of academic and administrative performance.

Stage	Audit Activity
1. Pre-Audit Planning	Define scope, criteria, evidence list, schedule and responsible units.
2. Self-Assessment	Obtain unit-wise data and self-assessment on academic, learner support, examination and administration.
3. Document Verification	Review programme files, PPRs, SLM records, admission data, examination records, grievance logs, feedback and website disclosures.
4. Process Verification	Verify admission, counselling, PCP, examination, SLM delivery, grievance handling and certification processes.
5. Data Validation	Cross-check enrolment, outcome, progression, grievance and reported data with institutional records.
6. Stakeholder Interaction	Where applicable, obtain inputs from learners, faculty, counsellors, staff, alumni and other stakeholders.
7. Gap Analysis	Classify observations as Complied, Complied with Improvement Required, Partially Evidenced or Corrective Action Required.
8. Reporting	Prepare findings, NAAC seven-criteria mapping, SWOC analysis, recommendations and action plan.
9. Follow-Up	Obtain ATRs and conduct periodic CIQA review of implementation.

5.1 Evidence Hierarchy

- Statutory approvals and recognition documents.
- CIQA Annual Report 2025-26 and previous AAA report.
- PPR, syllabus, SLM approval records and academic committee minutes.
- Admission, enrolment, examination and result records.
- LSC, PCP, counselling and grievance registers.
- Website disclosures and regulatory documents.
- ICT/ERP/LMS records and reports.
- Feedback and stakeholder consultation records.
- ATR and compliance reports.
- NAAC criterion-wise evidence files and impact records.

6. GENERAL INFORMATION AND AAA PROCESS

Particular	2025-26 Position
Name & Address	Jain Vishva Bharati Institute (Deemed-to-be University), Ladnun-341306, Rajasthan
HEI ID	HEI-U-0400
ODL unit	Centre for Distance & Online Education (CDOE)
Year of establishment of Distance Education	1997
Director, CIQA	Prof. Yuvraj Singh Khangarot
CIQA notification	02.04.2017
CIQA meeting	16.09.2025
LSC	Jain Vishva Bharati Institute, Ladnun (Headquarters)
LSC Coordinator	Dr. Jay Prakash Singh
LSC Counsellors	30
Programmes reported at LSC	9-degree programmes in the programmes

Total enrolled students reported at LSC	9,110
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The 2024-25 AAA established a process involving formal committee constitution, initial briefing, consultations with University leadership and CDOE stakeholders, review of academic and central facilities, document scrutiny, compilation of findings, approval and follow-up. For the 2025-26 final file, the current AAA Committee Office Order, audit visit dates, attendance and approved minutes should be annexed. These details have not been invented where the current CIQA report does not provide them.

7. ACADEMIC AUDIT

The academic audit evaluates programme portfolio, enrolment, curriculum planning, PPR, learning outcomes, SLM, digital content, PCPs, counselling, academic support and learner progression. The 2025-26 CIQA report evidences a broad programme portfolio, statutory approval processes, extensive SLM/digital content and functioning learner support.

7.1 Programmes Offered

Level	Programmes
Undergraduate	B.A.; B.Com.
Postgraduate	M.A. English; M.A. Hindi; M.A. Jainology, Comparative Religion & Philosophy; M.A. Political Science; M.A. Nonviolence & Peace; M.A. Yoga & Science of Living; M.A. Sanskrit
Certificate - July 2025	Yoga & Preksha Meditation; Astrology; Human Rights; Jain Art & Aesthetics; Prakrit; Jain Religion & Philosophy
Certificate - January 2026	Yoga & Preksha Meditation; Astrology; Human Rights; Prakrit; Jain Religion & Philosophy
Diploma / PG Diploma	None reported

7.1.1 Programme Credit Structure

The approved credit structure for the programmes covered under the CDOE is as follows:

Programme Level	Credit Requirement	Audit Position
Bachelor's Programmes	120 Credits	Applicable to B.A. and B.Com.
Master's Programmes	80 Credits	Applicable to the seven M.A. programmes
Certificate Programmes	20 Credits	Applicable to the certificate programmes

7.2 July 2025 UG Admissions

Programme	Male	Female	TG	Total
B.A.	905	472	0	1377
B.Com.	102	18	0	120
Total	1007	490	0	1497

7.3 January 2026 UG Admissions

Programme	Male	Female	TG	Total
B.A.	508	223	0	731
B.Com.	58	8	0	66
Total	566	231	0	797

7.4 July 2025 PG Admissions

Programme	Male	Female	TG	Total
M.A. English	48	32	0	80
M.A. Hindi	45	34	0	79
M.A. Jainology, Comparative Religion & Philosophy	4	20	0	24
M.A. Political Science	71	39	0	110
M.A. Nonviolence & Peace	0	2	0	2
M.A. Yoga & Science of Living	95	173	0	268
M.A. Sanskrit	0	5	0	5
Total	263	305	0	568

7.5 January 2026 PG Admissions

Programme	Male	Female	TG	Total
M.A. English	74	58	0	132
M.A. Hindi	70	58	0	128
M.A. Jainology, Comparative Religion & Philosophy	11	21	0	32
M.A. Political Science	76	57	0	133
M.A. Nonviolence & Peace	2	0	0	2
M.A. Yoga & Science of Living	258	331	0	589
M.A. Sanskrit	6	7	0	13
Total	497	532	0	1029

7.6 Certificate Admissions

Certificate	July 2025 M/F/Total	January 2026 M/F/Total	Fee
Yoga & Preksha Meditation	212 / 330 / 542	131 / 164 / 295	₹3,000
Astrology	7 / 1 / 8	3 / 3 / 6	₹3,000
Human Rights	5 / 0 / 5	1 / 0 / 1	₹1,000
Jain Art & Aesthetics	1 / 0 / 1	N.A.	₹1,000
Prakrit	2 / 2 / 4	0 / 2 / 2	₹1,000
Jain Religion & Philosophy	1 / 0 / 1	3 / 0 / 3	₹1,000
Total	228 / 333 / 561	138 / 169 / 307	—

The CIQA report records certificate approval by the Board of Management on 11.11.2022 for Yoga & Preksha Meditation and 06.02.2024 for the other listed certificates.

7.7 Total New Admissions

Session	UG	PG	Certificate	Total
July 2025	1,497	568	561	2,626
January 2026	797	1,029	307	2,133
Total	2,294	1,597	868	4,759

These totals should be reconciled with the final ERP/DEB admission dataset before statutory use, because the CIQA report's programme tables and summary tables should be maintained as a single controlled dataset.

7.8 Curriculum Design and Development

- The CIQA report states that proper processes, systems and structures are in place for curriculum planning, design and development.
- Curriculum implementation includes identification of time to be spent on programme components and their usefulness to the programme as a whole.
- Academic flexibility strategies are reported as adopted.
- Learning resources are supplemented by e-learning materials and the 4-Quadrant approach is reported.
- Feedback from stakeholders is used as a guiding input for improvement.
- Programmes and SLM are designed with reference to the corresponding regular-mode curriculum, and primary curriculum objectives are reported as similar.
- Programme objectives and outcomes are stated to be aligned with job-market requirements and skills.
- At the same time, the CIQA report expressly states that quality improvement in curriculum design has to be undertaken.

8. ADMINISTRATIVE AUDIT

The administrative audit evaluates governance, staffing, ICT/e-governance, finance, infrastructure, records, learner services and administrative transparency. The CIQA report indicates that the prescribed staffing requirements for the reported ODL programme structure are met.

8.1 Human Resources

Category	Required	Available / Appointed	Status
UG Faculty	4	4	Complied
PG Faculty	14	14	Complied
Deputy Registrar	1	Yes	Complied
Assistant Registrar	1	Yes	Complied
Section Officer	1	Yes	Complied
Assistants	2	Yes	Complied
Computer Operators	2	Yes	Complied
Multi-Tasking Staff	2	Yes	Complied

8.2 Faculty Details - ODL

Programme	Faculty / Teachers Reported
M.A. Jainology, Comparative Religion & Philosophy	Dr. Veerbala Chhajed; Dr. Samani Subh Prajna
M.A. Yoga & Science of Living	Dr. Pratibha Kothari; Dr. Premrata Choraria
M.A. Hindi	Sh. Abhishek Charan; Samani Unnat Prajna
M.A. English	Mum. Priyanka Jain; Samani Vinay Prajna
M.A. Political Science	Samani Shukla Prajna; Smt. Kavita Vyas
M.A. Nonviolence & Peace	Dr. Lipi Jain; Dr. Aayushi Sharma
M.A. Sanskrit	Dr. Sanmani Jyoti Prajna; Dr. Sabyasachi Sarangi
B.Com.	Mumukshu Ajita Dugar; Ms. Pragati Choraria
B.A.	Dr. Jay Prakash Singh; Mum. Sunita Chandaliya

The CIQA source contains individual qualification, experience, employment type and joining information. The original faculty annexure/appointment records should be retained as the primary evidence file.

8.3 Governance and Management

- Required policies relating to planning, human resources, recruitment, performance appraisal, training and financial management are reported as framed.

- The Institute reports defined and measurable goals, policies and operational plans.
- Periodic programme monitoring and review are reported.
- CIQA undertakes quality monitoring, feedback review, PPR review and coordination with external experts and quality agencies.
- UMS development is in progress for greater automation of learner support services.
- Financial activities pertaining to CDOE are reported as being carried out as per UGC guidelines.
- Periodic audit and ISO audit are reported.

9. LEARNER SUPPORT, COUNSELLING, PCP AND GRIEVANCE REDRESSAL

9.1 Learner Support Centre

Parameter	Reported Position
LSC	Jain Vishva Bharati Institute, Ladnun
Nature	Headquarters-based LSC; ODL programmes run from headquarters only
Historical status	Previously operated as Student Help Centre and renamed LSC as per UGC Regulations
Coordinator	Dr. Jay Prakash Singh
Qualification	Ph.D., M.A.
Counsellors	30
Programmes offered / supported	8
Total enrolled students reported	9,110

9.2 Personal Contact Programmes

Level	No. of Centres	PCPs per Year	Registered Learners	Average Attended
UG	1	6	5,887	3,520
PG	1	2	3,223	3,050
PGD	—	—	—	—

The aggregate PCP figures should be supported by programme-wise schedules, attendance registers and reports. For future AAA cycles, participation should be reported as a percentage as well as an absolute number.

9.3 Counselling and Communication

- Student and learner support services are reported as functional through helpline and support mechanisms.
- Programme coordinators use WhatsApp groups for counselling.
- CDOE maintains continuous communication with learners regarding course progress and initiatives.
- Support is provided for admission, examinations, SLM dispatch, contact classes/practical work and assignments.
- WhatsApp auto-reply is available 24×7 for quick response.

9.4 Grievance Redressal

Indicator	2025-26
Grievance mechanism	Two-level: Helpdesk/LSC and Student Grievance Redressal Committee
GRC composition	Five-member Grievance Redressal Cell
Grievances received	05
Grievances resolved	05
UGC-DEB complaints received	0

UGC-DEB complaints resolved	0
Nodal Officer	Prof. Yuvraj Singh Khangarot
Online mechanism	Available

The CIQA report states that no complaint was received through the online grievance portal, while five grievances are recorded in the grievance data section. The two figures should be understood as portal-specific versus total grievances and should be maintained distinctly in future reporting.

10. EXAMINATION AND EVALUATION AUDIT

The examination system is reviewed for direct institutional control, credibility, transparency, evaluation safeguards, examination-centre conditions, certification and record retention.

10.1 Assessment Structure

Component / Requirement	Reported Position
Continuous / Formative Assessment	30%
Annual / Summative Examination	70%
Assessment directly handled by Institution	Yes
Qualified faculty/invigilators	Yes
Examination centres under institutional responsibility	Yes
Centrally located / accessible centre	Yes
Adequate seating and amenities	Yes
Fire safety / emergency arrangements	Yes
Facilities for Persons with Disabilities	Yes
Evaluation and certification mechanism	Yes
Proctored examination guidelines	N.A. as reported
Online examination	N.A. as reported in relevant fields
CCTV	Available in examination halls
Biometric	Available
Aadhaar/Government identifier authentication	Yes, as reported
NAD upload	Yes

10.2 Examination Safeguards

- Question paper setting is handled through the University's secrecy process, similar to regular-mode courses.
- Moderation is part of the examination process.
- Assessment includes continuous/formative and annual/summative components.
- Examinations are under the direct control and responsibility of the ODL Institution.
- Examination centres are within the territorial jurisdiction and are not allotted to private organisations/unapproved institutions.
- Degrees/certificates carry prescribed learner and programme information and are uploaded to the National Academic Depository.

10.3 CCTV Retention - Corrective Action

The CIQA compliance statement says that CCTV recordings are retained for a minimum period of five years, but the explanatory note states that recordings are available in the institutional record for only the last six months. This is a significant evidence and record-retention issue. The CDOE should reconcile the actual archive with the stated regulatory requirement, establish a retention/archival register, and preserve evidence of retrieval and periodic backup.

10.4 Result and Student Progression Data Available in CIQA Report

Programme / Cohort	Admitted	Appeared	Progressed	Pass %	First Class %
M.A. Jainology & Comparative Religion & Philosophy - Previous, July 2024	48	31	31	100	—
M.A. Jainology & Comparative Religion & Philosophy - Final, July 2024	46	40	40	100	100
M.A. Yoga & Science of Living - Previous, July 2024	970	916	877	95.74	—
M.A. Yoga & Science of Living - Final, July 2024	849	839	812	96.78	99.01
M.A. Nonviolence & Peace - Previous, July 2024	5	2	2	100	—
M.A. Nonviolence & Peace - Final, July 2024	2	2	2	100	100
M.A. Political Science - Previous, July 2024	125	121	121	100	—
M.A. Political Science - Final, July 2024	265	261	253	96.93	86.96
M.A. Hindi - Previous, July 2024	66	64	64	100	—
M.A. Hindi - Final, July 2024	203	198	195	98.48	98.46
M.A. English - Previous, July 2024	99	99	98	98.99	—
M.A. English - Final, July 2024	155	153	152	99.35	82.89
B.A. First Year, July 2024	1,332	1,300	1,294	99.54	—
B.A. Second Year, July 2024	1,666	1,648	1,643	99.70	—
B.A. Third Year, July 2024	2,528	2,506	2,422	96.65	89.76
B.Com. First Year, July 2024	96	93	93	100	—
B.Com. Second Year, July 2024	72	72	72	100	—
B.Com. Third Year, July 2024	122	122	112	91.80	52.68
M.A. Jainology - Previous, Jan 2025	9	6	6	100	—
M.A. Yoga & Science of Living - Previous, Jan 2025	281	262	248	94.66	—
M.A. Sanskrit - Previous, Jan 2025	3	3	3	100	—
M.A. Nonviolence & Peace - Previous, Jan 2025	1	0	—	0	—
M.A. Political Science - Previous, Jan 2025	47	44	44	100	—
M.A. Hindi - Previous, Jan 2025	36	36	36	100	—
M.A. English - Previous, Jan 2025	29	27	26	96.30	—
B.A. First Year, Jan 2025	455	429	424	98.83	—
B.Com. First Year, Jan 2025	26	24	23	95.83	—

11. PPR, SLM, CURRICULUM, DIGITAL LEARNING AND OER AUDIT

11.1 Programme Project Report (PPR) Approval Process

Stage	Responsible Authority / Function
1	Concerned Department prepares PPR and syllabus on direction of CDOE/Vice-Chancellor.
2	Draft PPR received by CDOE.
3	Draft submitted to CIQA for review, academic audit and suggestions.
4	Corrections/updates made by concerned department; CIQA submits reviewed draft to CDOE.
5	Board of Studies approves PPR and syllabus.
6	Academic Council ratifies/approves.
7	Board of Management provides final approval.
8	Approved PPR is received by CDOE for execution in the forthcoming session.

11.2 SLM Development and Approval

- SLM was developed using guidelines provided by resource persons invited from STRIDE, IGNOU.
- Two workshops for preparation of SLM were organised.
- Prepared SLM is approved by the Director, CDOE and approval is granted by the Vice-Chancellor, Board of Studies and Academic Council.
- Printed SLM for all courses of 2 UG and 7 PG programmes has been prepared and sent to learners.
- 369 unit-wise video lectures for UG programmes and 351 for PG programmes have been prepared.
- SLM texts for 2 UG and 7 PG programmes have been uploaded on the University website in PDF format as OER/free-access material.
- Computer-based self-assessment material is yet to be developed.
- All UG and PG courses are prepared by subject experts and approved by the respective Board of Studies and Academic Council; the CIQA report identifies curriculum design quality improvement as necessary.

11.3 SLM Delivery

Material	July Session	January Session	Reported Compliance
Print	Admission 1 Jul-15 Sep; delivery 15 Jul-15 Dec	Admission 1 Jan-30 Mar; delivery 15 Jan-30 Apr	Yes - fortnight requirement marked compliant
Audio-Video	From 15 Jul onwards	From 15 Jan onwards	Yes
Online	Open Access	Open Access	Yes
Computer-based	15 Jul onwards	15 Jan onwards	Yes in schedule; self-assessment content remains improvement area

11.4 OER / MOOC

The CIQA report records that no course in a particular programme was allowed through OER/Massive Open Online Courses for the reported cycle. This is distinct from the open-access PDF SLMs, which are reported as OER. Development of a formally approved MOOC/OER course on a national platform remains a strategic recommendation.

11.5 Digital Learning

Resource	2025-26 Position
UG video lectures	369
PG video lectures	351
Online SLM	2 UG + 7 PG programmes
Digital Studio	State-of-the-art studio reported for video lecture preparation/editing

WhatsApp counselling	Programme-wise groups reported
24x7 WhatsApp auto-reply	Available
UMS learner-support automation	Under progress

12. ADMISSION, FEES AND REGULATORY DISCLOSURES

12.1 Admission and Fee Compliance

UGC-DEB Requirement	Reported Status
Recognition before admission	Yes
Fee fixed and declared in prospectus/website	Yes
Proper receipt	Yes
Online/bank draft/pay order directly to HEI	Yes
Fee details uploaded on website	Yes
Scholarship/fee waiver provisions	Yes
Direct admission by HEI Headquarters	Yes
Learner identification and record retention	Yes
Prospectus / programme information	Broadly Yes
Admission and selection process disclosure under 8(f)	NO - corrective action required
Anti-capitation / donation provisions	Yes
Refund on withdrawal	Yes
Misleading advertisement prohibition	Yes

12.2 Specific Admission Disclosure Gap

The CIQA compliance table marks item 8(f), relating to publication of the admission and selection process including details of any test/examination and the fee for such test, as 'No'. This should be corrected before the next admission cycle. The prospectus and website should explicitly state the complete selection/admission process for each programme. Where no entrance test is applicable, that fact should be expressly stated.

12.3 Self-Regulatory Website Disclosures

The CIQA report records mandatory disclosures on the CDOE website. However, several links in the report continue to point to the 2024-25 disclosure folder (CIQA_2024_25). This is a document-control issue. All annual disclosures, declarations, links and cross-references should be updated to the correct academic year before publication of the final 2025-26 AAA/CIQA cycle.

Disclosure Area	Reported Status
Joint declaration by Registrar and Director CIQA	Yes
Establishing Act / Statutes	Yes
Recognition letters	Yes
Programme details / brochure	Yes
Programme-wise syllabus/faculty/LSC information	Yes
Academic schedules / datesheets	Yes
Feedback mechanism	Yes
Recognised programmes	Yes
Year-wise/programme-wise learner data	Yes
Complete SLM information	Yes
FAQs / online interaction	Yes
LSC list and examination ICT information	Yes
Examination Centre list	Yes
Proctored examination details	N.A.
Academic Calendar	Yes
Third-party academic audit / annual internal academic audit	Yes

13. NAAC SEVEN-CRITERIA INTEGRATED ACADEMIC & ADMINISTRATIVE AUDIT

The following section integrates the seven NAAC Criteria into the institutional AAA. It does not replace the UGC-DEB/CIQA regulatory framework. UGC-DEB/CIQA remains the primary compliance benchmark for ODL operations; the NAAC framework is used to organise quality evidence, institutional strengths, gaps, outcomes, best practices and future accreditation readiness.

13.1 Criterion I - Curricular Aspects

Audit Area	2025-26 Evidence / Finding	Assessment
Programme portfolio	2 UG, 7 PG and certificate programmes; distinctive value-based areas	Strength
PPR	Department → CDOE → CIQA → BoS → Academic Council → BoM → CDOE implementation	Complied
Curriculum relevance	Objectives/outcomes stated to align with job-market requirements and skills	Complied / strengthen evidence
Academic parity	Primary objectives and SLM based on regular mode	Complied
Academic flexibility	Mechanism reported	Complied / evidence to strengthen
Feedback	Learner, staff and subject-expert feedback used	Complied
Curriculum review	Quality improvement in curriculum design expressly identified	Improvement Required
Value orientation	Jainology, Nonviolence & Peace, Yoga & Science of Living, Sanskrit/Prakrit	Distinctive Strength

Programme-wise POs/COs, mapping, syllabus revision records, BoS/Academic Council minutes, curriculum feedback analysis, action taken, employability/skill integration and curriculum-review rubric.

13.2 Criterion II - Teaching-Learning & Evaluation

Indicator	2025-26 Data / Finding	Assessment
UG faculty	4 required / 4 available	Complied
PG faculty	14 required / 14 available	Complied
Counsellors	30	Strength
Print SLM	All courses of 2 UG + 7 PG	Strength
Video lectures	369 UG + 351 PG	Strength
Online SLM	2 UG + 7 PG, open access	Strength
PCP	UG 6; PG 2	Operational
Assessment	30% continuous + 70% annual	Complied
CCTV / biometric	Available	Strength
Self-assessment	Computer-based self-assessment yet to be developed	Improvement Required
Current-cycle outcome dashboard	Not supplied in source; older cohorts reported	Evidence Required

13.3 Criterion III - Research, Innovations & Extension

Area	Evidence / Finding	Assessment
Research orientation	Institutional emphasis on oriental studies and distinctive disciplines	Strength
Learner-centric research	Facilitated system-based research approach described	Framework / evidence to strengthen
Digital innovation	Digital Studio, video lectures, open-access SLM, WhatsApp auto-reply	Strength
External expertise	STRIDE/IGNOU resource persons and external experts reported	Strength
Research publications/projects	No complete CDOE-specific numerical dataset in CIQA report	In Progress
Patents/copyrights	Not sufficiently quantified	In Progress
Consultancy	Not sufficiently quantified	In Progress
Extension/community engagement	Narrative support but no complete CDOE-specific numerical dataset	In Progress
Collaborations/MoUs	Collaboration with some institutes reported	In Progress

AAA decision: no unsupported numerical research/extension figures are inserted. CIQA should maintain a criterion-wise Research, Innovation and Extension data sheet for the next cycle.

13.4 Criterion IV - Infrastructure & Learning Resources

Area	2025-26 Evidence / Finding	Assessment
Physical facilities	Continuous improvement reported	Complied
IT infrastructure	Continuous improvement; UMS automation under progress	In Progress
Digital Studio	Available	Strength
SLM resources	Print + online + audio-video	Strength
LSC	HQ-based LSC operational	Complied
Examination infrastructure	CCTV, biometric, amenities and safety provisions reported	Complied
Library/utilisation metrics	Detailed current utilisation statistics not supplied	Evidence Required
Accessibility	PwD facilities reported at examination centre level	Complied / document
CCTV archive	Six months recorded in record despite five-year stated requirement	Corrective Action

13.5 Criterion V - Student Support & Progression

Area	2025-26 Evidence / Finding	Assessment
Admissions	4,759 reported across July 2025 and Jan 2026	Strong / reconcile
LSC	1 HQ centre; 30 counsellors; 9,110 enrolled reported	Strength
PCP	UG 5,887 registered/3,520 average attended; PG 3,223/3,050	Operational
Grievances	5 received; 5 resolved	Positive
UGC-DEB complaints	0 received; 0 resolved	Positive
Alumni	Active alumni cell and annual meet	Strength
Campus placement	No job fair/campus placement in assessment year; planned next session	Improvement
Career outcomes	More than 40 ODL learners cleared UGC NET; more than 270 reported in government/private jobs/promotions	Strength

13.6 Criterion VI - Governance, Leadership & Management

Area	Evidence / Finding	Assessment
CIQA	Formally constituted; external experts included	Strength
CIQA meeting	1 meeting on 16.09.2025	Complied
Quality monitoring	Learner support, feedback, website, PPR, SLM, curriculum and compliance	Strength
Statutory governance	BoS, Academic Council and BoM approval chain	Strength
HR	UG/PG faculty and administrative staffing reported compliant	Complied
Finance	CDOE financial activities reported as per UGC guidelines	Complied
Audit	CDOE and ISO audit reported	Strength
E-governance	UMS/online systems; learner support automation under progress	In Progress
KPI dashboard	Need measurable retention, progression, grievance, SLM, PCP and digital engagement indicators	Improvement

13.7 Criterion VII - Institutional Values & Best Practices

Theme	2025-26 Evidence / Finding
Institutional distinctiveness	Jainology, Nonviolence & Peace, Yoga & Science of Living, Sanskrit/Prakrit and value-based ODL
Best Practice 1	Continuous support system
Best Practice 2	SLM updation
Best Practice 3	Curriculum updation
Innovation	Programme-wise WhatsApp counselling
Innovation	Digital Studio for video lecture preparation/editing
Innovation	SLM feedback form
Innovation	24x7 WhatsApp auto-reply
Examination quality practice	Flying Squad to monitor unfair practices
Learner enrichment	Literary competitions and publication of literary contributions
Value orientation	Peace, nonviolence, ethical decision-making and holistic learning

For NAAC, these practices should be documented through objective, process, evidence, beneficiary, outcome and impact dossiers. Narrative description alone should not be relied upon.

13.8 Integrated NAAC-UGC-DEB Mapping Matrix

NAAC Criterion	UGC-DEB/CIQA Area	Major Evidence	2025-26 Audit Position
I	PPR, curriculum planning, academic flexibility, feedback	PPRs, syllabus, BoS/AC approvals, feedback	Substantially compliant; curriculum design improvement needed
II	SLM, learning resources, assessment, examination, staffing	SLM, videos, faculty list, exam records	Strong; self-assessment/current outcome evidence to strengthen
III	Research, innovation, collaboration, best practices	Publications/projects/MoUs/innovation files	Partial; data development required
IV	Infrastructure, ICT, SLM, examination facilities	ICT/LSC/library/exam records	Substantially compliant; utilisation/CCTV evidence to strengthen
V	Admission, LSC, counselling, grievance, progression, alumni	Admission/LSC/PCP/GRC/alumni records	Strong; progression and placement dashboard needed

VI	CIQA, governance, HR, finance, annual reporting	CIQA minutes, policies, HR, finance, ATR	Strong; KPI-based management dashboard needed
VII	Best practices, values, distinctiveness	Best-practice dossiers, activity/impact records	Strong institutional identity; impact metrics needed

14. REVIEW OF 2024-25 AAA RECOMMENDATIONS

2024-25 Recommendation	2025-26 Evidence	Audit Status	2026-27 Action
Development of MOOCs through SWAYAM	No OER/MOOC course reported under CIQA disclosure	Open	Prepare at least one approved OER/MOOC proposal and implementation plan
Skill/employability-linked certificate programmes	Certificate portfolio continues; specific targeted employability certificates not evidenced	Partially Addressed	Introduce targeted skill and employability certificates
Learner analytics for retention/dropout prevention	UMS development under progress; monitoring mechanisms exist	Partially Addressed	Develop learner dashboard and risk/retention indicators
Strengthening ODL alumni engagement	Alumni Cell active; annual alumni meet and support activities reported	Addressed / Strengthen	Create ODL-specific alumni database and engagement calendar
Faculty training in e-content/digital pedagogy	SLM workshops and digital resource development reported	Addressed / Continue	Annual external FDP plan and e-content quality rubric

The 2025-26 audit therefore treats previous recommendations as a live quality-improvement cycle rather than a closed list. Recommendations that remain open should be carried into the next CIQA/AAA action tracker.

15. SWOC ANALYSIS FOR 2025-26

15.1 Strengths

- Distinctive programme portfolio combining conventional disciplines with Jainology, Nonviolence, Peace and Yoga.
- Structured PPR approval through CIQA, Board of Studies, Academic Council and Board of Management.
- Strong print and digital SLM base with 720 unit-wise video lectures reported.
- Functioning LSC, counselling, PCP and grievance redressal mechanisms.
- UG and PG faculty requirements reported as met.
- Direct institutional control over examination and evaluation with CCTV and biometric safeguards.
- Open-access SLM resources and Digital Studio.
- Active CIQA and stakeholder feedback mechanisms.
- Alumni Cell and annual alumni engagement.
- More than 40 ODL learners reported to have cleared UGC NET and more than 270 reported with government/private jobs/promotions.

15.2 Weaknesses / Areas for Improvement

- Computer-based self-assessment material not yet developed.
- Quality improvement in curriculum design expressly identified.
- Admission selection-process disclosure under item 8(f) marked 'No'.
- CCTV retention evidence requires reconciliation with five-year retention requirement.
- Several disclosure links refer to 2024-25 folder names.
- No OER/MOOC course reported under the CIQA disclosure.
- UMS learner-support automation remains under development.
- Current-cycle result/progression dashboard is not supplied in the CIQA report.
- Research, extension, consultancy, patent and infrastructure-utilisation datasets are not sufficiently quantified.
- Industry-institution linkage is described as likely to be made rather than fully evidenced.

15.3 Opportunities

- Develop MOOCs/OER in Jainology, Nonviolence, Peace and Yoga.
- Use learner analytics for retention and personalised support.
- Introduce employability-linked certificates while retaining value orientation.
- Expand interactive multimedia SLM and computer-based self-assessment.
- Strengthen national and international academic collaborations.
- Create a dedicated ODL alumni network for mentoring, placement and learner support.
- Build a research and extension evidence base around peace, nonviolence, yoga and Indian knowledge systems.

15.4 Challenges

- Rapid technological change, cybersecurity and data-management requirements.
- Maintaining quality while managing enrolment across multiple admission sessions.
- Digital access limitations among rural and economically weaker learners.
- Need for continuous faculty capability development.
- Evolving UGC-DEB disclosure and compliance requirements.
- Competition from large national ODL and online institutions.
- Maintaining institutional distinctiveness while responding to contemporary employability and technology needs.

16. KEY AUDIT FINDINGS AND COMPLIANCE GAPS

No.	Audit Finding	Classification
1	Programme portfolio, PPR approval and SLM systems are substantially established.	Strength / Complied
2	UG and PG staffing requirements are reported as met.	Complied
3	Learner support, PCP and grievance mechanisms are operational.	Complied
4	Five grievances reported and five resolved; no UGC-DEB complaint reported.	Positive Outcome
5	Computer-based self-assessment material is yet to be developed.	Improvement Required
6	Curriculum design quality improvement is identified in CIQA report.	Improvement Required

7	Admission selection-process disclosure under item 8(f) marked 'No'.	Compliance Gap
8	CCTV records show only six months in available records despite stated five-year retention.	Compliance / Evidence Gap
9	Observer fields marked N.A. need an applicability note and supporting evidence where required.	Evidence Gap
10	Online/proctored examination fields marked N.A. need clear mode disclosure.	Evidence Gap
11	Current CIQA website links refer to 2024-25 disclosure folders.	Document-Control Gap
12	No OER/MOOC course reported.	Strategic Improvement
13	UMS/learner-support automation is under development.	In Progress
14	Current-cycle outcome/progression data need reconciliation and compilation.	Evidence Gap
15	Research, extension, consultancy, patent and infrastructure-utilisation data need systematic compilation.	Evidence Gap

16.1 Overall Compliance Assessment

On the evidence available in the CIQA Annual Report 2025-26, the CDOE demonstrates a substantially established quality assurance and ODL delivery system. Major systems relating to programme approval, SLM, staffing, learner support, examination, grievance redressal and CIQA monitoring are in place. The principal corrective actions concern admission disclosure, examination-record retention, website document control, digital self-assessment, curriculum quality enhancement and strengthening of current-cycle outcome and NAAC evidence.

17. RECOMMENDATIONS AND ACTION PLAN FOR 2026-27

Ref.	Recommendation	Responsible Unit	Timeline	Success Indicator
R1	Update all UGC-DEB/CIQA website disclosures and links to the correct annual cycle.	CIQA / CDOE / ICT	Immediate	100% current-year links verified
R2	Correct admission-selection disclosure gap under item 8(f).	CDOE / Admission Cell	Before next admission	Prospectus and website revised
R3	Develop computer-based self-assessment for ODL courses.	Academic / ICT / Faculty	2026-27	At least one defined self-assessment component per course/priority set
R4	Strengthen curriculum design through a documented review rubric covering outcomes, employability, value addition and learner workload.	CIQA / BoS / Academic Council	2026-27	Programme-wise curriculum review records
R5	Create learner analytics dashboard for retention, progression and engagement.	CDOE / ICT / CIQA	2026-27	Dashboard operational and reviewed quarterly
R6	Prepare at least one approved MOOC/OER course on JVBI's distinctive strengths.	CDOE / Academic Departments / CIQA	2026-27	Approved course proposal and implementation evidence
R7	Reconcile and archive CCTV recordings to meet applicable retention requirements.	Examination / ICT / Administration	Immediate	Retention register and archive verification
R8	Create current-cycle programme-wise result, progression and dropout dashboard.	Examination / CDOE / CIQA	45 days	Verified annual outcome dataset
R9	Create CDOE research, innovation and extension database for NAAC.	Research / CDOE / CIQA	60 days	Criterion III evidence file

R10	Compile infrastructure utilisation and accessibility metrics.	ICT / Library / CDOE	45 days	Annual utilisation report
R11	Strengthen employability-linked certificate programmes and placement interface.	CDOE / Alumni / Placement	2026-27	At least defined certificate/placement initiative
R12	Create ODL-specific alumni database and engagement calendar.	Alumni Cell / CDOE	2026-27	Database + annual activity calendar
R13	Maintain best-practice dossiers with beneficiary and impact evidence.	CIQA / CDOE	2026-27	Three documented impact-based best practices
R14	Institute annual external FDP plan and e-content quality rubric.	CDOE / HR / CIQA	2026-27	FDP calendar + content review records
R15	Maintain live UGC-DEB compliance tracker with evidence, officer, review date and status.	CIQA / CDOE	Quarterly	100% requirements mapped and reviewed

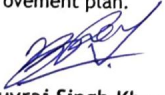
18. OVERALL AUDIT REMAKS AND APPROVAL

The Academic and Administrative Audit for 2025-26 finds that the Centre for Distance & Online Education of Jain Vishva Bharati Institute has a substantially established ODL academic and administrative system. The CDOE has a distinctive programme portfolio, a structured PPR and statutory approval mechanism, extensive printed and digital learning resources, a functional Learner Support Centre, counselling and PCP arrangements, an established grievance mechanism, direct institutional examination control, reported staffing compliance and an active CIQA quality-assurance structure.

The audit also identifies specific areas where the system should move from compliance to measurable quality enhancement. These include development of computer-based self-assessment, strengthening curriculum design, correcting admission-selection disclosure, resolving CCTV retention and document-control issues, improving UMS/learner analytics, creating a current-cycle outcome dashboard, formalising OER/MOOC development, and building a complete evidence base for research, extension, infrastructure utilisation, student progression and NAAC criteria.

The seven NAAC Criteria have been integrated into the AAA to ensure that the audit findings are directly useful for institutional quality improvement and future accreditation documentation. Criterion VII in particular offers an important opportunity to demonstrate JVBI's institutional distinctiveness through Jain philosophy, Ahimsa, Nonviolence and Peace, Yoga and Science of Living, Indian knowledge systems and value-based ODL education. Such distinctiveness should be supported by measurable beneficiary and impact evidence.

The report is accordingly recommended for consideration by the competent authorities, subject to factual reconciliation of the current-cycle examination/outcome data, verification of statutory records, correction of disclosure links, confirmation of the AAA Committee and audit dates, and attachment of documentary evidence. The recommendations contained herein should form the basis of the 2026-27 CIQA/AAA Action Taken Report and quality-improvement plan.


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