JAIN VISHVA BHARATI INSTITUTE, LADNUN (RAJASTHAN)
(Deemed to be University under section 3 of the UGC Act 1956)

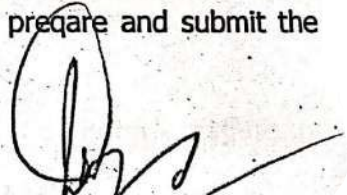JVBI/REG/2025-26/ 174

Date: 04.08.2025

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 2024-25 (01.07.2024 to 30.06.2025).

1. Prof. A.K. Mallik,
2. Prof. K.N. Vyas
3. Prof. P.S. Shekhawat
4. Sh. Abhinav Saxena

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.

(Rajesh Moza)
Registrar

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

ACADEMIC & ADMINISTRATIVE AUDIT REPORT

Academic Session: 2024-25

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

LADNUN-341306, Rajasthan

1. Introduction

The Academic and Administrative Audit (AAA) of the Centre for Distance and Online Education (CDOE) at Jain VishvaBharati Institute (JVBI) for the academic year 2024–25 was carried out under the supervision of the Centre for Internal Quality Assurance (CIQA), in accordance with the Institute's approved AAA Policy and the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020.

The audit forms an integral part of the University's ongoing commitment to ensure academic excellence, administrative accountability, and inclusive learner support in distance and online modes of education. It provides a systematic mechanism to review, evaluate, and strengthen the processes adopted by CDOE in designing programmes, delivering quality content, supporting learners, conducting fair and transparent examinations, and continuously monitoring outcomes.

Since its inception in 1997, the CDOE of JVBI has functioned with the vision of democratizing access to higher education by reaching out to learners across the country and beyond, particularly those from rural, marginalized, and underserved backgrounds. Guided by the institutional philosophy of Anekant, Ahimsa, and Peaceful Co-existence, CDOE has positioned itself uniquely among distance education providers in India. It offers not only conventional disciplines such as Commerce, English, Hindi, and Political Science, but also value-oriented programmes in Jainology,Prakrit,Sanskrit, Nonviolenceand Peace Studiesand Yoga & Science of living which underscore the University's founding ideals.

The academic year 2024–25 has been especially significant for CDOE, as the University intensified its efforts to align its programmes with the vision of National Education Policy (NEP) 2020, emphasizing outcome-based education, and digital pedagogy. Over the past year, new initiatives were undertaken to expand ICT-enabled learning, strengthen the Learning Management System (LMS), integrate e-content and video lectures, and increase the frequency of Personal Contact Programmes (PCPs) through hybrid (online + offline) modes.

The AAA exercise for 2024–25 was designed with the following key purposes:

- To evaluate the effectiveness of curriculum design, programme delivery, and learner engagement in distance and online modes.
- To assess the adequacy and efficiency of administrative structures supporting CDOE, including admissions, counselling, examinations, and grievance redressal.
- To ensure compliance with statutory requirements of UGC, DEB, and NAAC, while benchmarking against best practices in ODL and digital education.
- To provide actionable recommendations for strengthening quality assurance, increasing learner satisfaction, and enhancing employability outcomes.

The findings of this audit will serve as an important reference point for the Internal Quality Assurance Cell (IQAC) and the CIQA in their future planning, monitoring, and review activities. They will also guide the University in its preparation for upcoming NAAC accreditation cycles, NIRF rankings, and UGC-DEB reviews.

2. About the University

Jain VishvaBharati 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 20th October 1991. The Institute was founded by the visionary Jain Acharya Tulsi, the ninth Acharya of the Jain Terapanth Order, with the noble objective of integrating traditional Indian wisdom with modern knowledge systems, thereby promoting value-based higher education.

Guided by the timeless principles of Anekant (multiplicity of perspectives), Ahimsa (nonviolence), Tolerance, and Peaceful Co-existence, JVBI has positioned itself as a unique centre of learning that emphasizes intellectual pursuit, ethical living, and social responsibility. The University's motto – "Right Conduct is the essence of education" – reflects its mission of shaping individuals into conscientious citizens who contribute positively to society.

Since its inception, the University has grown from a modest beginning into a recognized centre of excellence in diverse fields of study. While Jainology, Prakrit, and Oriental Studies remain its distinctive academic strengths, JVBI has progressively expanded its academic portfolio to include Humanities, Social Sciences, Education, Yoga and Naturopathy, Comparative Religion and Philosophy, Peace and Nonviolence Studies, as well as contemporary disciplines such as English, Hindi, Political Science, Commerce, and Music. This multidisciplinary character allows JVBI to offer a rich academic environment where traditional Indian knowledge systems converge with modern scientific approaches.

The Institute functions through its seven postgraduate departments, the Acharya KaluKanyaMahavidyalaya (AKKM) as a constituent unit, the Centre for Distance & Online Education (CDOE), and various specialized centres such as the Naturopathy Centre, the Centre for Indian Knowledge Systems (IKS), and research cells dedicated to Peace, Nonviolence, and Sustainable Development. In addition, JVBI regularly organizes national and international conferences, seminars, workshops, and lecture series, thereby fostering global academic collaborations and cultural exchange.

Over the years, JVBI has carved a niche for itself by blending ancient knowledge traditions with modern academic frameworks. The pioneering work initiated in the research and translation of Jain Agamas (canonical scriptures), under the guidance of Acharya Tulsi and later expanded by Acharya Mahapragya, remains a cornerstone of the University's

intellectual contribution to society. This legacy continues to inspire academic innovation and scholarly engagement at JVBI.

With a lush, eco-conscious campus, the Institute provides an environment conducive to learning and reflection. Facilities such as the central library with a vast collection of rare manuscripts and modern resources, ICT-enabled classrooms, hostel facilities, and a green campus infrastructure underscore the University's commitment to holistic education. Sustainability measures such as rainwater harvesting, solar energy integration, and eco-friendly practices are embedded in campus operations.

JVBI has been recognized nationally for its excellence. It was conferred with the "Best Deemed University – Excellence in Curricular Aspects" award by AKS Worldwide in 2023, and it continues to participate actively in NAAC accreditation cycles, NIRF rankings, and UGC quality initiatives. The University's initiatives in peace education, interfaith dialogue, and social outreach further distinguish it from conventional higher education institutions.

The Centre for Distance & Online Education (CDOE), established in 1997, reflects JVBI's vision of democratizing access to higher education and reaching learners who are unable to participate in conventional on-campus programmes. Through its distance and online offerings, the University extends its philosophy of nonviolence, peace, and holistic living to a larger population, particularly learners from rural, remote, and marginalized communities.

Thus, JVBI stands today as a unique institution of higher learning where tradition and modernity, philosophy and science, and value-based education and professional excellence are harmoniously integrated. Its role in both conventional and distance education makes it a pioneering centre for promoting holistic, inclusive, and sustainable education in India and abroad.

3. Centre for Internal Quality Assurance (CIQA)

The Centre for Internal Quality Assurance (CIQA) at Jain VishvaBharati Institute is not merely a statutory requirement under UGC-DEB guidelines; it is the heartbeat of quality consciousness within the Centre for Distance & Online Education (CDOE). It represents the University's commitment to excellence, inclusivity, and learner-centered education, ensuring that every initiative undertaken in distance and online learning resonates with the larger vision of knowledge, peace, and nonviolence that defines JVBI.

CIQA serves as a guiding force—bringing together teachers, administrators, learners, and external experts to reflect on what has been achieved, what needs to be improved, and how best to serve the aspirations of students who pursue education beyond the traditional classroom. It functions as a continuous dialogue platform, where policies are not just framed but nurtured, where systems are not just monitored but meaningfully enriched, and where feedback is valued as a voice of growth rather than a formality.

During the academic year 2024–25, CIQA played a pivotal role in shaping the direction of distance education at JVBI. It reviewed programmes for their relevance to NEP 2020, guided the creation of learner-friendly study materials, encouraged the adoption of digital technologies such as ERP and LMS, and promoted capacity building for teachers and staff in the art of e-content development and digital pedagogy. Most importantly, CIQA consistently placed the student at the centre of its deliberations—whether by recommending improvements in Personal Contact Programmes (PCPs), strengthening grievance redressal mechanisms, or fostering opportunities for alumni engagement.

What makes CIQA special at JVBI is the way it blends rigour with compassion. Its work is not limited to compliance with regulations but extends to upholding values of accessibility, equity, and holistic education. Each decision taken by CIQA reflects the University's deep conviction that quality is not a destination but a living culture—a culture that thrives on reflection, dialogue, and renewal.

In this way, CIQA acts as both a mirror and a lamp: a mirror that shows the institution its strengths and weaknesses with honesty, and a lamp that illuminates the path forward with clarity and purpose.

4. Objectives of the Academic and Administrative Audit (AAA)

The Academic and Administrative Audit (AAA) is a structured mechanism adopted by Jain VishvaBharati Institute (JVBI) to evaluate, monitor, and enhance the functioning of its Centre for Distance and Online Education (CDOE) in alignment with the institutional mission, UGC-DEB Regulations 2020, and quality assurance frameworks prescribed by NAAC and UGC-CIQA.

The AAA for the year 2024–25 was designed with the following broad and specific objectives:

1. Academic Quality Assurance

- To examine the relevance, adequacy, and effectiveness of the curriculum offered through distance and online modes, ensuring alignment with the goals of the National Education Policy (NEP) 2020.
- To evaluate the extent to which Programme Outcomes (POs), Course Outcomes (COs), and Learning Outcomes (LOs) are clearly articulated, mapped, and achieved.
- To assess the incorporation of skill-based, value-based, and employability-oriented components in the curriculum, particularly in disciplines such as Yoga, Nonviolence, and Jainology.

2. Teaching–Learning and Learner Support

- To review the pedagogical practices adopted in distance and online education, including the use of Self-Learning Materials (SLM), digital resources, and video lectures.
- To evaluate the effectiveness of Personal Contact Programmes (PCPs), online counselling sessions, and Learning Management System (LMS) platforms in ensuring learner engagement.
- To assess the adequacy of learner support services, such as guidance, counselling, grievance redressal, and access to digital/physical library resources.

3. Research, Innovation, and Capacity Building

- To examine the extent of faculty participation in e-content development, online pedagogy training, and digital innovation.
- To assess the scope for integrating research and innovation in the online teaching–learning process.
- To recommend strategies for enhancing capacity-building initiatives among faculty and staff to meet the evolving demands of ODL and online education.

4. Governance, Leadership, and Administrative Efficiency

- To review the administrative processes supporting admissions, counselling, examinations, and certification.

- To examine the role of e-governance and ERP systems in ensuring transparency, accountability, and efficiency.
- To assess the functioning of CIQA in monitoring compliance with UGC-DEB guidelines and facilitating continuous improvement.

5. Student Performance and Outcome Monitoring

- To evaluate key performance indicators such as enrolment trends, retention rates, completion rates, pass percentages, and dropout analysis.
- To assess the extent of student satisfaction through structured feedback mechanisms.
- To recommend measures for improving learner engagement, reducing dropout rates, and strengthening career progression pathways.

6. Compliance and Benchmarking

- To ensure adherence to all UGC-DEB, NAAC, and statutory norms governing distance and online education.
- To benchmark institutional practices against national and international best practices in digital and open learning.
- To identify gaps and areas of non-compliance and recommend corrective measures.

7. Continuous Improvement and Strategic Planning

- To promote a culture of quality enhancement through regular monitoring, review, and feedback.
- To generate actionable recommendations that will guide CIQA and IQAC in institutional planning and policy development.
- To ensure that the CDOE not only maintains but continuously improves its role as a centre of excellence in peace-oriented and value-based distance and online education.

Objectives of Academic and Administrative Audit

Student Performance and Outcome Monitoring

Compliance and Benchmarking

Academic Quality Assurance

Teaching–Learning and Learner Support

Academic and Administrative Audit

Governance, Leadership, and Administrative Efficiency

Research, Innovation, and Capacity Building

Continuous Improvement and Strategic Planning

5. Audit Methodology

The Academic and Administrative Audit (AAA) of the Centre for Distance and Online Education (CDOE) for the academic year 2024–25 was conducted through a multi-layered, evidence-based, and participatory approach to ensure transparency, objectivity, and inclusivity. The methodology was designed to capture both quantitative and qualitative dimensions of academic and administrative performance, and it was carried out in line with the University's AAA Policy, UGC-DEB regulations, and NAAC guidelines.

The audit followed the steps outlined below:

1. Pre-Audit Preparation

- Notification & Planning: The CIQA, in coordination with IQAC, issued a formal notification for the audit cycle and finalized the schedule.
- Formation of Audit Teams: Internal and external experts were identified, ensuring representation from academia, administration, and quality assurance professionals.
- Data Template Distribution: Each academic and administrative unit of CDOE was provided with self-assessment templates and data capture formats covering key indicators such as enrolment, curriculum, faculty involvement, learner support, and examination.
- Document Compilation: Units were instructed to prepare supporting evidence such as Self-Learning Materials (SLMs), programme files, admission registers, PCP schedules, examination records, grievance redressal data, and feedback reports.

2. Self-Assessment

- Each programme coordinator and administrative section (admission, counselling, examination, ICT, library) prepared a Self-Appraisal Report (SAR).
- SARs highlighted achievements, challenges, compliance with UGC-DEB norms, and innovations introduced in 2024–25.
- These reports formed the baseline data for the audit exercise.

3. On-Site/Hybrid Audit Process

- Physical Verification: Audit teams visited key sections such as the Admission Cell, Examination Section, ICT Division, Counselling Units, and Library to verify records and facilities.
- Virtual Verification: For online components, access was provided to the Learning Management System (LMS), video lecture repository, digital feedback forms, and ERP modules.
- Stakeholder Interaction: Structured discussions were held with learners, faculty, counsellors, alumni, and administrative staff to gather qualitative feedback on effectiveness, accessibility, and responsiveness of services.

4. Review of Academic Processes

- Audit teams examined programme design, SLM development, curriculum revisions, PCP scheduling, and e-content creation.
- Compliance with Programme Outcomes (POs), Course Outcomes (COs), and NEP 2020 guidelines was verified.
- The audit also assessed the adoption of ICT-enabled teaching, hybrid PCP models, and digital repository access.

5. Review of Administrative Processes

- Examination of admission procedures, grievance redressal mechanisms, financial transactions, and e-governance practices.
- Verification of timeliness and accuracy in examinations, evaluation, and result declaration.
- Audit of resource mobilization, budget utilization, and adequacy of staffing for CDOE operations.

6. Evidence-Based Data Validation

- All claims made in the Self-Appraisal Reports were cross-verified against documentary evidence, MIS/ERP reports, and stakeholder feedback.
- Quantitative indicators such as enrolment statistics, completion rates, dropout percentages, PCP attendance, number of e-contents produced, and grievances resolved were validated.
- Qualitative indicators such as learner satisfaction, innovation in pedagogy, and inclusivity measures were assessed through structured interviews and focus groups.

7. Drafting and Reporting

- A consolidated audit report was prepared by the CIQA, integrating observations from academic and administrative audits.
- Draft findings were shared with the Director, CDOE, and concerned faculty/staff for feedback and factual corrections.
- After incorporating suggestions, the final AAA Report (2024–25) was submitted to the Vice-Chancellor, CIQA Committee, and IQAC for approval and future action planning.

8. Follow-up and Action Plan

- Based on the recommendations, each unit is required to prepare an Action Taken Report (ATR) within a specified timeframe.
- CIQA will conduct periodic reviews to monitor progress on recommendations and compliance.
- Findings will be integrated into the University's Annual Quality Assurance Report (AQAR) and NAAC/NIRF submissions.

Academic and Administrative Audit (AAA) Process (2024–25)

The primary objective of the Academic and Administrative Audit (AAA) for the year 2024–25 was to review, assess, and evaluate the performance of the Centre for Distance & Online Education (CDOE), JVBI in the domains of teaching, learning, evaluation, and academic-administrative processes. The audit was undertaken with the aim of strengthening quality assurance mechanisms and identifying areas for continuous improvement in alignment with UGC-DEB guidelines, NAAC benchmarks, and NEP 2020 directives.

Accordingly, the review process was carried out by a Committee constituted with the approval of the Hon'ble Vice-Chancellor. The composition of the AAA Committee was as follows:

1.	Prof. A.K.Mallik	—	**Member**
2.	Prof. K.N. Vyas	—	**Member**
3.	Dr. Pradyumn Singh Shekhawat	—	**Member**
4.	Shri Abhinav Saxena	—	**Member**

The Committee members were formally nominated by the Hon'ble Vice-Chancellor. The evaluation framework was structured by CIQA and focused on the following domains:

- General Information of the Institution
- Curricular Aspects
- Counselling Sessions and Learner Support
- Admission Process and Student Services
- Material Production and Distribution of Self-Learning Materials (SLM)
- Personal Contact Programmes (PCPs)
- Examination and Evaluation Mechanisms

The AAA process followed a multi-stage process designed to ensure inclusivity, evidence-based assessment, and broad stakeholder consultation. The methodology included:

1. **Constitution of the Committee** – Order issued by the Registrar (No. JVBI/REG/2025-26/174, dated 04.08.2025), based on the directions of the Hon'ble Vice-Chancellor.

2. **Initial Meeting** – The AAA Committee convened on **06.08.2025**, where the Director, CIQA, presented an overview of the University's achievements during 2024–25 and briefed members on the objectives and procedures of the audit.

3. **Consultations and Interactions** – The Committee held structured meetings with the Hon'ble Vice-Chancellor, Registrar, Coordinator-IQAC, Heads of Departments, and Coordinators of various sections to understand the operational and academic dynamics of the CDOE.

4. **Departmental Visits** – From **07.08.2024 to 08.08.2024**, members visited academic departments and inspected infrastructural facilities such as classrooms,
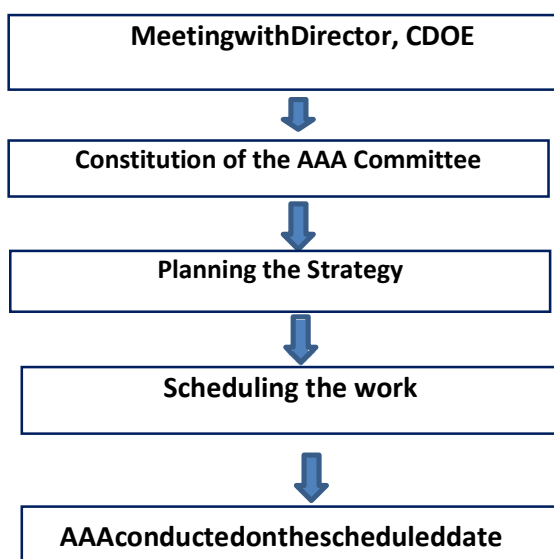
laboratories, and ICT-enabled learning spaces. They interacted with teaching and technical staff to gain insights into academic and administrative performance.

5. **Central Facilities Review** – The Committee also visited central facilities including the Examination Section, IT Section, Finance Section, Admissions Office, General Administration, Computer Centre, Placement Cell, Library, and Auditorium. Special emphasis was placed on the preparation, distribution, and management of Self-Learning Materials (SLMs).

6. **Document Review** – All relevant documents, records, and reports were presented for scrutiny, including programme records, examination results, admission data, grievance redressal logs, and ICT performance reports.

7. **Compilation of Findings** – After completing inspections, interactions, and reviews, the Committee consolidated its findings into a structured AAA report, covering strengths, weaknesses, opportunities, challenges, and recommendations for institutional improvement.

General Information

Name & Address of the University	Jain VishvaBharati Institute, (Deemed to be University) Ladnun (Didwana-Kuchaman) 341306 Rajasthan
Name of the Vice-Chancellor of the University	Prof. B.R Dugar
Year of Establishment Distance Education	1997
Name of the Director of CDOE	Prof. Anand Prakash Tripathi

The process involved for the AAA

MeetingwithDirector, CDOE

⬇

Constitution of the AAA Committee

⬇

Planning the Strategy

⬇

Scheduling the work

⬇

AAAconductedonthescheduleddate

6. Academic Audit

The academic audit of the Centre for Distance & Online Education (CDOE) for the year 2024–25is dedicated on evaluating the quality, effectiveness, and compliance of all academic processes including programme design, curriculum delivery, learner support, faculty involvement, and assessment methods. The findings are presented below:

6.1 Programmes Offered (2024–25)

The CDOE offers a balanced portfolio of Undergraduate (UG), Postgraduate (PG), and Certificate Programmes, catering to both conventional academic disciplines and value-oriented studies aligned with the philosophy of JVBI.

A. Postgraduate Programmes (2 years)

1. M.A. Jainologyand Comparative Religion & Philosophy
2. M.A. Nonviolence and peace studies
3. M.A. Yoga and Science of Living
4. M.A. Hindi
5. M.A. English
6. M.A. Political Science
7. M.A. Sanskrit (beginning from January 2025 Session)

B. Undergraduate Programmes (3 years)

1. B.A. (General)
2. B.Com.

C. Certificate Programmes (6 months)

- Yoga and Preksha Meditation
- Jain Religion and Philosophy
- Jain Arts and Aesthetics
- Human Rights
- Astrology
- Prakrit Language
- Training in Nonviolence

Table 1: Programme-Wise Enrolment (2024–25) July Session

Programme	No. of Students Enrolled	Male	Female
B.A. PART- I	1332	868	464
B.A. PART- II	1669	1100	569
B.A. PART- III	2526	1533	993
B.COM PART- I	96	86	10
B.COM PART- II	72	58	14
B.COM PART- III	122	102	20
M.A. PREVIOUS (JAINOLOGY)	48	20	28
M.A. FINAL (JAINOLOGY)	44	13	31
M.A. PREVIOUS (HINDI)	76	38	38
M.A. FINAL (HINDI)	194	99	95
M.A. PREVIOUS (POLITICAL SCIENCE)	125	67	58
M.A. FINAL (POLITICAL SCIENCE)	266	162	104
M.A. PREVIOUS (YOGA AND SOL)	968	436	532
M.A. FINAL (YOGA AND SOL)	851	355	496
M.A. PREVIOUS (ENGLISH)	99	47	52
M.A. FINAL (ENGLISH)	155	79	76
M.A. PREVIOUS (NONVIOLENCE AND PEACE)	5	4	1
M.A. FINAL (NONVIOLENCE AND PEACE)	2	1	1
Total	**8650**	**5068**	**3582**
YOGA AND PREKSHA MEDITATION (JAN-JUNE)	616	256	360
YOGA AND PREKSHA MEDITATION (JULY-DEC)	352	171	181
YOGA AND PREKSHA MEDITATION (JAN-JUNE)	616	256	360
YOGA AND PREKSHA MEDITATION (JULY-DEC)	352	171	181
ASTROLOGY (JULY-DEC)	3	2	1
HUMAN RIGHTS (JULY-DEC)	3	3	0
JAIN ART & AESTHETICS (JULY-DEC)	1	0	1
PRAKRIT (JULY-DEC)	1	1	0
ASHIMSA & SHANTI (JULY-DEC)	1	0	1
Total	**9618**	**5495**	**4123**

Table 2: Programme-Wise Enrolment (2024–25) January Session

Programme	No. of Students Enrolled	Male	Female
B.A. PART- I	455	295	160
B.COM PART- I	26	23	3
M.A. PREVIOUS (JAINOLOGY)	9	5	4
M.A. PREVIOUS (HINDI)	36	19	17

M.A. PREVIOUS (POLITICAL SCIENCE)	47	32	15
M.A. PREVIOUS (YOGA AND SOL)	280	121	159
M.A. PREVIOUS (ENGLISH)	29	12	17
M.A. PREVIOUS (NONVIOLENCE AND PEACE)	1	0	1
M.A. PREVIOUS (SANSKRIT)	3	2	1
Total	886	509	223
YOGA AND PREKSHA MEDITATION (DEC-MAY)	512	218	294
Total	**1398**	**727**	**517**

6.2 Curriculum Design and Development

- Alignment with NEP 2020: Curricula of UG, PG, and Certificate programmes were reviewed and updated in line with the principles of flexibility, interdisciplinarity, and outcome-based education (OBE).
- Outcome Mapping: Every programme is mapped with Programme Outcomes (POs) and Course Outcomes (COs), which are further linked to the Graduate Attributes of JVBI.
- Value Integration: Programmes in Jainology, Nonviolence, and Yoga include strong ethical and spiritual dimensions, while conventional disciplines (English, Hindi, Political Science, Commerce) focus on employability, communication skills, and critical thinking.
- Curriculum Revision 2024–25: Certain courses in M.A. Political ScienceandM.A. Nonviolence & Peace were revised to incorporate contemporary socio-political developments and global peace initiatives.

Table 3: Curriculum Revision and Development (2024–25)

Programme	Courses Revised	New Courses Introduced	BOS/AC Meeting Date
BACHELOR OF ARTS	-	-	-
BACHELOR OF COMMERCE	-	-	-
M.A. JAINOLOGY AND COMPARATIVE RELIGION AND PHILOSOPHY	-	-	-
M.A. HINDI	-	-	-
M.A. POLITICAL SCIENCE	-	2	Feb 6, 2024
M.A. YOGA AND SCIENCE OF LIVING	-	-	-
M.A. ENGLISH	-	-	-
M.A. NONVIOLENCE AND PEACE	-	2	Feb 6, 2024
M.A. SANSKRIT	-	10	Feb 6, 2024

6.3 Self-Learning Materials (SLM) and Digital Content

- Printed SLMs: Each programme provides structured SLMs designed on the principle of self-paced independent learning with in-text questions, assignments, and references.
- Digital Resources: A repository of video lectures, PowerPoint presentations, and e-notes was expanded in 2024–25 and integrated with the Learning Management System (LMS).
- Quality Review: Faculty members from relevant disciplines peer-reviewed SLMs and e-content to ensure academic rigor and learner-friendliness.

Table 4: SLM & E-Content Development (2024–25)

Programme	No. of New SLM Prepared	No. of SLM Units Revised	No. of Video Lectures Developed	Total Digital Resources Uploaded
M.A. Sanskrit	10	-	In process	E_SLM
M.A. Political Science	2	-	In process	E_SLM
M.A. Nonviolence and Peace	2	-	In process	E_SLM

6.4 Admission and Counselling

- Admission Process: Fully online admission through ERP, ensuring transparency, quick verification, and timely issuance of enrolment numbers.
- Counselling Services: Academic counselling provided through hybrid modes (telephonic, email, virtual sessions, and face-to-face at study centres).
- Orientation Sessions: Conducted at the beginning of each semester to familiarize learners with the academic structure, SLM use, digital resources, and assessment methods.
- Creation of ABC ID and DEB ID for the admission process.

Table 5: Counselling and Orientation (2024–25)

Type of Session	No. of Sessions Conducted	Average Student Participation (%)	Mode (Online/Offline/Hybrid)
Admission Counselling	2	25%	Online/Offline
Academic Orientation	-	-	-
Career Guidance	2	25%	Online/Offline
Special Workshops (Peace/Yoga)	2	50%	Online/Offline

6.5 Personal Contact Programmes (PCPs)

- Hybrid PCPs: CDOE organized Personal Contact Programmes in both offline (study centres) and online modes.
- Faculty Interaction: Subject experts addressed learners' academic queries, conducted doubt-clearing sessions, and provided orientation on examinations.
- Skill and Value Sessions: In addition to course-specific guidance, PCPs included special sessions on meditation, stress management, and ethical decision-making.

Table 6: PCPs Conducted (2024–25)

Programme	No. of PCPs Organised	Total Learners	Total Learners Participated	Average Attendance %	Mode (Offline/ Online/ Hybrid)
Bachelor Of Arts	3	5527	4150	75%	Online/offline
Bachelor Of Commerce	3	290	220	75%	Online/offline
M.A. Jainology And Comparative Religion And Philosophy	2	92	70	75%	Online/offline
M.A. Hindi	2	270	205	75%	Online/offline
M.A. Political Science	2	391	290	75%	Online/offline
M.A. Yoga And Science Of Living	10	1819	1750	75%	Online/offline
M.A. English	2	254	195	75%	Online/offline
M.A. Nonviolence And Peace	2	07	6	75%	Online/offline
Certificate Programmes Yoga &Jyotish	4	1484	1350	75%	Online/offline

6.6 Teaching–Learning and ICT Adoption

- Blended Pedagogy: Combination of printed SLMs, audio-visual lectures, and live online classes enhanced learning flexibility.
- LMS Integration: All enrolled students received login credentials for accessing course content, discussion forums, and assignment submission portals.
- Faculty Development: CDOE faculty underwent training on MOOCs development, ICT tools, and e-assessment strategies.

Table 7: ICT Adoption and Faculty Training (2024–25)

Activity	No. of Faculty Involved	No. of Sessions Conducted
ICT/Online Pedagogy Training	18	2
MOOCs Development	18	2
E-Assessment Workshops	18	2

6.7 Examination and Evaluation

- Compliance: All examinations were conducted as per UGC-DEB norms and University Ordinances.
- Fairness & Transparency: Multiple safeguards (random paper setting, moderation, centralized evaluation) ensured academic integrity.
- Result Timeliness: Results declared within the stipulated timeframe; mark sheets and certificates issued promptly.
- Evaluation Innovations: Pilot use of online assignment submission and digital evaluation introduced in select programmes.

Table 8: Examination & Results

Programme	No. of Students Appeared	No. Passed	Pass %	Dropout %
B.A. PART- I	1870	1854	99.14	0.86
B.A. PART- II	2912	2895	99.42	0.58
B.A. PART- III	181	165	91.16	8.84
B.COM PART- I	74	74	100.00	-
B.COM PART- II	133	132	99.25	0.75
B.COM PART- III	8	8	100.00	-
M.A. PREVIOUS (JAINOLOGY)	43	43	100.00	-
M.A. FINAL (JAINOLOGY)	44	42	95.45	4.55
M.A. PREVIOUS (HINDI)	208	208	100.00	-
M.A. FINAL (HINDI)	331	327	98.79	1.21
M.A. PREVIOUS (POLITICAL SCIENCE)	285	285	100.00	-
M.A. FINAL (POLITICAL SCIENCE)	412	405	98.30	1.70
M.A. PREVIOUS (YOGA AND SOL)	847	831	98.11	1.89
M.A. FINAL (YOGA AND SOL)	1532	1484	96.87	3.13
M.A. PREVIOUS (ENGLISH)	156	156	100.00	-
M.A. FINAL (ENGLISH)	232	229	98.71	1.29
M.A. PREVIOUS (NONVIOLENCE AND PEACE)	2	2	100.00	-
M.A. FINAL (NONVIOLENCE AND PEACE)	1	1	100.00	-
Total	9271	9141	98.60	1.40
YOGA AND PREKSHA MEDITAION (JAN 2024 TO JUNE 2024)	637	572	89.80	8.32
YOGA AND PREKSHA MEDITAION (JULY 2024 TO DEC 2024)	373	319	85.52	14.48
YOGA AND PREKSHA MEDITAION (DEC 2023 TO MAY 2024)	468	415	88.68	11.32

6.8 Student Support and Grievance Redressal

- Support Channels: Dedicated helplines, email response teams, and ERP-based query tracking ensured continuous learner support.

- Grievance Redressal: Issues related to admission, examination, and SLM delivery were addressed within 15 working days on average.

- Special Initiatives: Female learners, differently-abled learners, and rural learners were provided targeted support services.

Table 9: Student Support & Grievance Redressal (2024–25)

Support Service	No. of Queries Received	No. of Queries Resolved	% Resolved within 15 Days	Average Resolution Time (Days)
Admission Cell	5	5	Yes	2 days
Examination Cell	12	12	Yes	3 days
ICT/LMS Support	15	15	Yes	3 days

7. Administrative Audit

The Administrative Audit of the Centre for Distance & Online Education (CDOE) was carried out to evaluate the governance, management practices, resource allocation, ICT adoption, financial utilization, and support systems that facilitate the smooth functioning of distance education at JVBI. The audit framework focused on efficiency, transparency, compliance with statutory norms, and student-centric service delivery.

The findings for the academic year 2024–25 are presented below:

7.1 Governance and Organizational Structure

- The CDOE functions under the overall supervision of the Director, Distance Education, supported by coordinators, administrative staff, ICT personnel, and academic counsellors.
- Administrative responsibilities are divided across specialized units: Admission Cell, Examination Cell, ICT & LMS Division, Library, Finance & Accounts, and Student Support Desk.
- Regular CIQA meetings (thrice during the year) were conducted to review academic and administrative performance, ensure compliance with UGC-DEB regulations, and monitor quality initiatives.
- The organizational hierarchy ensures clarity of roles, minimizing overlaps and ensuring accountability.

Table 10: Governance & Administration (2024–25)

Administrative Unit	No. of Staff Sanctioned	No. of Staff in Position	Vacant Positions
Administration Staff CDOE	11	11	-
Faculty CDOE	18	18	-
Student Support/Helpdesk	1	1	-

7.2 Human Resource and Capacity Building

- The CDOE staff structure includes both permanent administrative staff and contractual/temporary staff engaged during peak admission and examination periods.
- Staff members underwent capacity-building workshops on ERP management, student grievance handling, digital content delivery, and examination reforms.
- New staff induction included orientation on UGC-DEB regulations, JVBI's vision-mission, and learner-centric service standards.
- Emphasis was laid on promoting a culture of responsibility, ethical work practices, and service to learners in alignment with JVBI's Jain philosophy.

Table 11: Staff Development & Capacity Building (2024–25)

Training/Workshop	Conducted by	No. of Staff Trained	Duration	Key Learning Outcomes
ICT Training	JVBI	10	1 Month	MS office /UMS portal of JVBI
Academic Administration	JVBI	10	1 Month	English Spoken
Examination Reforms	-	-	-	-
Student Grievance Redressal	-	-	-	-
Financial & ERP Training	-	-	-	-
Seminar, Workshops and Webinar	CDOE	18	1 day	

Table 12: Seminar, Workshops and Webinar

S.No.	Name of Seminar/Webinar/Workshops	Day	Date
1.	Development of E-material (Workshop)	01	28 Aug, 2024
2.	Workshop on Pre-admission Counselling	01	26 Oct, 2024
3.	जैन दर्शन में सम्यक दर्शन का वैषिष्ट्य	01	5 April, 2025
4.	वर्तमान समस्याओं का समाधान अनेकांतवाद से सम्भव है	01	26 April, 2025
5.	श्रावकाचार की वर्तमान में प्रासंगिकता	01	3 May, 2025
6.	परामर्शदाता कार्यशाला	01	31 May, 2025

7.3 ICT and E-Governance

- The ERP-enabled Admission System streamlined online registrations, fee payments, and enrolment verification.

- The Learning Management System (LMS) provided access to SLMs, video lectures, assignments, and discussion forums, ensuring 24/7 availability of resources.

- The Examination Portal facilitated online assignment submissions, digital evaluations (pilot), and automated grade entry.

- The Grievance Redressal Portal allowed students to raise issues related to admission, academics, and ICT, with real-time tracking of resolution status.

- Data security measures, including encrypted student records and regular server backups, were maintained.

Table 13: ICT & E-Governance (2024–25)

ICT Service	Software/ Platform Used	No. of Users (Students/Staff)	Upgrades in 2024–25
ERP/Admission Portal	UMS	All student and Staff	yes
LMS (E-Content Delivery)	Website/ Manually	All student	-
Online Examination System	No	No	No
Digital Grievance Redressal Portal	Yes	All student	-
Virtual Counselling Platform	Yes	All student	-

7.4 Financial Management and Budget Utilization

- The CDOE operated within a transparent budgeting framework, with allocations made for academic development, ICT, examinations, learner support, and training.
- Expenditure monitoring was carried out through the University's Finance & Accounts section, ensuring compliance with statutory norms and auditing requirements.
- In 2024–25, a significant portion of funds was utilized for upgrading LMS, producing e-content, and conducting hybrid PCPs.
- Financial prudence was observed, with cost-effective procurement of SLM printing, ICT services, and examination logistics.

7.5 Infrastructure and Facilities

- Dedicated infrastructure was available for administration, student counselling, library, and ICT-enabled classrooms.
- Hybrid PCPs were supported by ICT labs, equipped with projectors, smart boards, and online connectivity tools.
- The CDOE Library (separate from the Central Library) maintained a dedicated collection of SLMs, reference texts, journals, and e-resources.
- Space for student interaction, grievance handling, and counselling ensured a learner-friendly environment.
- Hostel and campus facilities were extended to distance learners attending PCPs.

Table 14: Infrastructure & Facilities (2024–25)

Facility	Availability (Yes/No)	No. of Units	Usage %
Classrooms for PCPs	Yes	8	100%
ICT Labs	Yes	1	100%
Library (ODL Section)	Yes	1	100%
Digital Resource Centres	Yes	1	100%
Counselling Rooms	Yes	3	100%
Hostel Accommodation (for PCP learners)	Yes	20	100%

7.6 Examination and Evaluation Administration

- Examinations were conducted strictly in accordance with UGC-DEB guidelines and University ordinances.
- The Examination Cell handled tasks including paper-setting, moderation, logistics, and evaluation.
- Timeliness was maintained — results were declared within the prescribed period and certificates/mark sheets were issued promptly.
- Reforms introduced in 2024–25 included:
  - Digital assignment submission for select programmes.
  - Pilot online evaluation of answer scripts.
  - Strengthened monitoring mechanisms to prevent malpractices.

Table 15: Examination & Evaluation Administration (2024–25)

Activity	No. Conducted	Average Processing Time	Compliance with Timeline (Yes/No)
Question Paper Setting	Annual Exam 252 and 6 Paper Certificate	Annual 15 Days / Certificate 5 Days	Yes
Moderation of Papers	Annual Exam 126 and 6 Paper Certificate	Annual 15 Days / Certificate 5 Days	Yes
Examination Conducted	Annual Exam 119 and 6 Paper Certificate	Annual 25 Days / Certificate 2 Days	Yes
Answer Scripts Evaluated	Annual Exam 9271 and 1478 certificate	Annual 45 Days / Certificate 3 Days	Yes
Result Declaration	Annual Exam 18 Programme and 3 certificate Course	Annual 60 Days / Certificate 6 Days	Yes
Marksheet/Certificate Issuance	Annual Exam 2661Marksheet and 1306 certificate	Annual 80 Days / Certificate 15 Days	Yes

7.7 Grievance Redressal Mechanism

- The Student Grievance Redressal Cell received complaints through multiple channels: email, ERP portal, and in-person reporting.
- Issues were categorised as admission-related, examination-related, ICT/LMS issues, and general administration.
- 100 % of grievances were resolved within 15 working days, reflecting efficiency and responsiveness.
- Escalated cases were reviewed by the Director, CDOE, and CIQA where necessary.
- Periodic analysis of grievance data was carried out to identify recurring issues and implement preventive measures.

Table 16: Grievance Redressal (Administrative) − 2024−25

Type of Grievance	No. Received	No. Resolved	Average Resolution Time (Days)	Escalated Cases (if any)
Admission Related	5	5	3 days	
Examination Related	12	12	3 days	
LMS/ICT Issues	15	15	3 days	
Finance/Fee Payment	5	5	3 days	
General Administration	4	4	3 days	

7.8 Library and Learning Resource Support

- The CDOE maintained a separate ODL library with SLMs, reference books, journals, and digital access terminals.
- During 2024−25, new e-books, journals, and databases were procured to strengthen academic support.
- Integration with LMS allowed learners to access digital resources remotely.
- Special emphasis was given to Prakrit, Jainology, Nonviolence, and Yoga resources, aligning with the University's distinctiveness

Table 17: Library & Learning Resources (2024−25)

Resource Type	Existing Stock (2023−24)	Additions in 2024−25	Total (2024−25)	Digital Access (Yes/No)
Text books (ODL-specific)	350	91	441	No
Reference Books	851	169	1020	No
Rare Books /Manuscripts	100	20	120	No
Journals & Periodicals	48	12	60	No
E-Books/ E-Journals/Databases	2550	472	3022	Yes

7.9 Staff Development and Capacity Building

- Regular training programmes were conducted to upgrade staff skills in academic administration, ERP usage, student counselling, and financial management.
- Collaboration with IQAC ensured training was need-based, structured, and outcome-focused.
- Workshops on e-governance tools, grievance handling, and quality assurance practices enhanced staff competence.

Table 18: Staff Development & Capacity Building (2024–25)

Training/Workshop	Conducted by	No. of Staff Trained	Duration	Key Learning Outcomes
ICT Training	JVBI	10	1 Month	MS office & UMS portal of JVBI
Academic Administration	JVBI	10	1 Month	English Spoken
Examination Reforms	-	-	-	-
Student Grievance Redressal	-	-	-	
Financial & ERP Training		-	-	
Seminar, Workshops and Webinar	CDOE	18	1 day	

7.10 Overall Administrative Performance

The administrative systems of CDOE demonstrated:

- Efficiency: Streamlined processes across admission, finance, and examination.
- Transparency: Use of ERP, grievance tracking, and financial accountability.
- Responsiveness: Prompt grievance redressal and student support.
- Innovation: ICT adoption in teaching, examination, and support systems.

At the same time, areas requiring strengthening include:

- Filling of vacant administrative positions.
- Expansion of ICT facilities to handle peak enrolment pressures.
- Greater integration of library e-resources with the LMS.

8. Observations

The Academic and Administrative Audit (AAA) of the Centre for Distance & Online Education (CDOE), Jain VishvaBharati Institute, for the academic year 2024–25 revealed a balanced picture of commendable achievements as well as areas that require systematic strengthening. The following key observations emerged from the audit process:

8.1 Academic Observations

1. **Programme Diversity and Relevance**
   - CDOE continues to offer a balanced portfolio of programmes — integrating value-based disciplines (Jainology, Nonviolence, Yoga) with conventional subjects (English, Hindi, Political Science, Commerce).
   - The presence of certificate programmes in Human Rights, Prakrit, and Astrology has added skill-based and cultural depth, making JVBI distinct in the ODL landscape.
   - However, industry-oriented and technology-driven programmes (e.g., digital humanities, peace studies with global governance focus) are limited and need expansion to meet contemporary learner demands.

2. **Curriculum Design and Alignment with NEP 2020**
   - The curriculum revision process reflects compliance with NEP 2020 principles, introducing outcome-based learning and interdisciplinary perspectives.
   - Boards of Studies and Academic Council approvals were properly documented.
   - Still, systematic periodic revision cycles and feedback integration from employers/industry experts are areas requiring more consistency.

3. **Learning Resources (SLM & E-Content)**
   - SLMs are well-structured and learner-friendly, while the expansion of video lectures and e-notes has strengthened digital pedagogy.
   - The LMS integration has improved accessibility, particularly for remote learners.
   - However, there is scope to upgrade multimedia quality, increase interactivity, and ensure that all programmes have complete e-content parity with printed SLMs.

4. **Learner Support and PCPs**
   - The hybrid model of PCPs (offline + online) proved effective in engaging learners across diverse geographies.
   - Counselling services and orientation programmes were appreciated, but student participation rates varied significantly across programmes, indicating the need for targeted communication and flexible scheduling.

5. **Examinations and Assessments**
   - Examinations were conducted fairly, with timely declaration of results.

- o The introduction of digital assignment submissions and pilot online evaluation was a notable step toward modernization.
- o Still, the completion rate in some PG programmes requires improvement, and continuous monitoring of dropout factors (financial, socio-economic, or personal) is essential.

8.2 Administrative Observations

1. **Governance & Staffing**
   - o The organizational structure of CDOE is clearly defined with specialized units functioning effectively.
   - o A majority of sanctioned posts are filled, but certain key areas (ICT support, library staff) have vacant positions that affect efficiency during peak admission/examination cycles.

2. **ICT and E-Governance**
   - o ERP-based admission and LMS-enabled delivery were functional and reliable, contributing to transparency.
   - o The grievance redressal portal worked effectively, with most complaints resolved within stipulated timelines.
   - o However, system downtime during high-traffic periods and limited mobile optimization of LMS were recurring concerns raised by learners.

3. **Finance and Resource Utilisation**
   - o Budget utilization was efficient, with significant investments in ICT and learner support.
   - o Expenditure audits confirmed compliance with financial regulations.
   - o However, allocation toward e-resource subscriptions and faculty/staff training was proportionally lower compared to ICT spending, which needs rebalancing.

4. **Infrastructure & Facilities**
   - o Infrastructure for hybrid PCPs, ICT labs, and library resources has improved.
   - o Hostel facilities and campus support for visiting learners were functional.
   - o Yet, dedicated ODL counselling spaces and expansion of e-library terminals remain necessary to match growing learner strength.

5. **Grievance Redressal & Student Services**
   - o The average resolution time for grievances was within the prescribed 15-day period, indicating efficiency.
   - o Feedback analysis shows that learners value the responsiveness of the admission and examination cells.
   - o Still, recurring grievances about delayed dispatch of printed SLMs highlight the need for logistical strengthening.

6. **Capacity Building**

- Staff development workshops were conducted on ICT, ERP, and academic administration.
- However, exposure to external best practices (through collaborations with other ODL institutions or national training programmes) was limited, suggesting the need for more outward-looking initiatives.

8.3 Quality Assurance and CIQA Functioning

- CIQA was proactive in holding regular meetings, reviewing compliance with UGC-DEB regulations, and ensuring internal monitoring of both academic and administrative functions.
- ATRs (Action Taken Reports) from the previous AAA cycle were systematically prepared, showing follow-up actions.
- However, the practice of documenting learner feedback analysis and integrating it directly into CIQA's action planning could be further institutionalized.

8.4 General Observations

- The CDOE demonstrates a unique identity in blending *value-based education with contemporary learning needs*.
- Strong evidence of ICT adoption, learner support mechanisms, and governance reforms was observed.
- The student-centric orientation is visible in grievance redressal, PCPs, and counselling services.
- At the same time, scaling up digital infrastructure, enriching programme diversity, and strengthening international collaborations are necessary steps to sustain growth and competitiveness in the coming years.

(SWOC Analysis with the help of above Observations)
Strengths

1. Programme Diversity – Balanced academic portfolio with unique value-based programmes (Jainology, Nonviolence, Yoga) and conventional subjects (English, Hindi, Political Science, Commerce).
2. Curriculum Alignment – Programmes revised in accordance with NEP 2020, incorporating outcome-based learning and interdisciplinary approaches.
3. Learning Resources – Availability of structured Self-Learning Materials (SLMs) complemented by digital e-content, video lectures, and LMS integration.
4. Learner Support – Effective use of Personal Contact Programmes (PCPs) in hybrid mode, offering flexibility to learners across geographies.
5. Examination Reforms – Timely conduct and declaration of results; introduction of digital assignments and pilot online evaluation enhanced efficiency.
6. Governance & Transparency – Clear organizational structure with ERP-enabled admissions, LMS-based delivery, and online grievance redressal system.

7. CIQA Functioning – Regular meetings, compliance reviews, and Action Taken Reports demonstrated an institutional culture of quality assurance.

Weaknesses

1. Vacant Administrative Positions – Key roles in ICT and library support remain unfilled, affecting efficiency during peak operations.
2. Dropout and Completion Rates – Certain PG programmes show lower completion percentages, requiring targeted retention strategies.
3. E-Content Parity – Not all programmes have full digital equivalence with their printed SLMs; multimedia quality and interactivity need strengthening.
4. ICT Limitations – LMS applications face downtime during peak enrolments; some learners face challenges accessing resources.
5. Logistical Issues – Delays in dispatch of printed SLMs remain a recurring grievance due to local post office issue.
6. Limited External Exposure – Staff development initiatives are internally focused; fewer collaborations with national-level ODL institutions.

Opportunities

1. New Programme Launches – Scope to introduce industry-oriented, technology-driven, and global programmes (e.g., Digital Humanities, Peace & Global Governance, Sustainability Studies).
2. Technology Expansion – Wider adoption of AI-driven learner analytics for dropout prediction, adaptive learning, and personalized academic support.
3. International Outreach – Collaborations with global Jain associations and universities for certificate/online courses.
4. Library Digitization – Expanding e-library resources and full integration with LMS will enhance learner accessibility.
5. Research and Capacity Building – Opportunities for faculty training in MOOCs, e-assessment, and ICT pedagogy in partnership with other ODL institutions.
6. Student Retention Initiatives – Tailored interventions (scholarships, flexible PCP schedules, mentorship) can reduce dropouts.

Challenges

1. Competition in ODL – Increasing competition from large national ODL/online universities may affect enrolment unless distinctiveness is emphasized.
2. Technological Dependence – Heavy reliance on ICT systems requires robust backup and cybersecurity measures to prevent disruptions.
3. Learner Demographics – Many students come from rural and economically weaker backgrounds, making digital access and affordability a continuing challenge.

4. Faculty Readiness – Need for continuous capacity building to ensure faculty are adept at digital pedagogy, content creation, and online evaluation.
5. Regulatory Compliance – Ensuring ongoing compliance with UGC-DEB norms, NAAC requirements, and NEP 2020 reforms amid evolving guidelines.
6. Sustainability of Growth – Managing enrolment growth while ensuring quality of learner support and infrastructure readiness.

(SWOC Analysis of AAA 2024-25)

S

Diverse Academic Portfolio

- Programme Diversity
- Curriculum Alignment
- Learning Resources
- Learner Support
- Examination Reforms
- Governance & Transparency
- CIQA Functioning

W

Vacant Key Positions

- Vacant Administrative Positions
- Dropout and Completion Rates
- E-Content Parity
- ICT Limitations
- Logistical Issues
- Limited External Exposure

O

New Program Launches

- New Programme Launches
- Technology Expansion
- International Outreach
- Library Digitization
- Research and Capacity Building
- Student Retention Initiatives

T

Competition Increasing

- Competition in ODL
- Technological Dependence
- Learner Demographics
- Faculty Readiness
- Regulatory Compliance

Recommendations

Based on the findings of the Academic and Administrative Audit (AAA) for the year 2024–25, and keeping in view the strengths, weaknesses, opportunities, and challenges (SWOC) identified, the following recommendations are proposed to strengthen the Centre for Distance & Online Education (CDOE), Jain VishvaBharati Institute, in the forthcoming academic session 2025–26:

1. Development of MOOCs in collaboration with SWAYAM

- JVBI should leverage its core academic distinctiveness by developing Massive Open Online Courses (MOOCs) on Jainology, Nonviolence, and Yoga, in collaboration with the SWAYAM platform.
- These courses will:
    - Provide global access to JVBI's knowledge systems.
    - Contribute to NEP 2020's emphasis on online and lifelong learning.
    - Create digital footprints for JVBI on a national platform, strengthening visibility and outreach.
- The development process should follow UGC and SWAYAM guidelines, ensuring high-quality e-content, professional video production, and learner interactivity.

2. Introduction of Skill and Employability-Linked Certificate Programmes

- To enhance career readiness and meet industry demands, JVBI should introduce short-term, skill-oriented certificate programmes in areas such as:
    - Digital Communication and Media Writing
    - Business Ethics and Corporate Social Responsibility
    - Conflict Resolution and Peacebuilding
    - Health, Wellness, and Stress Management through Yoga
- These programmes will cater to diverse learner groups, including working professionals, first-generation learners, and international students.
- Collaboration with industry experts and NGOs can strengthen curriculum design and ensure practical exposure, thereby enhancing employability outcomes.

3. Adoption of Learner Analytics for Progress Tracking and Dropout Prevention

- Implementing an learner analytics system will enable the institution to:
    - Monitor student progression in real-time.
    - Identify learners at risk of dropping out through predictive models.
    - Offer personalized academic counselling and remedial support.

- The analytics can track learner engagement on the LMS (e.g., frequency of logins, assignment submissions, exam performance), providing actionable data for faculty and administrators.
- Such systems align with the global best practices in online and distance education and ensure higher student retention and completion rates.

4. Strengthening Alumni Engagement for ODL Learners

- Establishing a structured alumni network for ODL learners will create opportunities for:
  - Peer-to-peer learning and mentoring.
  - Sharing of professional experiences and success stories.
  - Placement guidance, internships, and industry linkages for current learners.
- Activities can include alumni webinars, digital reunions, guest lectures, and an online alumni portal.
- Alumni engagement will help showcase the impact of ODL programmes on learners' careers and strengthen institutional branding at regional, national, and international levels.

5. Faculty Training in E-Content Development and Digital Pedagogy

- To maintain competitiveness in the ODL sector, faculty members must be continuously trained in modern digital pedagogy and innovative e-content creation techniques.
- Training programmes should cover:
  - Development of multimedia-rich SLMs and interactive video lectures.
  - Designing MOOCs and blended courses using international standards (e.g., Quality Matters framework).
  - Effective use of LMS tools, AI-based assessments, and gamification strategies.
- Faculty may be deputed to attend national-level FDPs, workshops, and training sessions organized by UGC, IGNOU, and other leading ODL institutions, thereby ensuring exposure to best practices and global trends.

9. Conclusion

The Academic and Administrative Audit (AAA) of the Centre for Distance & Online Education (CDOE), Jain Vishva Bharati Institute, for the year 2024–25 affirms that the Centre has steadily advanced in delivering quality distance education through a learner-centric approach, robust governance, ICT-enabled processes, and a curriculum aligned with NEP 2020 and UGC-DEB guidelines. The integration of value-based programmes with contemporary disciplines reflects JVBI's distinctiveness and commitment to holistic education. At the same time, the audit acknowledges that opportunities exist for further strengthening digital content parity, enhancing student retention through analytics-driven interventions, and expanding skill-based and industry-oriented programmes. With consistent focus on faculty training, alumni engagement, and global outreach, the CDOE is well-positioned to translate its achievements into long-term excellence. Overall, the audit commends the progress made during 2024–25 and recommends a forward-looking approach that combines consolidation of strengths with strategic improvements to achieve even greater quality, inclusivity, and impact in the coming years.

Date: 19/08/2025

(Prof. A.K. Mallik)
Member

(Mr. Abhinav Saxena)
Member

(Prof. K.N. Vyas)
Member

(Prof. Pradyumna Singh Shekhawat)
Member