Annual Report

of

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
ONLINE MODE
2024-2025

Annual Report

of

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
ONLINE MODE
2024-2025

Part I: General Information

Part I: General Information

1.1 Date of notification of the Centre

Name of the HEI	YENEPOYA ONLINE
Permanent Id	1-12067147831
Application Id	1-43662284795
Date of the Notification	24, May 2024
AICTE Approval Letter	**AICTE Approval Letter**

1.2 Details of the Director, CIQA

Name	Dr. Sharath B
Qualification	MSc. PhD
Appointment Letter and Joining Report	**Appointment Order of CIQA Director**

1.3 Details of CIQA Committee:

   a. Composition as per Regulations

SL No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination
a.	Vice Chancellor, Yenepoya (Deemed-to-be University)	Chairperson	Dr. M. Vijay Kumar Qualification: MBBS, DNB, M.Ch	Oncology	15/05/2023

SL No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination
b.	Professor and Principal Yenepoya Institute of Arts, Science, Commerce and Management	Member 1	Dr. Arun A Bhagawath	Microbiology	15/05/2023
	Vice Principal and Dean Yenepoya Institute of Arts, Science, Commerce and Management	Member 2	Dr. Shareena P	Finance and Marketing	15/05/2023
	Senior Teacher of HEI	Member 3	Dr. Vaibhav A M	Electronics and Communications	15/05/2023
	Senior Teacher of HEI	Member 4	Dr, Jeethander Sing Shekavath	Nursing and Allied Sciences	15/05/2023
	Deputy Registrar - CDOE	Member 5	Dr. Jeevan Raj	Finance	15/05/2023
	Technical Manager - CDOE	Member 6	Mr. Narayana Sukumara	Computer Science	15/05/2023
	Assistant Registrar - CDOE	Member 7	Ms. Jamuna KM	Artificial Intelligence	15/05/2023
c	Assistant Professor and HOD Department of Commerce	Member 8	Mr. Mahammad Shahid	Finance	15/05/2023
	Assistant Professor and HOD Department of Management	Member 9	Ms. Neekshitha Shetty	Human Resources	15/05/2023

	Professor and HOD Department of Computers	Member 10	Dr. Rathnakara Shetty P	Image Processing	15/05/2023
d.	Two External Experts of ODL and/or Online Education	Member 11	Mr. Sharath Kumar Shetty	Retail Management and Business law	15/05/2023
		Member 12	Dr. Sujay Nair Educational qualification:	Artificial Intelligence and Cyber Security	15/05/2023
		Member 13	Dr Alok Chhajer PGDM, PhD	Finance	15/05/2023
e.	Registrar Yenepoya (Deemed-to-be University)	Member 14 (Administration)	Dr. Gangadhara Somayaji K. S Qualification: MBBS, MS(ENT)	Micro Ear Surgery and Endoscopic	15/05/2023
	Controller of Examination Yenepoya (Deemed-to-be University)	Member 15 (Examinations)	Dr. B.T Nandish Qualification: Ph.D. (Dental Materials)	Prosthodontic Surgery	15/05/2023
	Official from departments of HEI • Administration • Finance	Member 16 (Finance)	Mr. Mahammad Bava Qualification: MBA	Finance	15/05/2023
f	Director, CIQA	Member Secretary	Dr. Sharath B	Life Sciences	15/05/2023

CIQA COMPOSITION(CLICK HERE TO VIEW)

b) **Whether members mentioned at 'b' to 'e' changed every two years (Y/N)**
    YES

1.4 Number of meetings held and its approval:
    a. No. of meetings held: 3
    b. Meeting Details:

Meetings	Date Month Year	No. of External Experts Present	Minutes	Approval of Minutes
Meeting 8	12/06/2024	1	**CIQA(MOM-8 (CLICK HERE TO VIEW)**	**Approved**
Meeting 9	12/11/2024	0	**CIQA(MOM- 9 (CLICK HERE TO VIEW)**	**Approved**
Meeting 10	12/06/2025	0	**CIQA(MOM- 10 (CLICK HERE TO VIEW)**	**Approved**

1.5 Number of programmes started at Certificate level as per Regulation 24 of UGC (ODL Programmes and Online Programmes) Regulations, 2020: **Not Applicable**

1.6 Number of programmes started at Diploma level as per Regulation 24 of UGC (ODL Programmes and Online Programmes) Regulations, 2020: **Not Applicable**

1.7 Number of programmes started at Post Graduate Diploma level as per Commission Order: **Not Applicable**

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

For Batch: July 2024 and January 2025

Sl. No	Under- Graduate Degree Tittle	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Transgender)			
							M	F	TG	Total
1	B.Com(JULY 2024) (Accounting & Finance)	3 Years	132	10+2	40,000 Per Year	1-12067147831	262	216	0	478
2	B.Com (JULY 2024) (International Finance and Accounting)	3 Years	132	10+2	60,000 per Year	1-12067147831	72	32	0	104
3	BBA (JULY 2024) (General Management)	3 Years	132	10+2	40,000 Per Year	1-12067147831	72	15	0	87
4	BBA (JULY 2024) (Logistics and Supply Chain Management)	3 Years	132	10+2	40,000 Per Year	1-12067147831	72	13	0	85
5	BCA (JULY 2024) (Computer Science and Information Technology)	3 Years	132	10+2	40,000 Per Year	1-12067147831	110	34	0	144
6	BCA (JULY 2024) (Cloud Computing and Cyber Security)	3 Years	132	10+2	40,000 Per Year	1-12067147831	333	83	0	416

Sl. No	Under- Graduate Degree Tittle	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Transgender)			
							M	F	TG	Total
7	B.Com (Jan 2025) (Accounting & Finance)	3 years	132	10+2	40,000 Per Year	1-12067147831	78	81	0	159
8	B.Com (Jan 2025) (International Finance and Accounting)	3 years	132	10+2	60000 Per year	1-12067147831	24	10	0	34
9	BBA (Jan 2025) (General Management)	3 years	132	10+2	40,000 Per Year	1-12067147831	57	20	0	77
10	BBA (Jan 2025) (Logistics and Supply Chain Management)	3 years	132	10+2	40,000 Per Year	1-12067147831	40	9	0	49
11	BCA (Jan 2025) (Computer Science and Information Technology)	3 years	132	10+2	40,000 Per Year	1-12067147831	57	19	0	76
12	BCA (Jan 2025) (Cloud Computing and Cyber Security)	3 years	132	10+2	40,000 Per Year	1-12067147831	51	9	0	60

1.9 Number of programmes started at Post- Graduate Degree Programmes as per Commission Order: Not Applicable

END OF PART-1 (GENERAL INFORMATION) OF CIQA

Annual Report

of

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
ONLINE MODE
2024-2025

Part – II: Requirements as per Center for Internal Quality Assurance (CIQA) Functioning

.1 Action Taken on the Function of CIQA

S.NO	Provision in Regulation	Details of Action taken by CIQA and Outcome thereof (Not more than 500 words)	Relevant Document
1	**Quality maintained in the services provided to the learners:**	a) Continuous feedback is gathered from learners to identify their needs and expectations, which is subsequently used to enhance the quality of services provided. b) The curriculum is consistently reviewed by the Board of Studies to maintain its relevance and alignment with learners' needs. c) Faculty quality is continuously improved through targeted Faculty Development Programs.	1. Feedback Analysis Feedback JULY 2024 SEM II Feedback JAN 2025 SEM I 2. **Academic Orientation** 3 Discussion Forum topic(sample)
2	**Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution:**	In order to continuously improve quality, the following initiatives were undertaken in respect of various processes and systems in the institution: A. **Implementation of Comprehensive Self-Evaluative Exercises:** The CIQA has established a comprehensive self-evaluation and reflective exercise program to ensure continuous quality enhancement across	**BOARD OF STUDIES** **Feedback Analysis** **Feedback JULY 2024 SEM II** **Feedback JAN 2025 SEM I** **Action Taken Report of feedback**

all systems and processes of the Higher Educational Institution. Additionally, the Board of Studies regularly updates the curriculum to bridge the gap between industry and academia.

B. **Academic Audits:**
This initiative includes regular audits and reviews of the institution's policies, procedures, and practices. These efforts have led to the identification of improvement areas and the development of strategies to address them.

C. **Quality Improvement Initiatives**:
The CIQA has also supported the implementation of various quality improvement initiatives, including:
i) Faculty orientation programs,
ii) Learner engagement initiatives,
iii) Continuous professional development programs,
iv) Actions taken based on feedback analysis.

| 3 | **Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality:** | **A. Planned and Structured Approach to Teaching-Learning and Evaluation:**
• The Teaching-Learning and Evaluation Program (TLEP) is designed using the four-quadrant approach.
• A unique orientation program caters to the diverse needs of learners.
• Psychometric assessments are utilized to promote cohort-based learning.
B. Innovative Pedagogy for Online Learners:
• Incorporation of Virtual Labs for simulation-based learning.
• Expert sessions from industry professionals aligned with the curriculum and industry expectations.
C. Learner Support Services:
• The YASH Learning Support System serves as a one-stop solution for all learner needs.
D. Technological Support and Services:
• An examination portal equipped with Level II proctoring capabilities. | **Learner Support System (YASH)**

https://support.onlineyenepoya.com/

User Id : demostudent@gmail.com

Enter user id in log-in panel and press OTP button, OTP will be displayed and enter the OTP to login

TLEP SAMPLE |

| 4 | **Mechanism devised to ensure that the quality of Online programs matches with the quality of relevant programs in conventional mode:** | **Ensuring Quality in Online Programs for Dual Mode HEIs:**
a) Comprehensive reviews are conducted to align the structure, learning outcomes, and assessments of online courses with those of conventional programs.
b) Alignment with professional bodies and industry benchmarks ensures rigorous standards in online education.

Formation of Academic Council:
a) Develop and approve academic policies, procedures, and regulations to uphold the institution's academic integrity and standards.
b) Oversee and approve the development, modification, and discontinuation of academic programs, courses, and curricula.
c) Maintain the quality of education through regular assessments, evaluations, and accreditations.
d) Plan and coordinate the institution's academic activities, including the academic calendar, scheduling, and resource allocation. | Academic council |

| | | e) Address student-related academic issues, such as admissions, progression, and graduation requirements.
f) Support and encourage faculty development, research, and innovation.
g) Provide a platform for academic discussions and decision-making, fostering collaboration and communication among departments and stakeholders.
h) Ensure the institution's compliance with all relevant educational regulations, standards, and accreditation requirements. | |

5	**Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement:**	**A. Post-Feedback Mechanism** • The CIQA has established mechanisms for engaging with and gathering feedback from all stakeholders, including learners, teachers, staff, parents, society, employers, and the Government, to drive quality improvement. This includes feedback tools such as learner expectation surveys, monthly learner interactions, and monthly faculty meetings. **B. Learner Engagement** • Learner-raised tickets are meticulously analysed to identify areas for process and system improvements.	**Action Taken Report of feedback** **Learner Support System (YASH)** https://support.onlineyenepoya.com/ User Id : demostudent@gmail.com Enter user id in log-in panel and press OTP button, OTP will be displayed and enter the OTP to login
6	**Measures suggested to the authorities of Higher Educational Institution for qualitative improvement:**	The CIQA has proposed several measures to the authorities of the Higher Educational Institution for qualitative improvement, including: • Development and implementation of institutional policies and procedures for quality assurance. • Establishment of quality standards and guidelines to ensure consistency and excellence.	CIQA Report 2024-2025

		• Provision of professional development opportunities for faculty and staff to enhance their skills and knowledge. • Enhancement of student services to better support learner needs. • Improvement of infrastructure and resources to create a conducive learning environment. • Promotion of a culture of quality and continuous improvement across the institution.	
7	**Implementation of its recommendations through periodic reviews:** .	The CIQA ensures the implementation of its recommendations through periodic reviews and regular audits, resulting in the following actions: • Expanded the project submission process to include a synopsis, midterm progress reports, video presentations, and a final report. • Implemented meticulous pre-semester activities and enrichment courses to better prepare learners.	Research project Guidelines

8	**Workshops/seminars/symposium organized on quality-related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution:** .	a) The CIQA organizes workshops, seminars, and symposiums on quality-related themes to engage all stakeholders in the Higher Educational Institution. b) These activities offer a platform for stakeholders to exchange ideas, share experiences, and discuss challenges and opportunities. c) Participants can learn from best practices and apply them to their own areas of responsibility. d) The CIQA disseminates reports of these activities among all stakeholders to promote transparency and accountability within the institution.	CIQA MoM 2024-25
9	**Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same to all concerned in Higher Educational Institution:** .	a) The CIQA has developed and compiled best practices in all areas to enhance the quality of services provided to learners. b) These best practices have been identified through benchmarking with other institutions, stakeholder consultations, and regular analysis of institutional data. c) The CIQA disseminates these best practices to all relevant parties within the Higher Educational Institution to promote learning and knowledge sharing.	CIQA MoM 2024-25

10	**Collected, collated and disseminated accurate, complete, and reliable statistics about the quality of the programme(s):**	The diverse statistics collected, collated and used for corrective action were the following. a) Curriculum alignment for different courses under an outcome-based education framework. b) The Curriculum addressing the cross-cutting issues such as gender, ethics, environment etc., c) Extent to which the curriculum caters to critical outcomes such as employability, Entrepreneurship and skill development. d) Content readiness in the 4 quadrants for each course	**Action Taken Report of feedback**
11	**Measures taken to ensure that Programme Project Report for each Programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the Programme:** .	a) The CIQA ensures that the Programme Project Report (PPR) for each program adheres to the norms and guidelines prescribed by the Commission and relevant regulatory authorities. b) The CIQA provides guidance and support to faculty and staff in developing PPRs to ensure compliance with established norms and guidelines. c) The CIQA conducts regular reviews and evaluations of PPRs to ensure they meet the established quality standards.	PPR Of Online Learning For MBA PPR OF Online Learning for MCA

12	**Mechanism to ensure the proper implementation of Programme Project Reports**	It is ensured that the program planning and delivery is implemented as per the PPR. The progress is reviewed by the academic council through its standing committee.	Academic Council
13	**Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports**:	The Centre for Internal Quality Assurance has a monitoring mechanism to ensure the proper implementation of Programme Project Reports with following activities: i) Periodic checks to ensure that the implementation is in line with the norms and guidelines prescribed by the Commission and the appropriate regulatory authority having control over the Programme. ii) The Annual plans comprising the Calendar of Events and action plan suggested by Board of studies and the annual report reviewed by Academic Council. Based on the view key actionable items were identified for follow-up.	Academic Council

14	**Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.**	Based on inputs received from stakeholders such as industry experts and employers, the Centre for Internal Quality Assurance provides recommendations to the Higher Educational Institution for restructuring its Programmes to make them more relevant to the job market.	BOARD OF STUDIES
15	**Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.**	The Centre for Internal Quality Assurance facilitates system-based research to identify ways of creating a learner-centric environment and to bring about qualitative change in the entire system.	Academic Council
16	**Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.**	**Not Applicable**	Not Applicable
17	**Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit:**	**Not Applicable**	Not Applicable

18	**Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines**	The Centre for Internal Quality Assurance coordinates between the Higher Educational Institution and the Commission for various quality-related initiatives or guidelines. This involves disseminating information and providing guidance to the institution on the Commission's policies and initiatives.	[CIQA MoM 2024-25](#)
19	**Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices:** .	The Centre for Internal Quality Assurance obtained the information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices. ➢ The University has set benchmarks by comparing itself to top online universities. ➢ The learner's journey and quality practices are evaluated against those of these leading institutions. ➢ Any deviations are identified and examined in detail. ➢ Necessary adjustments are made to institutional practices to improve quality standards. ➢ This information is derived from published sources.	

20	**Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance:**	The Centre for Internal Quality Assurance records activities undertaken on quality assurance in the form of an annual report. This report includes information on the institution's quality assurance systems and processes, as well as any improvements made during the year.	CIQA Report 2022-2023 CIQA Report 2023-2024
21	**(a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.**	a) The Centre for Internal Quality Assurance submits annual reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. This involves providing information on the Centre's performance during the year and any recommendations for improvement.	
	b) **Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.**	Submitted the CIQA 2022-23 report to the Commission (UGC) after due approvals of the statutory bodies.	CIQA Report 2022-2023 CIQA Report 2023-2024

22	**Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.**	The Centre for Internal Quality Assurance oversees the functioning of the Centre and approve the reports generated by the Centre on the effectiveness of quality assurance systems and processes. This involves ensuring that the Centre is operating in compliance with the norms and guidelines prescribed by the Commission	'Academic Council
23	**Facilitated adoption of instructional design requirements as per the philosophy of the Online learning decided by the statutory bodies of the HEI for its different academic programmes**	The Centre for Internal Quality Assurance facilitates the adoption of instructional design requirements as per the philosophy of Online learning decided by the statutory bodies of the HEI for its different academic Programmes. This involves providing guidance and support to the institution on developing learner-centric instructional design for online courses.	Yes Curriculum Design Process
24	**Promoted automation of learner support services of the Higher Educational Institution**	The CIQA promoted the automation of learner support services of the Higher Educational Institution by encouraging the use of technology to deliver services such mechanisms. YASH system which acts as the One stop solution for all learner requirements. The outcome of this action was that students were able to access support services easily and conveniently,	

		resulting in improved learning outcomes and student satisfaction.	
25	**Coordinated with external subject experts or agencies or organizations, the activities pertaining to validation and annual review of its in-house processes**	The CIQA coordinates with external subject experts or agencies or organizations for the validation and annual review of in-house processes of the Higher Educational Institution. This helps validating the institution's processes by experts, resulting in the identification of areas for improvement and implementation of best practices.	Academic Council
26	**Coordinated with third party auditing bodies for quality audit of programme(s)**	The CIQA coordinates with third party auditing bodies for quality audit of Programme(s) of the Higher Educational Institution. This helps in the Programmes being audited by experts, resulting in the identification of areas for improvement and implementation of best practices.	Academic Council
27	**Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution**	The CIQA oversaw the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution. The outcome of this action was that the institution's self-appraisal report was prepared and submitted to the relevant agencies, resulting in the institution's accreditation or reaccreditation.	NA

28	**Promoted collaboration and association for quality enhancement of Online mode of education and research therein**	The CIQA has initiated discussions with institutions and chartered bodes to collaborate and jointly work on enhancement of quality of online mode of education and research. It is positive that some fruitful development will soon take place which would help to improve the overall quality of online education offered by HEI.	Initiated the proposal Soon it will be implemented
29	**Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.**	The CIQA facilitated industry-institution linkages to provide learners with exposure and enhance their employability. This initiative led to the establishment of partnerships with various industries, offering students opportunities for internships, projects, and placements, which significantly improved their employability	Expert Sessions from Corporate world

2.2 Compliance of Quality Monitoring Mechanism – As per Annexure-I (Part V (2)) of UGC (ODL Programmes and Online Programmes) Regulations 2020:

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

1.	Governance, Leadership and Management:
	a. Organization Structure and Governance
	b. Management
	c. Strategic Planning
	d. Operational Plan, Goals and Policies
		The CDOE operates within the University's governance framework, which at the highest level includes the Executive Council, Academic Council, and Finance Committees, all constituted in compliance with UGC regulations and chaired by the Vice-Chancellor.
		The Director of CDOE holds overall responsibility for online and distance learning programs. For online programs, the Director is assisted by a Head of Academics and several functional heads, covering Admissions, Academic Planning and Monitoring, Content Development, Program Delivery, Resource Planning and Administration, and Exams and Results.
		
		Below are details regarding Governance, Leadership, and Management.
		a. 1. Organization Structure
		    i. Organization Structure of the University
		    ii. Organization Structure of the CDOE – Online Programmes
		
		2. Governance
		The Governance of CDOE-Online Programmes is driven by a strong leadership ably guided by statutory bodies of the University, the CIQA duly supported by technology, E-Governance and Financial Systems and Delegation of Powers.
		i. **Leadership:** The chancellor and founder of the University
		ii. Statutory Bodies:
		Composition:
			Organization Structure (Click Here to view)

- Executive Council
- Finance Committee
- Academic Council

The Vice-Chancellor is guided by the Executive Council, Academic Council and the Finance Committee. UGC nominees are members of both the Executive Council and the Finance Committee.

iii. CIQA: The CIQA chaired by the Vice-Chancellor ensures that online Programmes are conducted in conformance with the UGC regulations, 2020. The CIQA also focuses on innovation and continuous improvement.

iv. **E-Governance**: The E-Governance is driven through an ERP system which was developed in-house, a LMS (Powered by NEO) and a learner support portal and the Yenepoya Online website.

v. **Financial Systems**: Books of accounts are maintained by the University, centrally. Audit is carried out periodically. CDOE's budgetary requirements are included in the centralized budget of the University.

vi. **Delegation of Powers:** Powers are delegated to the various officers of the University to ensure smooth conduct of operations.

b. Management

Yenepoya Deemed-to-be University, including the Centre for Distance and Online Education (CDOE), is promoted by the Islamic Academy of education, a not-for-profit trust and regularized under

the University's management, led by its Visionary Chancellor **Dr Yenepoya Abdulla Kunhi** provides strategic support and direction to its leadership. The Vice-Chancellor **Dr M Vijayakumar** oversees the daily management and policy implementation, reinforced by the statutory bodies of the University, including the Executive Council, Academic Council, and Finance Committee. The Director manages the day-to-day functions of the Centre for Distance and Online Education.

C. Strategic Planning

The Strategic Plan spans a 5-year horizon and addresses the need for a long term plan based on an assessment of the environment and current needs of the Institution. It is in the nature of a rolling plan, I.e. at the end of the year, one more year gets added, so that at any given point of time the strategic plan covers a 5-year period. The current plan covers the period 2024-2029."

d. Operational Plan, Goals and Policies.

The CDOE-Online: The operational planning is carried out in respect of academic operations including admission and programme delivery, infrastructure planning, faculty and other support resources on an annual basis and are reviewed by the standing committee chaired by the Vice-Chancellor.

The goals are focused on the following key aspects of online learning viz., to provide an effective alternative path and wider opportunities in education particularly higher education. Effective use of technology is adopted to provide academic flexibility,

		mobility without compromising on the quality aspects and with a learning outcome focus. It also caters to the diversity of the needs of learners who can pursue learning at their own pace and environment. The University has established overarching policies relating to academics, innovation and IP and research policies which also provide the necessary guidance for operations of Online Programme activities.	

2.	Articulation of Higher Educational Institution Objectives	**Vision of the Institute:**
		    To evolve in to a center of excellence in science & technology through creative and innovative practices in teaching - learning, towards promoting academic achievement and research excellence to produce internationally accepted, competitive and world class professionals who are psychologically strong & emotionally balanced imbued with social consciousness & ethical values.
		
		Mission of the Institute
		    To provide high quality academic Programs, training activities, research facilities and opportunities supported by continuous industry - institute interaction aimed at promoting employability, career enhancement, entrepreneurship, leadership and research aptitude among learners and contribute to the economic and technological development of the region, state and nation.
		    Through this Program the institute strives to achieve the following objectives:
		  i. Enhance the career growth of the existing finance and accounting professionals by understanding their learning needs.	

		ii. Help graduates to foster their career growth by imbibing the required commerce, accounting and finance skills. iii. By offering extension activities as a part the Program making the learners to become socially conscious professionals. iv. Transform graduates into efficient leaders with good ethical practices.	
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	The Programme Development and approval process comprises the following: **a. Curriculum Planning, Design and Development** The curriculum has been designed with courses constituting with Core, Elective, Cross-Functional and Open Elective and Practical aspects (research and analytics) **b. Curriculum Implementation:** ➢ The 'Foundation' Courses are intended to be those that provide the basic and fundamental pre-requisite knowledge on subjects such as economics, accounting, quantitative methods, technology for business, and organizational behavior. ➢ The 'Core' Courses are intended to be those that provide knowledge on business functions like taxation, accounting, corporate finance and security valuation. ➢ The 'Elective' Courses are intended to be those that will help students enhance their skills and knowledge in the domain opted for. ➢ The 'Project' intended to be a semester long work carried out by the students during the final semester. Students are	Curriculum Design Process

		expected to apply their knowledge and skills to try to solve a business problem through extensive research. c. **Academic Flexibility:** The curriculum is designed to suit the needs of the various stake holders. The focus of the curriculum is on employability in Central and State Governments, public sector, private sector, corporate sector, major agro-based industries, insurance sector and its related agencies in the national sphere. Employment at international level is also a key focus area. Syllabi are revised based on recent advances in technology and are included in curriculum. The Curriculum emphasizes exposure in Communication Skill, Personality development, Soft Skill development, hands-on training in several laboratory modules which aids them in getting placed. The following have been incorporated to make the curriculum more innovative and flexible ➢ Choice Based Credit System widened to incorporate more choices within the Programmes. ➢ Programmes / Courses: registration of courses automated through Campus Management System. ➢ Curriculum enriched through compulsory credits in Value Education, Personality Development Programmes, Extension, Environment and aptitude training Programmes. ➢ Free electives are offered to students.	Feedback Analysis Feedback JULY 2024 SEM II Feedback JAN 2025 SEM I

➤ The curriculum development process is reviewed and monitored by curriculum development committee for the whole university.

➤ The draft so prepared is sent to the members of Board of Studies well in advance.

➤ The Board of studies meeting is convened by the Registrar to discuss and finalize the curriculum of the concerned department.

➤ The final curriculum is placed before the Academic Council.

➤ Finally, it is placed before the Board of Management for approval.

➤ The university has introduced several innovative programmes / courses .

d. Learning Resource:

The four-quadrant approach will be followed. E-Learning material will be supplemented with video lectures, live online sessions, e-books, discussion forums, mentoring sessions and additional reference material through Learning Management System (LMS).

e. Feedback system:

A good feedback system is mainly educational, encouraging, and emphatic to the learner. Notice that the three criteria are all things that are meant to benefit the learner, which is what every eLearning system should do more than anything.

Note: A detail feedback report is enclosed

| 4. | Programme Monitoring and Review | Programme monitoring and review considers the following objectives:
(i) programmes and modules remain current, valid and attractive to applicants. | |

		(ii) students receive an appropriate balance of knowledge and skills and are prepared for employment, further study, or the first stage of professional practice (where relevant). (iii) students are provided with appropriate learning opportunities which enable the intended learning outcomes of the programme to be achieved. (iv) students experience appropriate assessment methodologies and they are performing to the expected standard.	
5.	Infrastructure Resources	The University has chosen an industry standard, SCORM compliant LMS called NEO LMS from Cypher Learning. The LMS is used by hundreds of universities all over the world. It offers a centralized environment for class creation and makes it easy to organize learning resources. The LMS enables to build personalized classes, deliver learning materials, assess learners, track their progress, collaborate with classmates, manage all learning activities, and transform education. Additionally, robust content development facilities support the creation of diverse educational resources, from interactive modules and multimedia presentations to comprehensive online courses. Together, these infrastructure resources foster a rich, interactive, and accessible learning ecosystem. Microsoft Teams platform is used for online, live sessions.	
6.	Learning Environment and Learner Support	The University provides a variety of options to respective learners who wish to apply. This includes widgets on the website, Chatbot, tele calling, video counseling, and walk-in. ➢ Counseling is provided through trained counselors who provide information regarding programs, electives, value-added courses,	

		access to MOOCS platforms like LinkedIn, academic calendar, the 4-quadrant approach, and assessments and examinations. They are also informed about the fees and loan options available, scholarships etc. ➢ A full fledge CRM software (lead square, assess the admission counselors through the entire pre admission process. Support is also provided during or post the admission process for any queries that the learner may have these calls/request are also attended to by respective counselors. ➢ Upon admission the learner is provided with access to the LMS, YASH Portal, and Linked In learning resources. In fact, provided LMS access is fully automated and gets activated immediately after the learner makes payment of his fees. ➢ The LMS contains self-learning material, prerecorded videos, a fully functional website provides further details to learners. ➢ Learners support is enabled through YASH ➢ They can raise tickets or call the IVR line to seek help from the inbound support team. The inbound support team, 7 days a week from 9 AM TO 7 PM. The inbound team is the single window for all learner related queries received through tickets are addressed within a specified time	LMS Screen Shots
7.	Assessment and Evaluation	The performance of students will be based on the Continuous Assessments (CA) and End Semester Examination (ESE) as per the weightage given below table: **Table: Distribution of Weightage (CA: ESE)** | Assessment Type	Weightage (%)
---	---
Continuous Assessment	30
End Semester Examination	70
Total	100		ESE MCQ Questions

| | | The assessment scheme is designed not only to assess the attainment of course outcomes by the learner but also to help and guide them to undertake systematic studies. The Continuous Assessment (CA) marks will be awarded based on Three Assignments. The First assignment will be scheduled after the completion of 30-35% of the syllabus; second assignment will be scheduled after the completion of 50-55%of the syllabus; and the third assignment will be scheduled after the completion of 75-80% of the syllabus. The Continuous Assessment (CA) shall consist of three Assignments (MCQ pattern or small variations like fill in the blanks, matching list etc.), all of which are Mandatory to attempt. The window will be opened on Learning Management System (LMS) for students to attempt these assignments in order to assess their preparation levels and to know how much they have progressed towards the attainment of their respective course outcomes. The best two of [CA1, CA2, and CA3] shall be considered for the total CA component. All Assignments will consist of 30 Multiple Choice Questions (MCQs or small variations like fill in the blanks, matching list etc) of ½ mark each assessing uniformly each unit covered till that point in time as per Teaching Learning and Evaluation Plan (TLEP). These assessment items will be based on the application of concepts, techniques etc. learnt and will require substantial preparation by the learners. The formative assessment items used in CA1, CA2 and CA3 will be based on the core topics of the various units, concepts, applications, techniques etc. These assessment items are mapped to the attainment of the course learning outcomes. The marks obtained in 7 the continuous formative assessments will be used, along with the marks obtained in the End Semester Examination (ESE) as a summative | Continuous Assessment Sample Questions |

		assessment. The total aggregate marks obtained in the CAs and the ESE will be the basis for grading in the course. Formative assessments enable a student to attain on a regular basis many of the learning outcomes of a course. The students are advised to prepare for these continuous formative assessments seriously and take them within the stated timelines.	
Z8.	Teaching Quality and Staff Development	Yenepoya Online have a well-established structure for promoting quality counselling, capacity building workshops, programmes, interactive teaching-learning and provide staff development programmes and activities to encourage academic staff to improve teaching and learning on continuous basis.	

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

Sl. No.	Provisions in Regulations	Action taken in respect of online Programmes	Upload relevant document
1.	Academic Planning	Yenepoya Online have robust and appropriate academic planning procedures to ensure that the Programmes offered by it are relevant to national economy, reflects the Institution 's strategic direction and offers a high quality value-added 'learner experience. The Institution have adequate and appropriate teaching and other support staff along with infrastructure and technology support to ensure that the curriculum remains up to date and the institutional goals are achieved. Fulfillment of the academic requirements is audited by the Dean – Academics and also the Standing Committee which approves after considering the feasibility of the proposals. A detailed curriculum and learning materials are then prepared by a team of	BOARD OF STUDIES

		faculty members and these are formally reviewed in a meeting of the BoS which is duly constituted as per the guidelines of the UGC.	
2.	Validation	The Standing Committee of the University reviews information provided regarding new programs to determine the viability of the programs, maintenance of academic standards and the opportunities for learners to acquire knowledge and skills relevant to employment or entrepreneurship. Upon completion of review and program details are placed before the Board of Studies and Head of Academics for Audit/Review. Then the Standing Committee recommends the programs to the Academic Council for approval.	Academic Council
3.	Monitoring, Evaluation and Enhancement Plans a. Reports from Examination Centres	Quality deliverance of the Online programmes and the outcomes attainment and continual quality improvements ensured by Yenepoya Online, shall be broadly as follows, namely **a. Reports from Examination Centres**: Conduct of examinations in Online mode by remotely proctored approach along with report of observers/proctors for all examinations.	ESE GUIDELINES
	b. External Auditor or other External Agencies report	**b. External Auditor or other External Agencies report**: Yenepoya Online considers the comments made by External auditors, experts and third party of quality audit and implement as appropriate.	Feedback Analysis Feedback JULY 2024 SEM II
	c. Systematic Consideration of Performance Data at Programme, Faculty and Higher	**c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels:** For effective evaluation and audit, the Yenepoya Online ensure easy access to performance monitoring information such as course pass rates, learner entry profiles and progression and achievement reports,	Feedback JAN 2025 SEM I

	Educational Institution levels	which should be available through web- based application and would be used for report making.	
	d. Reporting and Analytics by the Higher Educational Institution	**d. Reporting and Analytics by Vigan Online**: The generate the required reports out of such web-based applications and analyze learner and academic analytics or deciding the improvements to be executed for better performance.	
	e. Periodic Review	**e. Periodic Review**: Yenepoya Online have an effective system for collecting feedback from the stakeholders regularly to improve its programmes.	

End of Part II (**Part –II: Requirements as per Center for Internal Quality Assurance (CIQA) Functioning**

Annual Report

of

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
ONLINE MODE
2024-2025

Part – III: Human Resources and Infrastructural Requirement

YENEPOYA
Online

Part – III: Human Resources and Infrastructural Requirement

3.1 Name and details of Director of Centre for Distance and Online Education

S. No	Name	Designation	Qualification	Experience	Type Reg/contract	Gross sal/month	Date of joining programme
1.	Dr Shareena	Professor and Director of CDOE	M.Com, MA, Ph.D	16 Years	Regular	55,000	15/05/2023

Appointment Order of CDOE Director (Click Here to View)

3.2 Name and details of Deputy Director of Centre for Distance and Online Education

S.No	Name	Designation	Qualification	Experience	Type Reg/contract	Gross sal/month	Date of joining programme
1	Mr. Jeevan Raj	Deputy Director of CDOE	M.COM	14 Years	Regular	50,000	15/05/2023

Appointment Letter of Deputy Director of CDOE (Click Here to View)

3.3 Name and details of Assistant Director of Centre for Distance and Online Education

S.No	Name	Designation	Qualification	Experience	Type Reg/contract	Gross sal/month	Date of joining programme
1	Mr Mahammad Shahid	Assistant Professor & Asst. Director of CDOE	M.COM	07	Regular	35,000	15/05/2023

Appointment Letter of Asst Director of CDOE (Click Here to View)

41

3.4 Compliance Status in respect of Human Resource – As per Annexure – IV of UGC

I. Programme Name: BBA

a. Programme Coordinator

S.no	Name with Designation	Qualification	Experience	Type (Regular /Contract)	Date of Joining
1	Prof. Charithra M V	MBA in Finance and HR	6 Years	Regular	07-06-2021

b. Course Coordinator

S.no	Course Name	Name with Designation	Qualification	Experience	Type (Regular /Contract)	Date of Joining
1	English	Prof. Selvarani Paulraj	MA MPhil English	22 yrs of experience in PUC and undergraduate.	Visiting	07-06-2021
2	Business Management	Prof. Divya Anchan	M. Com, PhD Pursuing,	16 years	Regular	07-06-2021
3	Modern Business Environment	Prof. Vaishnavi Prerana	Master of commerce (Human resource management)	3 years	Regular	07-06-2021
4	Accounting for Business	Prof.Charithra M V	MBA in Finance and HR	6 years	Regular	07-06-2021
5	Business Regulatory Framework	Prof. DEVI PRANAVASREE	PhD pursuing, Management inclined towards HR	7 years 4 months in corporate and 3 years in teaching	Visiting	07-06-2021
6	Quantitative Techniques for Management	Dr. Savitha Sodi	PhD in Operations	8 years	Visiting	07-06-2021

YENEPOYA
Online

II Programme Name: B. Com (Accounting & Finance)

a. Programme Coordinator

S.no	Name with Designation	Qualification	Experience	Type (Regular /Contract)	Date of Joining
1	Prof. Vaishnavi Prerana	M.Com	16 Years	Regular	07-06-2021

b. Course Coordinator

S.no	Course Name	Name with Designation	Qualification	Experience	Type (Regular /Contract)	Date of Joining
1	English	Prof. Selvarani Paulraj	MA MPhil English	22 yrs	Visiting	07-06-2021
2	Business Management	Prof. Divya Anchan	M. Com, PhD Pursuing,	16 years	Regular	07-06-2021
3	Modern Business Environment	Prof. Vaishnavi Prerana	Master of commerce (Human resource management)	3 years	Regular	07-06-2021
4	Business and Commercial Law	Prof. Sahana S	M.Com	8 years	Regular	07-06-2021
5	Financial Accounting - I	Prof.Charithra M V	MBA in Finance and HR	6 years	Regular	07-06-2021
6	Business Mathematics	Prof Savitha	PhD in Operations	8 years	Visiting	07-06-2021

III   Programme Name: B.COM (International Finance and Accounting)

a.   Programme Coordinator

S.no	Name with Designation	Qualification	Experience	Type (Regular /Contract)	Date of Joining
1	Prof. Divya Anchan	M. Com, PhD Pursuing,	16 Years	Regular	07-06-2021

b. Course Coordinator

S.no	Course Name	Name with Designation	Qualification	Experience	Type (Regular /Contract)	Date of Joining
1	English	Prof. Selvarani Paulraj	MA MPhil English	22 Year of teaching experience	Visting	07-06-2021
2	Business Management	Prof. Divya Anchan	M. Com, PhD Pursuing,	16 years of teaching experience	Regular	07-06-2021
3	Business Mathematics	Prof Savitha	PhD in Operations	8 years of teaching experience	Visiting	07-06-2021
4	Management Accounting (ACCA)	Prof. Aman Manwani	Strategic Business Leadership, Management Accounting, Financial Reporting, Financial Management	2 years of teaching experience	Visiting	07-06-2021
5	Financial Accounting (ACCA)	Prof. Harsh Singh	Advanced Financial management, Strategic business leadership and Advanced Taxation, Audit and assurance	1.5 years of teaching experience	Visiting	07-06-2021
6	Business and Technology (ACCA)	Prof. Evita Veigas	CMA US, CIMA and ACCA SBL	15 years corporate and 5 years teaching	Visiting	07-06-2021

IV   Programme Name: BCA

a. Programme Coordinator

S.no	Name with Designation	Qualification	Experience	Type (Regular /Contract)	Date of Joining
1	Prof. Sahana S	M.Com	8 Years	Regular	07-06-2021

b. Course Coordinator

S.no	Course Name	Name with Designation	Qualification	Experience	Type (Regular /Contract)	Date of Joining
1	English	Prof. Selvarani Paulraj	MA MPhil English	22 Years of Teaching	Visiting	07-06-2021
2	Programming in C*	Prof. Jayashree M Kudari	MCA	10 years of teaching experience	Regular	07-06-2021
3	Fundamentals of Mathematics	Prof Asha	M. Sc in mathematics	14 years of teaching experience	Regular	07-06-2021
4	Computer Fundamentals and Organization	Prof. Bosubabu Sambana	MCA,M Tech, AMIE, (Ph D)	12 years of teaching experience	Regular	07-06-2021
5	Operating Systems	Prof. Smita Girish	MCA,M. Phil	17 years of teaching experience	Regular	07-06-2021
6	Quantitative Techniques for Management	Prof Savitha	PhD in Operations	8 years of teaching experience	Visiting	07-06-2021

3.5 Details of Administrative staff

S. No	Name of Admin staff	Designation	Qualification	Experience	Type Reg/contract	Date of joining Programme
1.	Mr Jeevan Raj	Deputy Registrar	M.Com	14	Regular	20-04-2021
2.	Mr Mahammad Shahid	Assistant Registrar	M.Com	07	Regular	20-04-2021
3.	Ms. Chaithra Shetty	Section Officer	M.Com	06	Regular	20-04-2021
4.	Mr Kaushic	Assistant	PGDCA	07	Regular	20-04-2021
5	Mr Kaushic	Computer Operator and Multi-Tasking Staff	PGDCA	07	Regular	20-04-2021

Appointment orders

b. Number and details of Technical support for Online Programmes as per annexure –IV

i. Technical Team for development of e-content as self –learning e- modules:

S. No	Name of Technical Staff	Designation	Qualification	Experience	Type Reg/contract	Date of joining Programme
1.	Dr Parameshwar R Hegde	Technical Manager	M.Sc, PhD	7 years	Regular	13-10-2020

Appointment order of Technical Manager

ii. For delivery of Online Programmes:

S. No	Name of Technical Staff	Designation	Qualification	Experience	Type Reg/contract	Date of joining programme
1.	Dr Parameshwar R Hegde	Technical Manager (LMS and Data Management)	M.Sc, PhD	07	Regular	13-10-2020

Appointment order of Technical Manager

iii. For Admission and Examination for Online mode:

S. No	Name of Technical Staff	Designation	Qualification	Experience	Type Reg/contract	Date of joining programme
	Mr. Narayan Sukumar	Technical Manager (Admissions)	M.Sc	16	Regular	

Appointment Order

******************** End of **Part – III: Human Resources and Infrastructural Requirement** *********************************

Annual Report

of

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA) ONLINE MODE

2024-2025

Part – IV: Examinations

Part – IV: Examinations

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

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	Yes	
2.	For ensuring transparency and credibility, the full time faculty of the Online mode Higher Educational Institutions or qualified faculty from University Grants Commission recognized Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc	Yes	
3.	A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test center with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examination through technology mediated proctoring.	Yes	

4.	The examination center must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	NO	Not applicable, since it is an online technology mediated proctored examination
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region.	NO	Not applicable, since it is an online technology mediated proctored examination
6.	Building and grounds of the examination centre must be clean and in good condition.	NO	Not applicable, since it is an online technology mediated proctored examination
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	NO	Not applicable, since it is an online technology mediated proctored examination
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	NO	Not applicable, since it is an online technology mediated proctored examination
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	NO	Not applicable, since it is an online technology mediated proctored examination
10.	Safety and security of the examination centre must be ensured	NO	Not applicable, since it is an online technology mediated proctored examination

11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	NO	Not applicable, since it is an online technology mediated proctored examination
12.	Provision of drinking water must be made for learners	NO	Not applicable, since it is an online technology mediated proctored examination
13.	Adequate parking must be available near the examination centre	NO	Not applicable, since it is an online technology mediated proctored examination
14.	Facilities for Persons with Disabilities should be available	NO	Not applicable, since it is an online technology mediated proctored examination

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

S No.	Provisions in Regulations	Whether being complied Yes/No If yes, please provide details and upload relevant documents	If no, Reason thereof
1.	Requirements at Test Centres (as mentioned in provision II (B)(13)(i) of Annexure II)	No	Remotely proctored online examination as given in Annexure II (B) (IV)

2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	Yenepoya Online enlists the support of faculty members and staff from various departments for proctoring. The proctors are required to report any irregularities and other activities to maintain the credibility and transparency of the examination.	Remotely proctored online examination as given in Annexure II (B) (IV)
3.	Security arrangements in the testing center (as mentioned in provision II (B)(13)(iii) of Annexure II)	No	Remotely proctored online examination as given in Annexure II (B) (IV)
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iii) of Annexure II)	YES	Instruction booklet for Proctoring

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

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	YES ESE GUIDELINES	

2.	A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of learners enrolled through Online mode and their certification.	YES ESE GUIDELINES		
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: i) The Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted; ii) For Online mode: the learner has minimum participation of 75 per cent. in all the activities of Online Programme prior to end semester examination or term end examination.	YES		
4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through online mode shall be evolved by adopting same standards as being followed in conventional mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	YES *4		
5.	The weightage for different components of assessments for Online mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination or term end examination): Minimum 70 per cent.	YES		

52

6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	YES	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	YES	
8.	A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	YES	
9.	The examination of the programmes in Online mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination center as given under these regulations.	No	Remotely proctored online examination as given in Annexure II (B) (IV)
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	No	Remotely proctored online examination as given in Annexure II (B) (IV)
	(b) Availability of biometric system	No	Remotely proctored online examination as given in Annexure II (B) (IV)

	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners and Passports for International learners	No	Remotely proctored online examination as given in Annexure II (B) (IV)
	(d) In case of non-availability of the Closed Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination center to the Higher Educational Institution	No	Remotely proctored online examination as given in Annexure II (B) (IV)
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	No	Remotely proctored online examination as given in Annexure II (B) (IV)
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	No	Remotely proctored online examination as given in Annexure II (B) (IV)
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	No	Remotely proctored online examination as given in Annexure II (B) (IV)

13.	An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination and in conformity with any other norms for such examination as may be laid down by the Commission	Yes, We follow Remotely proctored online examination	
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognized to enroll international learners shall endeavor to conduct proctored examinations for such learners	Yes, We follow Remotely proctored online examination	

15.	a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have
	   i. Photograph
	   ii. Aadhaar number or other government recognised identifier or
	
	   Passport number, as applicable,
	
	   iii. Other relevant details of the learner along with the Programme name.
		Yes	

	b) Each award shall also be uploaded on the National Academic Depository	Yes	
16.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres	Yes	

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

July 2023: SEM II

Semester Beginning	Programme	No of students admitted	No of Students appeared	No of Students Progressed	% passed	% of A grade
06.04.2024	BBA	28	23	20	87%	14
06.04.2024	BCA	42	39	36	92%	15
06.04.2024	BCOM	242	190	110	58%	21

July 2023: SEM III

Semester Beginning	Programme	No of students admitted	No of Students appeared	No of Students Progressed	% passed	% of A grade
14.09.2024	BBA	28	23	17	74%	17
14.09.2024	BCA	42	36	31	86%	2
14.09.2024	BCOM	231	175	117	67%	18

January 2024: SEM I

Semester Beginning	Programme	No of students admitted	No of Students appeared	No of Students Progressed	% passed	% of A grade
06.04.2024	BBA	40	32	24	75%	17
06.04.2024	BCA	33	24	18	75%	15
06.04.2024	BCOM	73	56	41	73%	15

January 2024: SEM II

Semester Beginning	Programme	No of students admitted	No of Students appeared	No of Students Progressed	% passed	% of A grade
14.09.2024	BBA	40	32	30	94%	21
14.09.2024	BCA	33	27	23	85%	17
14.09.2024	BCOM	73	60	44	73%	15

July 2024: SEM I

Semester Beginning	Programme	No of students admitted	No of Students appeared	No of Students Progressed	% passed	% of A grade
30.11.2024	BBA	172	147	144	98%	110
30.11.2024	BCA	560	513	510	99%	436
30.11.2024	BCOM	582	466	460	99%	270

****************************** **END OF PART-IV(EXAMINATIONS) OF CIQA**************************************

Annual Report

of

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
ONLINE MODE

2024-2025

Part – V: Programme Project Report (PPR) and e-LearningMaterial (e-LM)

Part – V: Programme Project Report (PPR) and e-LearningMaterial (e-LM)

5.1 **Compliance status of 'Guidelines on Programme Project Report' – As per Annexure - V of UGC (ODL Programmes and Online Programmes) Regulations, 2020**

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

S NO	Parameter	Status of PPRs as per the UGC guidelines (YES if mentioned in PPR otherwise NO)			
		Programme			
		BBA	B.Com(Accounting & Finance)	B.Com (International Finance and accounting)	BCA
1	Overview	YES	YES	YES	YES
2	Programme Objectives and outcomes	YES	YES	YES	YES
3	Vision of the Programme	YES	YES	YES	YES
4	Mission of the Programme	YES	YES	YES	YES
5	Relevance of the Programme with the institute's Mission and Goals	YES	YES	YES	YES

6	Nature of Prospective target Group of Learners	YES	YES	YES	YES
7	Appropriateness of the Programme with quality assurance for acquiring specific skills	YES	YES	YES	YES
8	Programme content, designing and developing	YES	YES	YES	YES
9	Cost estimates for the development of the Programme	YES	YES	YES	YES
10	Admission delivery and evaluation norms	YES	YES	YES	YES

Link of PPRs
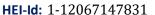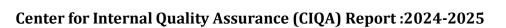
Note: Authority of approval

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

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

Table:1: Norms for offering Degree programmes through Open and Distance Learning mode and/or Online mode, based on credit system

S.No	Level of the Programme	Duration of the Programme	Credits
1.	Bachelor's Degree, Bachelor's Degree	As per UGC Notification on Specification of Degree, 2014	As per UGC guidelines

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

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

Based on the recommendations of the respective Board of Studies, subject matter experts are assigned to develop e-learning materials (e-LMs). The internal faculty is responsible for creating the course materials, while external experts may be engaged as required. The academic council approves the list of course writers and reviewers. Workshops are conducted for approved course writers and reviewers to develop the materials, which are based on the course curriculum and the detailed 10 Unit syllabus for each specific course.

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

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

*******End of Part V - Programme Project Report (PPR) and e-LearningMaterial (e-LM) *********

Annual Report

of

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA) ONLINE MODE

2024-2025

Part - VI: Programme Delivery through Learning Platform

Part - VI: Programme Delivery through Learning Platform

6.1   Details of Learning Platform

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

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

NA

1. *https://onlineyenepoya.com/*
2. *LMS SCREEN SHOTS*
3. Demo Student1 login credentials for BBA JAN24 sem2 and Jul23 3rd sem

Username/ID: demostudent1@onlineyenepoya.com

Password: OnlineYenepoya@123

- *In case of Non-SWAYAM Learning Platform, evidence to ensure that it is not used in any franchise arrangement with a private service provider and HEI has the ownership of offering Online Programmes including all the required components of Online education and compliance to all the provisions of the regulations*

6.2   **Compliance status in respect of the Programme delivery**

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

Implemented the action points which are mentioned in CIQA meetings

6.3   **Whether e-learning material of any course in a particular programme was sourcedthrough OER/ Massive Open Online Courses: Y/N :** <mark>NO</mark>

a.   Provide details as under:

S. No	Programme Name	Courses allowed through OER/MOOC	Name of the platform	Name of the HEI offering the course (If any)	Duration of the course	No. of credits assigned to the course	Percentage of Total courses in a particular Programme in a semester (Semester wise - programs wise)
NOT APPLICABLE							

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

e-learning material of any course in a particular Programme was sourcedthrough Non-OER/non- Massive Open Online Courses

--- NA---

**************************** **End of Part - VI: Programme Delivery through Learning Platform***

Annual Report

of

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
ONLINE MODE
2024-2025

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

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

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

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorized signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	YES Joint Declaration Compliances Mandatory Disclosures on HEI's Web Site	
	Uploading of the following on HEI website (Mention link)		
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Online mode	YES 1. Application submitted to UGC-DEB for offering ODL/Online Programmes	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Consolidated list of HEIs Entitled Online 2023-24 (onlineyenepoya.com) NIRF CERTIFICATE NAAC CERTIFICATE	
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	PROGRAMME INFORMATION COURSE MATRIX	

5.	Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule	YES SAMPLE SLM ESE TIME TABLE	
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	YES COE-JULY 2024 SEM 1 COE-JAN 2025 SEM 1	
7.	Detailed strategy plan related to Online Programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning Programmes	YES NAVIGATIONAL GUIDELINES OF LMS	
8.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Online Programmes and shall be an input for maintaining the quality of the Programmes and bridging the gaps, if any	YES Feedback Analysis Feedback_JULY_2024 SEM II Feedback JAN 2025SEM I	
9.	Information regarding all the Programmes recognized by the Commission	YES	
10.	Data of year-wise and Programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Learners Enrollment Data	

11.	Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programmes;	SAMPLE SLM	
12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes	YES FAQs ON HEI's WEBSITE	
13.	List of the 'Examination Centres' alongwith the number of learners in each centre, for Online programmes	No	Remotely proctored online examination as given in Annexure II (B) (IV)
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	YES List of Proctors	
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc.	YES COE-JULY 2024 SEM 1 COE-JAN 2025 SEM 1	
16.	Reports of the third-party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance	YES Initiated the Proposal	

************************ End of Part – VII: Self-Regulation through disclosures, declarations and reports************************

Annual Report

of

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA) ONLINE MODE

2024-2025

Part – VIII: Admission and Fees

Part – VIII: Admission and Fees

8.1 Compliance status of 'Admissions and Fees' – As per Regulations 14 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S.No.	Provision	Whether being complied Yes/No
1.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a Programme in online mode, shall render the enrolment invalid .	Yes
2.	A Higher Educational Institution shall, for admission in respect of any Programme in online mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes
3.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	Yes (Online Mode of Payment)

4.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialization of education in any manner whatsoever, ands hall provide for equity and access to all deserving learners	Yes
5.	Admission of learners to a Higher Educational Institution for a programme in Online mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners	Yes
6.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; (b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; (c) exhibit such records as permissible under law on its website; and (d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	Yes
7.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its Programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	

8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a Programme in online mode, and the other terms and conditions of such payment	
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
8. (c)	The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources	Yes
8. (d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	Yes
8. (e)	The minimum educational qualifications required for admission in Programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	Yes
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	Yes
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	Yes

8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL Programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	No Not Applicable
8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	Yes
8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	Yes
9.	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	Yes COE-JULY 2024 SEM 1 COE-JAN 2025 SEM 1
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	Yes
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Online mode offered by a Higher Education Institution	Yes
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee	Yes

	or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution Educational Institution	
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher	Yes
14.	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognized by the appropriate statutory authority or by the Commission where it is not so recognized; (b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorized to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	Yes

8.2 Whether Higher Educational Institution provided the details of all international learners enrolled immediately after the beginning of the academic session to the Ministry of External Affairs, Ministry of Education and University Grants

Commission: Yes/No: Yes

If No, reason thereof:

Not Required

** End of Part – VIII - Admission and Fees of CIQA 2024 ********************************

Annual Report

of

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)
ONLINE MODE
2024-2025

Part – IX: Grievance Redressal Mechanism

Part – IX: Grievance Redressal Mechanism

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

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

Details of Student Grievances

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
04	04

9.3 Complaint Handling Mechanism

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

Links of

https://api.onlineyenepoya.com/media/brochure/Grievance_Redressal_Committee-1.pdf

9.4 Details of Complaints received from UGC (DEB)

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

*************************** END OF Part – IX: Grievance Redressal Mechanism*************************************

Annual Report

of

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA) ONLINE MODE

2024-2025

Part – X: Innovative and Best Practices

 Part – X: Innovative and Best Practices

10.1   Innovations introduced during academic year

Interdisciplinary Courses: Design courses that integrate multiple disciplines, offering a well-rounded educational experience.

Enhanced Learning Management Systems (LMS): Upgrade LMS platforms to improve tool integration, user experience, and interactive features.

Pedagogical Innovations:

Flipped Classroom Model: Shift traditional learning by having students study lecture materials independently, reserving class time for interactive discussions, problem-solving, and group activities.

Blended Learning: Combine live (synchronous) sessions with recorded (asynchronous) content, offering flexibility to meet diverse learning preferences.

Microlearning: Deliver content in bite-sized segments to enhance understanding and retention.

Assessment Innovations:

Online Proctoring Tools: Utilize AI-driven proctoring to monitor exams and minimize academic dishonesty.

Continuous Assessment: Incorporate regular, low-stakes assessments like quizzes and assignments to provide consistent feedback and maintain student engagement.

10.2 Best Practices of the Yenepoya Online

Technological Infrastructure

Advanced Learning Management System (LMS): Leveraging a user-friendly and dependable LMS to centralize course materials, assignments, and communications.

Secure and Scalable Systems: Adopting robust data security measures and scalable infrastructure to manage increased usage while safeguarding student information.

Course Design and Delivery

Interactive Course Content: Developing courses with engaging elements like videos, quizzes, discussions, and multimedia to maintain student interest.

Defined Learning Objectives: Establishing clear and measurable learning objectives for each course and module to guide student progress.

Personalized Learning: Using adaptive learning technologies to customize the educational experience according to individual student needs and learning speeds.

Blended Learning Models: Integrating synchronous (live) sessions with asynchronous (pre-recorded) content to provide flexibility and sustain engagement.

Pedagogical Practices

Flipped Classroom Strategy: Encouraging students to review lecture materials independently and utilizing live sessions for interactive activities and discussions.

Active Learning Methods: Employing active learning techniques such as problem-solving exercises, case studies, and collaborative projects.

Continuous Assessment: Adopting regular, low-stakes assessments to offer ongoing feedback and keep students consistently engaged.

10.3 Details of Job Fairs conducted by the Yenepoya Online

Not Applicable

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

Not Applicable

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

Not Applicable

10.6   Number of students placed through Campus Placements

Not Applicable

10.7   Details of Alumni Cell and its activity

https://alumni.yenepoya.edu.in/ Imitated the proposal to create the chapter online learners

10.8   Any other Information

*** **End of Part – X: Innovative and Best Practices of CIQA 2024** ***************************************

DECLARATION

I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer ODL Programs and online Programs, along with intimation of action as per provisions of the UGC (ODL Programs and Online Programs) Regulations 2020 and its amendments.

Signature of the Director

Name: Dr. Shareena P

Seal: **Director**
Centre for Open and Distance Learning
Programmes and Online Programmes

Date: 26-08-2025

Signature of the Registrar:

Name: Dr K S Gangadhara Somayaji

Seal: **Registrar**
YENEPOYA
(Deemed to be University)

Date: 29-08-2025

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