HEI ID: HEI-U-0458   Name of HEI: Kalasalingam Academy of Research and Education(KARE)

Type of HEI: Deemed-To-Be-University (DU)

Annual Report

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER

ONLINE MODE

2021-2022

HEI ID: HEI-U-0458	Name of HEI:KARE	Type of HEI: DU

Contents

Part – I: General Information

1.1. Date of notification of the Centre(attach a copy of the notification): 11-11-2021

> *https://drive.google.com/file/d/1tmpUml2rBlLwOVsuew9TMokQTDzdEfv2/view?usp=share_link*

1.2. Details of Director, CIQA

- Name :Dr. T.R. Neelakantan
- Qualification: Ph.D.
- Appointment Letter and Joining Report: Upload (PDF)

1.3. Details of CIQA Committee:

   a.　Composition as per Regulations

S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor of the University	Chairperson	Dr. R. Nagaraj	Engineering	01/11/2021
b.	Three Senior teachers of HEI	Member 1	Dr. R. Vishal Kumar	Management	01/11/2021
		Member 2	Dr. J. Pradeep Kandasamy	Computer Applications	01/11/2021
		Member 3	Dr. S. Rani	Commerce	01/11/2021
c.	Head of three Departments or School of Studies From which programme is being offered in ODL and Online mode	Member 4	Dr. R. Viji	Management	01/11/2021
		Member 5	Dr. S. Ramadevi	English	01/11/2021
		Member 6	Dr. K.Kartheeban	Computer Science	01/11/2021
		Member 7	Dr. S. Karthik	Commerce	01/11/2021
d.	Two Extern	Member 8	Dr. R. SubramaniyaBharathy	Management Studies, Periyar University	01/11/2021

	al Experts of ODL and/orOnline Education	Member 9	Dr. P. Shanmugavadivu	IQAC Cell, The Gandhigram Rural Institute	01/11/2021
e.	Officials from departments of HEI ● Administration ● Finance	Member 10 Administration	Dr. R. Ramalakshmi	Computer Science	01/11/2021
		Member 11 Finance	Mr. Ram Harish	Administration And Finance	01/11/2021
f.	Director, CIQA	Member Secretary	Dr. T. R. Neelakandan	Engineering	01/11/2021

b.   **Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N) Yes**

If No, reason thereof

1.4. Number of meetings held and its approval:

a. No. of meetings held every year: 1 per semester.

b. Meeting details:

Meetings	**Date-Month-Year**	**No. of External Expert Present**	**Minutes**	**Approval of Minutes**
First meeting of CIQA	25--02-2022	2	https://drive.google.com/file/d/1_7tYgIzodvKHnuVcK2OstYfpTyQDAudP/view?usp=share_link	https://drive.google.com/file/d/1_7tYgIzodvKHnuVcK2OstYfpTyQDAudP/view?usp=share_link

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

Nil

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

Nil

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

Nil

1.8. Number of programmes started at Undergraduate Degree Programmes as per Commission Order: 3

From Nov, *2021* academic session:2021-2022

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	B.C.A	3	140	Pass in +2 level examination or its equivalent	22000 / year	13-1/2021 (DEB-I) & 27-01-2022	1	0	0	1
2.	B.B.A	3	140	Pass in +2 level examination or its equivalent	20000 / year	13-1/2021 (DEB-I) & 11-11-2021	3	1	0	4
3.	B.Com	3	140	Pass in +2 level examination or its equivalent	22000 / year	13-1/2021 (DEB-I) & 11-11-2021	1	0	0	1

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

1.9. Number of programmes started at Post-graduate Degree Programmes as per Commission Order: 4

From November, 2021 academic session: 2021 - 2022

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	M.A English	2	90	A bachelor's degree or its equivalent	15000 / year	13-1 / 2021 (DEB-I) & 11-11-2021	0	1	0	1
2.	M.C.A	2	90	A bachelor's degree or its equivalent	35000 / year	13-1 / 2021 (DEB-I) & 11-11-2021	0	1	0	1
3.	M.Sc Data Science	2	90	A bachelor's degree or its equivalent	22000/ year	13-1 / 2021 (DEB-I) & 11-11-2021	1	2	0	3
4.	M.B.A	2	90	A bachelor's degree or its equivalent	35000 / year	13-1/2021 (DEB-I) & 27-01-2022	5	2	0	7

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

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

2.1   Action taken on the functions of CIQA:-

S.No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof (Not more than 500 words)	Upload Relevant Document
1.	Quality maintained in the services provided to the learners	Maintaining precise quality in online and distance education mode requires innovative strategies and proper orientation of LMS from where students can get complete help. Keeping this aspect in mind CIQA, KARE has developed an online learning management system which proceeds through constant upgradation as per the year wise advanced requirement of the students. Our team ensures that the content remains updated to the industry standards for students' employability. It has been ensured that the that students get the access of library once they visit in person. A complete feedback platform is shared with students following to every block contents and it is also proficiently followed to take their overall feedback on this session once they finish their examination.	https://onlinelms.kalasalingam.ac.in/login/index.php
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	Following the regulations of UGC ODL and Online Education, KARE Distance and Online Education has ensured to update the self-learning materials following the old along with newly incorporated courses. CIQA maintained the consistency of the requirement of updating the learning materials with the suggestions from the respective board of faculty members accordingly.	

3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	KARE has maintained the official center in the University CDOE Office for students to arrive directly in proceeding any discussion with their respective subject expert. KARE with the help of its CIQA team ensured that the students' journey in receiving required further suggestions remain smooth and easily accessible.	
4.	Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	The mechanisms are in place to ensure that the quality of Online programs matches the quality of relevant programs in conventional on-campus mode. In terms of program structure, learning outcomes, credits, interaction sessions etc, key Academic parameters are at par with relevant on-campus programs. These parameters are aligned with underlying UGC Online Regulations, 2020. University Board of Studies ensure that Online programmes are assessed, evaluated, and monitored for quality and relevance using the same criteria applied to conventional programs. Additionally, CIQA also implements self-assessment and quality assurance processes to ensure that their programmes meet the required standards. This helps to ensure that learners receive high-quality education, regardless of the mode of delivery.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	KARE, CDOE has dedicated a quality space for receiving feedbacks from its stakeholders- especially from teachers and students both through online and offline modes. The major part has been focused to take feedback in every minor step- starting from the continuation of their study and even ending with their courses. Faculties have always been approached with feedback forms to update their views on the ongoing courses. CIQA has also ensured to get experts' feedbacks from corporate to make the courses more relevant to the students.	https://kalasalingam.ac.in/feedback/

6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	With the precious suggestions of the honorable Vice-chancellor of KARE and other essential board members, multiple online and offline workshops are offered along with certifications for the students' particular and required skill development.	
7.	Implementation of its recommendations through periodic reviews	The status of the different classes chosen for distance education student is always monitored by the elected members from KARE CDOE. CIQA ensures whether the criteria are set in accordance to the standard of UGC Distance and Online Education or not.	
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.	CDOE, KARE has taken multiple initiative along with the guidance of the CIQA to conduct many awareness programs for the students to remain career ready. Apparently, CDOE department takes definite actions for organizing multiple faculty development programs to assist the students through online mode and to coordinate with them according to the specific requirement during their offline visit as well.	https://kala salingam.ac.in/centre-for-learning-technology/
9.	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution	To develop and collate best practices in all areas leading to quality enhancement in services to the learners, it is essential to first identify the key areas that need improvement. This can be done through a thorough analysis of the existing processes and practices, and by gathering feedback from students, faculty members, and staff. Once the areas that need improvement are identified, the next step is to research and gather information about the best practices that have been implemented by other institutions. This can be done by reviewing academic literature, attending conferences, and networking with other professionals in the field. After gathering the necessary information, it is important to collate and organize the best practices into a	

		comprehensive document. This document should provide clear and concise instructions on how to implement the practices, and should include detailed examples and case studies. To disseminate the best practices to concerned parties in the Higher Educational Institution, it is important to create a communication plan. This plan should include a clear timeline for disseminating the document, as well as a strategy for engaging stakeholders and encouraging them to implement the best practices. following these steps and staying committed to the process, institutions can significantly enhance the overall quality of their services to the learners.	
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	CDOE, KARE is gathering the statistics of the data starting from the initiation of the academic program till the delivery of the program. Apparently, the respective authority assigned by CIQA is also maintain the same data accordingly.	
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	Initiative has been taken as per the UGC Distance and Online Regulations. New programs have been initiated according to the regulations only.	

12.	Mechanism to ensure the proper implementation of Programme Project Reports	KARE Distance and Online education has always continued a process of implementing its courses with the approval of the academic authority. Each course carries its Course Outcome and Program Outcome to ensure the successful implementation of the courses for students' development.	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	In consideration to all the engagement conducted throughout the year, CDOE, KARE prepared annual reports with relevant data that it remains helpful for directing the program to a more strategic development.	
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	It has been kept under proper surveillance that the courses introduced by CDOE, KARE are always impactful in the students' career. Hence, during the feedback session a component has always been kept in mind that whether the particular course is helpful to their requirement or not where students are allowed to share their opinions. Apparently, through multiple meeting with industry expert CDOE, KARE has ensured that the ultimate updated contents in market are aligned with the courses for the students' proper corporate skill development.	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	For Distance and Online Education a student's complete development is ensured by customizing the learning management system as per the feature and qualities of modern study method. CDOE, KARE has taken care of this part minutely and	

		enabled the advanced LMS which is the one-step solution for the students to get help of four quadrants in one single platform.	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	CIQA has always respected and maintained a dignified and decorated approach towards maintaining the entire distance and online education learning program as per the requirement of NAAC criteria. In persuasion of this policy, CDOE, KARE along with the guidelines of CIQA continued the Students' Learning journey more dignified and transparent, even, which introduced the proctored exam process for online and direct monitoring process in our distance courses.	
17.	Measures adopted to ensure internalization and institutionalisation of quality enhancement practices through periodic accreditation and audit	CDOE, KARE proficiently followed the context of Sessional audits for all the quadrants that are provided to the students. Apparently, it has been focused to continue the audit in the upcoming action plans well in time to assure the easy and consistent continuation of the learning journey.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	It has always been kept in mind that the continuance of the higher government officials' guidelines is reflected in our system. To carry such system, the instruction through mails have delicately been observed and executed and a proper feedback and suggestions have been taken following to the requirement during ongoing online meetings.	

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19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	NIL	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	The purpose of generating the report by CIQA is to continue the progressive areas for development of the students and CDOE, KARE together. This report has been prepared to keep the examination, orientation, ongoing journey of classes and final review of the stakeholders in mind.	
21.	Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	The CIQA report works as a benchmark which is presented to the university higher authority for taking upcoming action plans on the particular area. This report is presented every year to the concerned authority.	
	(a) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	The copy of the CIQA format has been uploaded to the concerned website as asked.	

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.	CDOE, KARE has taken ample initiative to uplift the program to its new height as per the relevance of the leaners' careers are concerned along with the focus on learner's development in the context of social development.	
23.	Facilitated adoption of instructional design requirements as per the philosophy of the Open and Distance Learning decided by the statutory bodies of the HEI for its different academic programmes.	A constant effort is being provided by CDOE, KARE to continue the Self Learning Materials which are coordinated and maintained by the expert faculty members and coordinators. It is finally given to the students accordingly.	
24.	Promoted automation of learner support services of the Higher Educational Institution	The automation process in students' support has been continued proficiently. After the students' enrollment with application fee, they start receiving automated announcements and gradually once they are added in LMS, their experience of reading a material or asking an expert for suggestions and getting its response from the particular expert are automated.	https://onlinelms. kalasalingam.ac.in /login/index.php

25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	CIQA coordinated and initially completed the validation of the annual review and its in-house processes.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	As a supportive governing body, CIQA has particularly gone through quality check of all the programs for the initial batch accordingly.	
27.	Overseen the preparation of Self- Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	CIQA has observed all the aiding facilities for Distance Education once the report on the complete journey of the student has been given to the team.	
28.	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	CIQA has planned for multiple activities for the students' skill development area.	
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	CIQA has ensured that the programmes are oriented with a syllabus which consisted of the skills and content in accordance to the employability skills.	

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

Sr.No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant docume nt
1.	Governance, Leadership and Management: a. Organisation Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	In the context of online education, KARE CDOE has taken various actions in the areas of governance, leadership, management, organizational structure, strategic planning, and operational planning: Governance, Leadership, and Management. KARE has established a clear governance framework that defines the department's roles, responsibilities, and decision-making processes. Experienced and Qualified staff who understand the online education system has been appointed. KARE CDOE Organizational structure has been designed to support the specific needs of online learners to impart quality education, including dedicated teams for academic and technical staff. Various committees have been established to address online education-specific issues and ensure representation from relevant stakeholders. Regular review and updation of governance policies and procedures to adapt to changing trends and best practices in online education in India. Strategic Planning is aligned vision, mission, and goals of the University, here we conduct a comprehensive analysis of the online education market trends, competition, and student needs for their employability and industry demands.	https://kalasalingam.ac.in/about-us/#overview

2.	Articulation of Higher Educational Institution Objectives	CDOE KARE has articulated its operation with University's vision, which is 1. To provide a scholarly teaching-learning ambience which results in creating graduates equipped with skills and acumen to solve real-life problems. 2. To promote research and create knowledge for human welfare, rural and societal development. 3. To nurture entrepreneurial ambition, and industrial and societal connections by creating an environment through which innovators and leaders emerge.	https://kalasalingam.ac.in/about-us/#overview
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 program development process contains various areas such as: a. Curriculum Planning, Design, and Development: **Needs Assessment:** We have identified the educational needs and objectives based on various factors such as student demographics, industry requirements, and educational standards. **Curriculum Committee Formation:** Our Curriculum committee consists of subject matter experts, educators, administrators, and other stakeholders responsible for curriculum development. **Curriculum Framework**: The curriculum framework outlines the program's structure, learning outcomes, course sequence, and assessment methods. **Content Development:** Design and create the curriculum content, including syllabi, lesson plans, instructional materials, and assessments. **Review and Revision:** Conduct internal reviews and collect feedback from	https://kalasalingam.ac.in/policies/

faculty members, experts, and other stakeholders to refine the curriculum. Approval: Present the curriculum proposal to the Board of Studies and Academic Council for final approval.

b- Curriculum Implementation:

Resource Allocation: Resources such as faculty, facilities, technology, and learning materials are necessary for implementing the curriculum that has been allocated.

Faculty Training: Professional development opportunities have been provided to the faculty members to ensure they are equipped with the knowledge and skills required to deliver the curriculum effectively.

Online Class Scheduling: Develop a timetable or schedule that defines the sequence and timing of courses and activities within the curriculum.

Classroom Instruction: Conduct Online sessions, Webinars, and other learning activities according to the designed curriculum.

Feedback and Revision: Gather feedback from students, faculty, and other stakeholders to make necessary revisions to the curriculum implementation strategies.

c. Academic Flexibility:
Policy Development: CDOE has implemented policies that have options available for academic flexibility, such as credit transfer, course exemptions, and alternative learning pathways.

Program Structure: Programs have been

		structured in such a way so that it allows students to choose from a range of courses or elective options based on their interests or career goals. Academic Counseling: Provide academic counselors who guide students in making informed decisions regarding their academic pathways and flexibility options. **Approval Process:** Define the process through which students can request academic flexibility, including the necessary documentation, deadlines, and criteria for approval. Review and Monitoring: Regularly review the impact and effectiveness of academic flexibility policies and adjust as needed to ensure they align with the institution's goals and student needs. **Feedback Mechanisms:** We have established various feedback mechanisms to collect feedback on different aspects of the educational experience, including curriculum content, teaching methods, learning resources, assessment practices, and overall satisfaction.	
4.	Programme Monitoring and Review	Program Development, its Delivery, and Students' Performance has been continuously Monitored and Evaluated: Continuously monitor and assess the curriculum implementation process to identify any issues or areas for improvement.	
5.	Infrastructure Resources	The KARE university has facilities like library, Impartus video capturing system, video recording room, language lab and ICT infrastructure to maintain quality of academic programs and	

		ensure qualitative support to each of the stockholders. The university is Wi-Fi enabled campus.	
6.	Learning Environment and Learner Support	KARE LMS is a personalized online learning platform that grants students a flexible and convenient means to access their courses and learning materials within a unified interface. The platform contains a Dashboard, New Section, and an interactive discussion forum. It offers textbook references and hosts multiple orientation sessions to aid students in navigating specific features. In addition, curricular and extracurricular activities include talk sessions and industry connections. A rigorous onboarding program has been developed to orient all kinds of learners to meet their academic and professional goals. CDOE also utilizes various channels of communication including emails, WhatsApp, phone calls, and social media. By application of e-resources and innovative pedagogical methods, we strive to deliver very, interactive learning experience that promotes student enrichment.	
7.	Assessment and Evaluation	At CDOE, assessments are developed pedagogically with a strategic approach to ensure that each learners should be able to demonstrate his/her learning and meet the learning outcomes and are delivered online through the LMS. The Continuous Assessment Model of formative nature is distributed throughout the syllabus in these categories: 1. Objective-type questions embedded in every module content 2. Case Study based questionnaires at the end of each module. 3. Self and anonymous feedback 4. Live Interactive Session attendance records. 5. Graded Discussion Forums These	

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		assessments finally contribute towards the internal marks while evaluating and measuring the learning	
8.	Teaching Quality and Staff Development	The University has a well-established center for learning technologies (CLT) to promote staff development programs and activities to encourage academic staff to improve teaching learning on continuous basis. The staff members are encouraged to attend orientation and refresher programs, seminar, conferences, and FDPs to update their skills. Periodic workshops are conducted for non-teaching staffs to update the developments in tools and technology.	https://kalasalingam.ac.in/centre-for-learning-technology/

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

Sr.No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	Academic Planning	The university has academic planning procedures reflects the university's strategic direction. The University has adequate teaching and non-teaching staff with infrastructure support to achieve institutes goals.	https://kalasalingam.ac.in/academic-calendar/
2.	Validation	KARE has a mechanism to validate that learner support services and programmes are academically viable. All the programs offered by CDOE are viable and offers learners the best environment to learn.	
3.	Monitoring, Evaluation and Enhancement Plans a. Reports from Examination Centres b. External Auditor or other External Agencies report c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels d. Reporting and Analytics by the Higher Educational Institution e. Periodic Review	Quality deliverables of Online programs are monitored by collecting feedback from the overseers, and learners. The university conducts self-assessments regularly to improve its systems, and processes. The periodic reviews are prepared with the feedback system.	

Part – III: Human Resources and Infrastructural Requirements

3.1   Name and details of Director of Centre for Distance and Online Education (Dual Mode University) - Regular, full time, atleast Associate Professor

Dr. R. Ramalakshmi, M.E., Ph.D, Full time regular employee of the University

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

Mr. Ashok Herur M.S, M.B.A, Full time employee of the University.

3.3   Name and details of Assistant Director of Centre for Distance and Online Education (Dual Mode University) - Full time or contractual basis, not below the rank of an Assistant Professor

Ms. I. Indhu, MCA,

3.4   Compliance status in respect of Human Resource – As per Annexure – IV of UGC (ODL Programmes and Online Programmes) Regulations, 2020

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

   i.   Programme name:
      a.   Programme Coordinator

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1	Dr.T.CHANDRASEKAR	MBA.,Ph.D	17 YEARS	Regular	10-3-2021
2	Dr.K.Ponmozhi	M.C.A ,Ph.D	20 YEARS	Regular	10-3-2021
3	Dr.S.RANI	Ph.D	15 Years	Regular	10-3-2021

4	Dr. S. Rema Devi	M. A M. Phil, PhD	17 YEARS	Regular	10-3-2021
5	Dr.InayathAhamed SB	MBA.,MSW., Ph.D- NET-JRF/SRF & SET-Tamil Nadu.	11 YEARS	Regular	10-3-2021
6	Mrs.S.Jeevitha	M.Sc.,M.Phil.,M.Tech,(Ph.D)	12 years	Regular	10-3-2021

b. Course Coordinator

S. No.	Course name	Names with Designation	Qualification	Experiences	Type (Regular / Contract) with gross salary/ month	Date of joining programme
1	Environmental Studies	Dr. D. Geetha	Ph.D	15 years	Regular	
2	Digital Skills	Dr J. Pradeep Kandhasamy	M. C. A., Ph. D.,	11 YEARS	Regular	
3	English-I	Ms S Brindha	M. A, M. Phil.	9 YEARS	Regular	
4	Human Values	Dr P. PandiaRajammaI	M.A. M.Phil., B.Ed, PhD	17 YEARS	Regular	
5	Accounting For Management	Dr. G.E. Barkavi	MBA.,Ph.D	12.3 YEARS	Regular	
6	Principles of Management	Dr. Vishal Kumar R	MBA., Ph.D	18 YEARS	Regular	
7	Basic Statistics	Dr S. Sridevi	PhD	13 YEARS	Regular	
8	Python Programming	Mrs.R.Dhanalakshmi	MCA,DCSE	1 YEARS	Regular	

9	Computer Org. and Architecture	Dr.M.Arun	M.C.A., Ph.D.,	15.3 YEARS	Regular	
10	Introduction to Worksheet	Dr.J.Thimmia Raja	Ph.D		Regular	
11	Financial Accounting - I	Dr S. Rani	Ph.D		Regular	
12	British Literature I	DrHariharasudan	Ph.D		Regular	
13	Study of the English Language	MsRanjitha G.	M.A., M.Phil., NET., (Ph.D)	4 YEARS	Regular	
14	Indian Literature in English	Dr E. V. Ramkumar	M. A M. Phil, PhD	16 YEARS	Regular	
15	Advanced English Grammar	DrHariharasudan	Ph.D		Regular	
16	21st Century Literature	DrPandiaRajammal	M.A. M.Phil., B.Ed, PhD	17 YEARS	Regular	
17	Accounting for Management	Dr. K. Balasubramanian	MBA., Ph.D	10 YEARS	Regular	
18	Economic Analysis for Business	Mr. V. Sathyamoorthi	MBA., (Ph.D)	10 YEARS	Regular	
19	Legal Aspects of Business	Ms. M. Janane	B.Sc (Spl Chemistry with Cheminformatics) ., MBA., PGDBM., UGC NET	2 YEARS	Regular	
20	Organizational Behavior	Dr. G. Delina	M.B.A, PhD	10 Years	Regular	

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21	Principles of Management	Dr. K. Ravindran	MBA.,MSW.,M.Phil.,Ph.D	12 YEARS	Regular
22	Statistics for Management	Mr. N. Eswaran	B.Sc.,MBA.,PGPM(Business Analytics).,UGC-NET.,Ph.D	11 YEARS	Regular
23	Total Quality Management	Dr. S.B. InayathAhamed	B.E (EEE).,MBA.,MSW., Ph.D-Cleared NET-JRF/SRF & SET-Tamil Nadu.	11 YEARS	Regular
24	Written Communication	Dr. B. Shanmuga Priya	Ph.D	15 Years	Regular
25	Statistical Modelling	Dr.L.Sreenivasulu Reddy	Ph.D	15 Years	Regular
26	Linear Algebra and its Applications	Mr.M.Matheswaran	Ph.D	5 Years	Regular
27	Foundations of Data Science	DrSampath	M.Sc. M.Phil.. Ph.D. MD	41 YEARS	Regular
28	Data Structures and Algorithms	Dr V. Manoranjithem	Ph.D	16 Years	Regular
29	Advanced Database Management Systems	DrJeevitha	M.Sc.,M.Phil.,M.Tech,(Ph.D)	12 YEARS	Regular
30	R Programming Lab	Dr R. Dhanalakshmi	MCA,DCSE	1 YEARS	Regular
31	Advanced Database Management	Dr M. Ilayaraja	Ph.D	12 Years	Regular

	System Lab					
32	Mathematical Foundations of Computer Science	Dr.P.Karthick	M.Dc., M.Phil., PhD	4 YEARS	Regular	
33	Data Structures using C++	Dr D. Kalpana Devi	MCA,M.phil, Ph.D.,	5 YEARS	Regular	
34	Computer Organization and Architecture	DrSreelekha	MCA	1 YEARS	Regular	
35	Software Engineering	DrAmuthaGuka	B.Sc,M.Sc, M.phil,Ph.D (Computer Science)	18 YEARS	Regular	
36	Relational Database Management Systems	DrSriramakrishnan	Ph.D	8 Years	Regular	
37	Data Structures using C++ Lab	Dr D. Kalpana Devi	MCA,M.phil, Ph.D.,	5 YEARS	Regular	
38	RDBMS Lab	DrPonmozhi	M.C.A ,Ph.D	20 YEARS	Regular	
39	Full Stack Development Lab	Dr M. Karuppasamy	M.C.A., M.Tech., Ph.D	18 Years	Regular	

      c.   **Course mentor : Nil**

3.5   Details of Administrative staff

a. **Number of Administrative staff available exclusively for Online programmes**

Admin Staff	Required	Available
Deputy Registrar	1	1
Assistant Registrar	1	1
Section Officer	1	1
Assistants	3 (2 for DM Universities)	2
Computer Operator	2	2
Multi Tasking Staff	2	2

(Attach duly attested photocopy of appointment letter with salary details)

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:**

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

ii.　**For Delivery of Online Programmes:**

Post	Required	Available
Technical Manager (LMS and Data Management)	1 (per Centre)	1
Technical Assistant (LMS and Data Management	2	2

iii.　**For Admission and Examination for Online mode:**

Post	Required	Available
Technical Manager (Admission, Examination and Result)	1 (per Centre)	1
Technical Assistant (Admission, Examination and Result)	2	2

(Attach duly attested photocopy of appointment letter with salary details)

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 beoutsourced	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 recognised Higher Educational Institutions only should be associated to function as invigilators,examination superintendents, as observers etc	Yes	
3.	A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test centre with all the securityarrangementsensuring transparency and credibility of the examinations. It can also conduct online examination through technology mediatedproctoring.	Yes	
4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for theconvenience of the students.	Yes	
5.	The number of examination centres in a city orState must be proportionate to the student	Yes	

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	enrolment from the region		
6.	Building and grounds of the examination centre must be clean and in good condition.	Yes	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	Yes	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Yes	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation andclean drinking water facilities	Yes	
10.	Safety and security of the examination centre must be ensured	Yes	
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	Yes	
12.	Provision of drinking water must be made for learners	Yes	
13.	Adequate parking must be available near the examination centre	Yes	
14.	Facilities for Persons with Disabilities should be available	Yes	

4.2   Compliance 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 there of
1.	Requirements at Test Centres (as mentioned in provision II (B)(13)(i) of Annexure II)	NA	
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	Yes	
3.	Security arrangements in the testing centre (as mentioned in provision II (B)(13)(iii) of Annexure II)	NA	
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iii) of Annexure II)	Yes	

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 https://mettl.com/remote-exam-monitoring-and-invigilation/	

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.	**Upload mechanism** **Yes**	
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.	At CDOE, assessments are developed pedagogically with a strategic approach to ensure that each learner should be able to demonstrate his/her learning and meet the learning outcomes and are delivered online through the LMS. The Continuous Assessment Model of formative nature is distributed throughout the syllabus in these categories: 1. Objective-type questions embedded in every learning module 2. Case Study based questionnaires at the end of each module. 3. Self and anonymous feedback 4. Live Interactive Session attendance records. 5. Graded Discussion Forums These assessments finally contribute towards the internal marks while evaluating and measuring the learning progress, and achievement of learning outcomes of the learners.	
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	Yes	

	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		
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.	**https://drive.google.com/file/d/1tSkvULAuPbDCJS6PtVaYI0pf98zFhDpi/view?usp=share_link**	
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	**Upload sample https://drive.google.com/file/d/13kU7lj9VxDPqIqa-3mWx85V8DwgGtdTn/view?usp=share_link**	
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.	**Upload Process** **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 centre as given under these regulations.	All Examinations are conducted by Controller of Examination Office under strict regulations. The team consists of CoE, Dy. CoE and Technical Officers, Proctors.	

10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-CircuitTelevision (CCTV) recording of the entire examinationprocedure.	Yes	
	(b) Availability of biometric system	Students are authenticated by their National ID Proof. (Aadhar, Driving Licence etc.)	
	(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 Internationallearners	All examinations are conducted in Remote Proctored System.

Moreover, CDOE has suffician Infrastructure to conduct Campus based examination. | |
	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular in charge of examination centre to the Higher Educational Institution	Yes	
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	**NA**	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	**NA**	
	(b) It shall be mandatory to have observer reportsubmitted totheHigherEducational Institution	**NA**	
13.	An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online test with all the securityarrangementsensuring transparency and credibility of the examinations, or	All examinations are conducted in Remote Proctored System.

Moreover, CDOE has sufficient Infrastructure to | |

	through the Proctored Examination and in conformity with any other norms for such examination as maybe laid down by the Commission	conduct Campus based examination.	
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognized to enroll international learnersshall endeavor to conduct proctored examinations for such learners	Yes	

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 learneralong with the Programme name.
		NA
		Because no batch passed-out yet
		
		However the same process is adhered for On-Campus students	

	(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	**https://drive. google.com/fil e/d/13kU7lj9 VxDPqIqa-3mWx85V8D wgGtdTn/vie w?usp=share link** Yes	

4.4 Result and Student Progression fotUG, PG and PGD programmes

Semester beginning	Program Name	admitted	appeare d in exams	progresse d to next year	s passe d	passed in first class
NA						

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

5.1 **Compliance status of 'Guidelines on Programme Project Report' – As per Annexure - V of UGC (ODL 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.

Each and every program offered by CDOE-KARE has a program Project Report with the details of program objectives and outcomes, target learners, programme content designing and developing, program admission and evaluation norms. The PPRs of programme offered by KARE are approved by the statutory bodies of KARE.

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

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

All E-Learning Materials have been Developed as per UGC -DEB Regulation, the same have been approved by Academic Council and UGC DEB in July -2021

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.

All E-Learning Materials have been Developed as per UGC -DEB Regulation, the same have been approved by Academic Council and UGC DEB in July -2021

Part – VI: Programme Delivery through Learning Platform

6.1   Details of Learning Platform

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

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

https://onlinelms.kalasalingam.ac.in/login/index.php

- *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*

https://onlinelms.kalasalingam.ac.in/login/index.php

6.2   Compliance status in respect of the Programme delivery

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

The live class sessions are made available in the LMS. The activities of the students are tracked in the LMS. The activity completion report in percentage is made available in the LMS.

6.3   Whether e-learning material of any course in a particular programme was sourced through OER/ Massive Open Online Courses: No

a.   Provide details as under:

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

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

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

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorized signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	Yes	
	Uploading of the following on HEI website **(Mention link)** **https://online.kalasalingam.ac.in**		
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	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes	
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	Yes	
5.	Programme-wise information on syllabus, suggested readings, contact points for counseling / mentoring, programme structure with credit points, programme- wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule	Yes	
6.	Important schedules or date-sheets for	Yes	

	admissions, registration, re-registration, counselling /mentoring, assignments and feedback thereon, examinations, result declarations etc.		
7.	Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programmes	Yes	
8.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Online programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	Yes	
9.	Information regarding all the programmes recognised by the Commission	Yes	
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	NA	
11.	Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programmes;	Yes	
12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes	Yes	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Online programmes	Yes	
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	Yes	
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	

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| 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 | |

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 inonline 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
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 commercialisation 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	Yes
8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in online mode, and the other terms and conditions of such payment	Yes
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
8. (c)	The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources	Yes
8. (d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	Yes
8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes

8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	Yes
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	Yes
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	Yes
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	Yes
8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	Yes
8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	Yes
9.	Higher Educational Institution shall publish information at **sr. no. '8'** above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	Yes
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	Yes
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Online mode offered by a Higher Education Institution	Yes

12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	Yes
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	Yes
14.	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; (b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised 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
If No, reason thereof:

No International students in the session 2021-2022.

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.

Grievance Redressal Provisions are made to provide opportunities for redressal of certain grievances of enrolled students or prospective applicants. Various Modes through which students may raise their query/ grievances to student support as follows:

1. Email: students can send an email with their Queries

2. Phone: Call on the dedicated support numbers to reach directly to the student support team

3. Post Query section on Student Portal

Grievance redressal system: - Post receiving the student grievance via email/query, an interim response is shared with the student informing them that the request has been received and a tentative closure time is shared.

- For the students who reach out on the Inbound queue with the grievance, an email is generated via student support if the student has not escalated previously via email.

 The dependent department's Single Point of Contact from Admissions, Academics, LMS, Examinations, Finance etc.) is reached out internally to get a relevant solution to the grievance shared.

 - Post receiving the resolution from the internal department, the final response is shared with the student within a defined turnaround time.

 - If there is any delay in getting a resolution from the internal department SPOC, an interim response is shared with the student within 24 hours of the first response.

 - In case of further delays from the SPOC, we follow the escalation matrix where we reach level 2 (mostly reporting supervisor).

 - In case of delay beyond the expected time of resolution, the case is presented to the Director. Post receipt of the amicable resolution, the student is informed via email or/and call (wherever applicable), and the case is resolved.

9.2   Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
2	2

9.3   Complaint Handling Mechanism

HEI shall mention the mechanism adopted for Complaint Handling Mechanism as per Regulations.

Also, mention details of Nodal Officers.

Online grievance Redressal Mechanism

There is a provision "ASK YOUR PROFESSOR" in the LMS to make learners post their queries. The course faculty will address or forward the same to the respective sections for handling the issue. In addition, a mail studentsupport@klu.ac.in is also created and communicated to the students for easy communication of grievances between the support staff and the learner.

Offline Grievance
Every learner is attached to the faculty advisor (FA). The learner can inform the FA. The FA would send the same to the respective schools depending upon the grievances for redressal.

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)
NIL	NIL	NIL

Part – X: Innovative and Best Practices

10.1   Innovations introduced during academic year

Prepared academic calendar of activities to make learners to attend live classes, counseling sessions, end semester examinations, continuous assessments and practical examinations. The learner's satisfaction is collected in the LMS. Orientation programs on regulations of OL reduced the grievances of learners.
The LMS enables the learners to attend the assignments on time.

10.2   Best Practices of the HEI

1) Far yet near: Continuous interaction with the dedicated Faculty adviser.

2) Regular updation of the learning material.

3) Go beyond the curriculum: Additional learning material for latest developments.

4) Self-assessments to identify the progress of the learning.

5) Proactively seek feedback and promptly act on it.

6) Focus on all-round development of young learners (UG): Ethics, Values, Digital

skills are part of the learning.

7) Stress on Hands-on learning, where applicable (X-component courses)

8) Career counseling and Placement assistance.

10.3   Details of Job Fairs conducted by the HEI

This is the first batch. No fair is conducted.

10.4   Success Stories of students of Online mode of the HEI

NA

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

We are in the process of converting SLM into regional languages

10.6   Number of students placed through Campus Placements

No batch is passed out yet.

10.7   Details of Alumni Cell and its activity

The Alumni cell of the University conducts regular meetings at major cities in India.
Objectives:
- To bring the graduated learners of all the Schools of study under one umbrella.
- To provide placement opportunities, exchange of expertise.
- To collect funds by subscriptions, contributions, donations and gifts from members.
- To conduct alumni day every year.

10.8   Any other Information

HEI ID: HEI-U-0458   Name of HEI:KARE   Type of HEI: DU

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 programmes, along with initiation of action as per provision of the UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.

Signature of the Director: *Sivapragasam*

Name: Dr. C. Sivapragasam

Seal:
           Director (IQAC)
Date: Kalasalingam Academy of Research and Education
30/05/2023 (Deemed to be University)
       Anand Nagar, Krishnankoil - 626 126.
       Virudhunagar (Dt.), Tamilnadu, India.

Signature of the Registrar:

Name: Dr. V. Vasudevan   REGISTRAR
                    Kalasalingam Academy of Research and Education
Seal: (Deemed to be University)
Date: 30/05/2023 Anand Nagar, Krishnankoil - 626 126.

Note: Kindly take the print out 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 to provisions regarding CIQA mentioned in UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.

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