

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

2025-2026

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Part – I: General Information**1.1. Date of notification of the Centre (attach a copy of the notification): 11-11-2021**[View](#)**1.2. Details of Director, CIQA**

- Name: Dr. C. Sivapragasam
- Qualification: Ph.D.
- Appointment Letter and Joining Report: Upload (PDF) [View](#)

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. S. Narayanan	Engineering	01/11/2021
b.	Three Senior teachers of HEI	Member 1	Dr. J. Prabhakaran	Management	01/06/2024
		Member 2	Dr. M. Arun	Computer Applications	01/11/2021
		Member 3	Dr. S. Rani	Commerce	01/11/2024
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member 4	Dr. P. Balamurugan	Management	17/06/2024
		Member 5	Dr. B. R. Aravindh	English	01/06/2024
		Member 6	Dr. K. Balasubramanian	Computer Applications	01/06/2023
		Member 7	Dr. G. Thamaraiselvi	Commerce	01/06/2024
d.	Two External Experts of ODL and/or Online Education	Member 8	Dr. Umant P. Kulkarni,	Professor /CSE, SDM College of Engineering, Dharwad	01/11/2023
		Member 9	Dr. P. Shanmugavadivu	IQAC Cell, The Gandhigram Rural Institute	01/11/2023
e.	Officials from departments of	Member 10 Administration	Dr. T. Senthil Muthu Kumar	Engineering	19/05/2025

	HEI - Administration - Finance	Member 11 Finance	Mr. C. S. Sankaranarayanan	Finance Officer	01/11/2024
f.	Director, CIQA	Member Secretary	Dr. C. Sivapragasam	Engineering	01/11/2021

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

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	19-12-2025	2	View	View
Second Meeting of CIQA	05-06-2026	2	View	View

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 Sept, 2025 academic session:2025-2026 (July 2025)

S. 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	08	05	Nil	13
2.	B.B.A	3	140	Pass in +2 level examination or its equivalent	20000/ year	13-1/2021(DEB-I) & 11-11-2021	10	01	Nil	11
3.	B.Com	3	140	Pass in +2 level examination or its equivalent	22000/ year	13-1/2021(DEB-I) & 11-11-2021	01	05	Nil	06

From Sept, 2025 academic session:2025-2026 (January 2026)

S. 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	01	05	Nil	06
2.	B.B.A	3	140	Pass in +2 level examination or its equivalent	20000 / year	13-1/2021(DEB-I) & 11-11-2021	0	0	Nil	0
3.	B.Com	3	140	Pass in +2 level examination or its equivalent	22000 / year	13-1/2021(DEB-I) & 11-11-2021	02	0	Nil	02

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

From Sept, 2025 academic session:2025-2026 (July 2025)

S. 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	80	A bachelor's degree or its equivalent	15000 / year	13-1/2021(DEB-I) & 11-11-2021	0	0	Nil	0
2.	M.C.A	2	80	A bachelor's degree or its equivalent	35000 / year	13-1/2021(DEB-I) & 11-11-2021	17	07	Nil	24

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3.	M.Sc. Data Science	2	80	A bachelor's degree or its equivalent	22000/ year	13-1/2021(DEB-I) & 11-11-2021	13	09	Nil	22
4.	M.B.A	2	100	A bachelor's degree or its equivalent	35000 / year	13-1/2021(DEB-I) & 27-01-2022	55	30	Nil	85

From Sept, 2025 academic session:2025-2026 (January 2026)

S. 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	80	A bachelor's degree or its equivalent	15000 / year	13-1/2021(DEB-I) & 11-11-2021	0	1	Nil	01
2.	M.C.A	2	80	A bachelor's degree or its equivalent	35000 / year	13-1/2021(DEB-I) & 11-11-2021	03	01	Nil	04
3.	M.Sc. Data Science	2	80	A bachelor's degree or its equivalent	22000/ year	13-1/2021(DEB-I) & 11-11-2021	02	01	Nil	03
4.	M.B.A	2	100	A bachelor's degree or its equivalent	35000 / year	13-1/2021(DEB-I) & 27-01-2022	09	05	Nil	14

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	Student Induction programmes are conducted to familiarize newly enrolled learners with the online learning environment, academic processes, and digital resources. Interactive inquiry sessions are included to enable learners to raise academic and technical queries and receive timely guidance. KARE Online provides comprehensive learner support through multiple technology-enabled channels, including the Student Portal, LMS, WhatsApp, e-mail, and telephone support. Learners are also provided with online mock tests and simulated examinations to familiarize themselves with the examination process, assess their preparedness, and improve their performance. The KARE Online Admission Portal facilitates the online submission and processing of applications. Following registration, applicants' eligibility is verified as per the prescribed academic and regulatory requirements. Eligible learners are provided access to the KARE Online LMS and academic resources in accordance with applicable UGC regulations and guidelines. Learners receive comprehensive orientation on the effective use of the LMS, academic structure, course delivery, assessments and activities, practical sessions, live interactive sessions, online tests, assignments, study materials, and other digital learning resources. These structured orientation and support mechanisms facilitate effective learner engagement, continuous academic support, timely resolution of queries, and an enhanced learning experience in KARE Online programmes.	View View

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. Course materials were audited by a committee comprising senior faculty members of the domain and the contents are being rated in a scale of 1 to 5. The faculty members were asked to address the concerns if any as per the audit and the same would be verified by the committee. Faculty members are also instructed to maintain the consistency and update the learning materials with the suggestions from the respective committee members.	
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	Based on the feedback from the stakeholders CIQA has identified the LMS and the student support as the major areas where the quality needs to be maintained. In this aspect, suggestions were given to the office bearers of CDOE to make necessary actions to ensure that the LMS is user friendly and the relevant course materials are available in LMS. Further it was also suggested to have a dedicated student support portal for resolving the concerns of the students. The KARE Online Learning Platform provides learners with audio-visual resources, textual materials, and e-books following the Four-Quadrant approach.	View
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 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 the 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 – CIQA has established multiple mechanisms to ensure systematic interaction for obtaining feedback from all the stakeholders. For learners, we have a course feedback collected in the mid of the semester and at the end of the semester. Similarly, for faculty members periodic meetings, academic audits and encourage reflective practices and identify the areas of improvement. Parents feedback was collected during the admission and orientation program while the employers are requested with a satisfaction survey and feedbacks from corporate to make the courses more relevant to the industry. Overall, the major part has been focused to take feedback in every minor step for ensuring a seamless learning experience.	View View
6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	The expert members suggested that the LMS may be strengthened with advanced features and student support system must be established with a separate portal/ticketing system where the concerns of the students would be addressed immediately.	
7.	Implementation of its recommendations through periodic reviews	As per the suggestions of the experts the LMS has been strengthened with advanced features including the feedback collection from the learners. The development of a separate portal for student support is under progress.	View
8.	Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among	CDOE, KARE has taken multiple initiatives along with the guidance of the CIQA to conduct awareness programs for the students to remain career ready. Apparently, CDOE takes definite actions for organizing multiple faculty development programs, webinars to	View View

	all the stakeholders in Higher Educational Institution.	assist the faculty for engaging the students through online mode and to coordinate with them according to the specific requirement.	
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	At CDOE, best practices have been developed and collated across all functional areas including curriculum, learner support, technology-enabled delivery, continuous assessment, and grievance redressal. These practices are systematically documented, reviewed by the CIQA and disseminated to all stakeholders through workshops, circulars, the LMS platform, and regular faculty-staff meetings, thereby ensuring quality enhancement in services to learners.	View
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	CIQA collects the data starting from the initiation of the academic program till the end of the program. Apparently, the respective authority assigned by CIQA maintains the data.	
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	All the initiatives taken are as per the UGC Distance and Online Regulations.	
12.	Mechanism to ensure the proper implementation of Programme Project Reports	Yes. We have established a mechanism to ensure the proper implementation of the program project report.	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable	In consideration to all the engagements 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.	View

	reports.		
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	Based on the recommendations of the IQAC experts, curriculum of the programmes has been updated to align with current industry requirements with emphasize on the inclusion of skill-based courses, industry-aligned electives, employability-focused certifications, internships, and project-based learning. Feedback from employers, industry experts, and alumni has also been incorporated to ensure that the programmes remain relevant to emerging job market trends and future skill demands.	
15.	Facilitated system-based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	Based on the inputs of IQAC experts, the CDOE has facilitated system-based research through the Learning Management System (LMS) to create a more learner-centric environment. Features such as learning paths, interactive discussion forums, online assessments with instant feedback have been implemented. These initiatives have enabled evidence-based decision making and brought about qualitative improvements in teaching-learning, learner engagement, and overall academic support.	View
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	At present, formal steps as a nodal coordinating unit for seeking assessment and accreditation from designated bodies such as NAAC are yet to be initiated. However, this has been identified as a priority area, and necessary measures will be considered and implemented in the future to ensure compliance with quality standards and accreditation requirements.	
17.	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation	At CDOE, quality enhancement practices are internalized and institutionalized primarily through periodic internal audits focusing on course materials, learner support services, and faculty engagement in online teaching and mentoring. These	View View View

	and audit	reviews help to ensure that academic delivery and learner-centric practices remain effective and consistent. While the current audit framework is not fully aligned with formal external accreditation processes, it serves as a foundation for continuous improvement and will be further strengthened to meet accreditation standards in the future.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	KARE coordinates with the Commission by regularly reviewing and implementing quality-related circulars, notifications, and guidelines issued by statutory bodies such as UGC, NAAC, and AICTE. Periodic meetings, submission of compliance reports, and timely dissemination of these directives to all stake holders. The CIQA acts as a nodal unit to facilitate the adoption of these initiatives across academic and administrative processes.	View
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	KARE obtains information on quality benchmarks and best practices from other Higher Educational Institutions through participation in academic conferences, workshops, and inter-institutional meetings. Insights gained on curriculum design, learner support systems, use of technology in teaching-learning, and assessment methodologies are reviewed by the CIQA and suitably adapted to enhance our own quality assurance processes.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	All activities related to quality assurance are documented and consolidated in the form of the Annual Report of the CIQA. The report records initiatives undertaken for curriculum development, learner support, faculty engagement, use of technology, feedback mechanisms, and internal audits. It serves as an important reference for monitoring progress, ensuring accountability, and guiding future quality enhancement measures.	View
21.	Submitted Annual Reports to the Statutory Authorities or Bodies of	Yes, the annual reports are submitted at the end of each academic session.	View

	the Higher Educational Institution about its activities at the end of each academic session.		
	(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.	Yes, the copy of the CIQA report as per the prescribed format has been submitted to the commission annually.	View
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 functioning of the CIQA is periodically overseen by the designated authorities appointed by the Vice Chancellor to ensure its objectives are effectively met. The reports generated by CIQA on the effectiveness of quality assurance systems and processes are reviewed, deliberated upon, and formally approved, thereby ensuring continuous monitoring and enhancement of institutional quality standards.	View
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.	The institution, through CDOE, has facilitated the adoption of instructional design requirements in line with the philosophy of Open and Distance Learning as prescribed by statutory bodies. Academic programmes are developed with structured self-learning materials, multimedia integration, and learner support mechanisms to ensure flexibility, accessibility, and learner-centric delivery, thereby meeting the quality standards mandated for ODL systems.	
24.	Promoted automation of learner support services of the Higher Educational Institution	The institution has promoted automation of learner support services through the implementation of an advanced Learning Management System (LMS), online admission and fee payment portals, automated grievance redressal mechanisms, digital learning resources, and online evaluation systems. These initiatives have enhanced efficiency,	View View View View

		accessibility, and transparency in providing seamless support to learners.	
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 for the validation and annual review of its in-house processes. Expert reviews and recommendations were used to assess the effectiveness of academic delivery, course content, and learner support systems, thereby ensuring continuous improvement in quality assurance practices.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	At present, coordination with third-party auditing bodies for quality audit of programmes has not been undertaken. However, the institution carries out internal quality reviews through CIQA.	
27.	Overseen the preparation of Self- Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	Yes, the CIQA is empowered to oversee the SAR on behalf the institution.	View
28.	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	The institution has promoted collaboration with industry partners to enhance the quality of Open and Distance Learning. These collaborations focus on strengthening instructional design, proctored assessments, improving learner support systems, and fostering research in ODL, thereby contributing to continuous quality enhancement.	
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	Industry–institution linkages have been facilitated with the support of the Corporate Relations Office to provide learners with practical exposure and enhance their employability. Through this collaboration, opportunities such as internships, industry projects, and placement drives are made available for eligible learners, thereby strengthening the skill sets and career readiness.	

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

S. 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	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: KARE has established a clear governance framework that defines the 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.	View
2.	Articulation of Higher Educational Institution Objectives	The CDOE ensures compliance with the Quality Monitoring Mechanism by aligning its activities with the University's vision and mission. The key objectives include: • Providing accessible and inclusive learning opportunities. • Maintaining parity of curriculum and pedagogy with regular programmes as	

		per UGC-DEB guidelines. • Implementing continuous quality monitoring through academic audits, feedback, and reviews. • Leveraging technology-enabled platforms for effective teaching-learning. • Enhancing employability through skill-based curriculum and industry linkages. These objectives articulate the commitment of CDOE to uphold institutional quality standards and deliver learner-centric, flexible, and globally relevant education.	
3.	Programme Development and Approval Processes - Curriculum Planning, Design and Development - Curriculum Implementation - Academic Flexibility - Learning Resource - Feedback System	The program development process contains various areas such as: a. Curriculum Planning, Design, and Development. Need Analysis: 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 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:	View

		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	
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		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	At CDOE, programme monitoring and reviews are ensured through regular review meetings, LMS-based course monitoring, learner and faculty feedback, and IQAC mentoring. Annual programme review reports are prepared and discussed in statutory bodies for curriculum upgradation. Internal audits and compliance checks are also conducted to maintain the quality.	View
5.	Infrastructure Resources	At CDOE, infrastructure resources are regularly monitored through inspections to ensure quality and adequacy. ICT-enabled classrooms, digital studios, LMS, and support facilities are maintained and upgraded to meet academic requirements. Server performance, network bandwidth, and security are periodically reviewed by the network administrator to ensure uninterrupted delivery of programmes.	View
6.	Learning Environment and Learner Support	We ensure compliance through a well-developed Learning Management System (LMS) that provides an effective and user-friendly platform for learners to access learning materials, engage in discussions, and track their academic progress. To further strengthen learner support, a dedicated Student Support Manager is available to address queries and concerns raised by students, ensuring timely resolution and continuous guidance. Regular internal audits and reviews are	View View View View

		also conducted to monitor the adequacy of the support mechanism and to verify that student queries are being resolved satisfactorily. This structured approach ensures that the learning environment remains responsive, learner-centric, and continuously improving.	
7.	Assessment and Evaluation	The assessment and evaluation processes are carried out in strict compliance with the UGC guidelines to ensure fairness, transparency, and quality. All assessments are designed based on the pedagogical approach adopted for each course, aligning with the intended learning outcomes and competency levels of learners. Continuous assessments, assignments, and project work are integrated to encourage outcome-based learning. End-semester examinations are conducted through a high-security, proctored online examination portal, ensuring credibility and preventing malpractice. The proctoring mechanism includes live monitoring, AI-based supervision, and strict verification protocols, thereby upholding the integrity and reliability of the evaluation system.	View View View View View
8.	Teaching Quality and Staff Development	The University has a well-established Kalasalingam Teaching Learning Centre (KalTec) 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.	View

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:

S.No	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
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1.	Academic Planning	As part of the Internal Quality Assurance framework, systematic academic planning is carried out at the beginning of every academic cycle. The planning process ensures alignment with institutional vision, programme outcomes, and regulatory requirements. The academic calendar is prepared in advance, detailing timelines for admissions, course delivery, examinations, evaluation, and learner support activities. Faculty members prepare course plans and learning materials in line with curriculum requirements, which are reviewed and approved through CIQA for quality compliance. Regular internal quality audits are conducted to verify adherence to the academic calendar, delivery of courses through LMS, timely uploading of course materials, conduct of assessments, and learner engagement activities. The audit outcomes are documented and corrective measures, if required, are implemented to ensure continuous improvement. This structured process of academic planning and periodic review facilitates transparency, accountability, and assurance of quality in all academic operations.	View
2.	Validation	The validation of the academic planning process is carried out through multiple mechanisms to ensure accuracy, consistency, and compliance with quality benchmarks: 1. Approval Mechanism – The academic calendar, course plans, and learning materials prepared by faculty are reviewed and approved by the CIQA and Academic Council prior to implementation. 2. Cross-verification – The uploaded course materials, assessments, and examination schedules on the LMS are cross-verified by programme coordinators and CIQA representatives to ensure alignment with the approved academic calendar. 3. Audit Reviews – Periodic internal quality audits are conducted to validate whether academic activities (teaching, learning,	

		evaluation, and learner support) are executed as per the plan. 4. Feedback and Monitoring – Learner and faculty feedback is systematically collected and analyzed to validate the effectiveness of academic planning and its implementation. Corrective measures are initiated wherever gaps are identified. 5. Documentation and Reporting – All validations are recorded in the form of audit reports, compliance checklists, and minutes of review meetings, which serve as evidence for adherence and continuous improvement. Through these validation measures, the institution ensures that the academic planning process is not only implemented but also continuously improved in line with CIQA objectives and UGC requirements.	
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	Student performance is systematically monitored through internal assessments and end-semester examinations, and necessary guidance is provided to support improvement in learning outcomes. Reporting and analytics are carried out internally to track progress and identify areas requiring attention, while periodic reviews are conducted through continuous assessments and feedback mechanisms to ensure sustained quality enhancement.	View View View View View View

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. T. Senthil Muthu Kumar, Associate Professor, 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

Dr. T. Marimuthu, Associate Professor, Full-time regular 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.N. Saraswathi, Assistant Professor, Full-time regular employee of the University

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	Experience (Years)	Type Regular/ Contract) with gross salary/ month	Date of joining programme
1	Mr. P. Ponnurajan	M.C.A., M.E.	17	Regular	02-01-2025
2	Mrs. N. Saraswathi	M.A., M. Phil.	8	Regular	08-12-2023
3	Dr. P. Banu	MBA., Ph.D.	6	Regular	10-03-2025

4	Mrs. M. Mehaladevi	B.Tech., M.E.	4	Regular	01-06-2025
5	Mrs. P. Sathiyabama	M.C.A.	2	Regular	01-06-2025
6	Mr. S.Parthasarathi	M.B.A., M.Sc.	2	Regular	02-07-2025
7	Ms. M. Gurudharashini	M.C.A.	1	Regular	02-07-2025

b. Course Coordinator

S.No.	Course name	Names with Designation	Qualification	Experience	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1	Environmental Studies	Dr. R. Sivasakthi kumaran	M Sc, M.Phil, Ph.D.,	10 Years	Regular	11-09-2022
2	Digital Skills	Dr. M. Arun	M. C. A., Ph. D.,	18 Years	Regular	01-06-2018
3	English-I	Ms N. Saraswathi	M.A., M.Phil., NET., (Ph.D)	8 Years	Regular	04-03-2023
4	Human Values	Dr. G. Delina	M.B.A., M.Phil., PhD	18 Years	Regular	10-03-2021
5	Accounting For Management	Ms. S. Hemameena	M. Com.,	13 Years	Regular	01-07-2021
6	Principles of Management	Mr.R.Arun Siva	MBA., Ph.D	9 Years	Regular	04-02-2022
7	Basic Statistics	Mr. S. Sankaranarayanan	M.Sc	10Years	Regular	01-09-2023
8	Python Programming	Mr M.Govindaraj	MCA, M.E.	2 Years	Regular	04-10-2021
9	Computer Org. and Architecture	Dr. M. Arun	M.C.A., Ph.D.	18 Years	Regular	01-06-2018
10	Introduction to Worksheet	Dr. K. Indhumathi	M.C.A., Ph.D.	8 Years	Regular	10-03-2021
11	Financial Accounting - I	Dr S. Rani	M.Com., Ph.D.	16 Years	Regular	10-03-2021
12	Business Organization	Mr. G. Rameshpandi	M.Com., Ph.D.	17 Years	Regular	10-03-2021

	and Management					
13	Financial Analysis & Decision Making	Dr.J.Prabhakaran	M.B.A., M.Phil., Ph.D.	17 Years	Regular	04-03-2022
14	Digital Transformation & IS for Managers	Dr.A.Jafersadhiq	M. B.A M. Phil, PhD	17 Years	Regular	10-03-2021
15	Legal System for Business	Mr.M.Sankarmuthukumar	M.B.A	7 Years	Regular	10-03-2021
16	Artificial Intelligence for Interdisciplinary Applications	Dr. D. Prem Raja	M.E., PhD	17 Years	Regular	10-03-2021
17	Statistical Modeling	Dr. P. Sundaresan	M.Sc. M.Phil., B.Ed, PhD	17 Years	Regular	10-03-2021
18	Mathematics for Data Science	Dr. T. Shanmugapriya	MBA., Ph.D	11 Years	Regular	07-10-2021
19	Economic Analysis for Business	Mr. V. Sathyamoorthi	MBA., (Ph.D)	11 Years	Regular	10-03-2021
20	Legal Aspects of Business	Dr. A. Jafersadhiq	MBA., Ph.D	13 Years	Regular	07-10-2022
21	Foundations of Business Analytics	Dr. J. Prabhakaran	MBA., M.Sc., M.Phil., Ph.D	10 Years	Regular	02-06-2022
22	Fundamentals of Management and Organizational Behaviour	Dr.G. Delina	M.B.A., M.Phil., PhD	18 Years	Regular	10-03-2021
23	Quantitative and Qualitative Techniques	Mr. B. Eswaran	MBA.,PGPM (Business Analytics),Ph.D	11 Years	Regular	16-07-2021
24	Business	Dr. S.B. Inayath	B.E, MBA.,Ph.D.	11 Years	Regular	10-03-2021

	Communication	Ahamed				
25	Data Analysis and Modeling Lab - I	Ms. M. Janane	MBA., PGDBM., NET	3 Years	Regular	16-05-2022
26	Leadership Talk Series	Dr. S.B. Inayath Ahamed	MBA.,MSW., Ph.D.	11 Years	Regular	10-03-2021
27	Statistical Modelling	Dr. Indrajeet Kumar	M. Sc., Ph.D.	2 Years	Regular	13-06-2022
28	Mathematics for Data Science	Dr. L. Sreenivasulu Reddy	Ph.D	15 Years	Regular	26-05-2022
29	Foundations of Data Science	Ms.G.Kaleeswari	M.Sc. M.Phil.,	4 Years	Regular	06-10-2021
30	Machine Learning	Ms. R. Dhanalakshmi	MCA, DCSE	2 Years	Regular	04-10-2021
31	Python for Data Science	Dr. T. Marimuthu	MCA.,M.Phil. Ph.D.	17 Years	Regular	01-06-2023
32	Mathematical Foundations of Computer Science	Dr. P. Karthick	M.Sc., M.Phil., PhD	4 Years	Regular	01-10-2021
33	Data Structures using C++	Mr.P Ponnurajan	MCA, M. Phil,	17 Years	Regular	07-01-2025
34	NoSQL Databases	Dr. Sreelekha	MCA	2 Years	Regular	05-08-2021
35	Software Engineering	Mr.M.Jafar Sathik	M.E.,	18 Years	Regular	01-06-2023

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

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 (Audio, Video 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

HEI ID: HEI-U-0458

Name of HEI: KARE

Type of HEI: DU

Technical Assistant (Admission, Examination and Result)	2	2
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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 programmes 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 security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examinations through technology mediated proctoring.	Yes	
4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	Yes	
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	Yes	
6.	Building and grounds of the examination centre must be clean and in good condition.	Yes	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	Yes	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Yes	

9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	Yes	
10.	Safety and security of the examination centre must be ensured	Yes	
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	Yes	
12.	Provision of drinking water must be made for learners	Yes	
13.	Adequate parking must be available near the examination centre	Yes	
14.	Facilities for Persons with Disabilities should be available	Yes	

4.2 Compliance 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)	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 View View View	
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	
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	

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 View	
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 View	
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 View	
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.	Yes. The Examinations are conducted by the Office of Controller of Examination under the regulations.	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Yes	
	(b) Availability of biometric system	Yes	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners and	All examinations are conducted in a Remote Proctored System. Moreover, CDOE has	

	Passports for International learners	sufficient Infrastructure to conduct Campus based examinations.	
	(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 report submitted to the Higher Educational Institution	NA	
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 maybe laid down by the Commission	Yes. All examinations are conducted in a Remote Proctored System.	
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	
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	Yes	

	recognized identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.		
	(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 View	

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

Semester beginning	Program Name	Admitted	Appeared in exams	Progressed to next year	Passed	Passed in first class
July, 2025	BBA	11	11	11	7	6
July, 2025	BCA	13	13	13	10	6
July, 2025	B.Com	6	6	6	2	1
July, 2025	MA	0	NA	NA	NA	NA
July, 2025	MBA	85	85	85	43	42
July, 2025	MCA	24	24	24	18	12
July, 2025	M.Sc. (Data Science)	22	22	22	17	15
January, 2026	BBA	0	NA	NA	NA	NA
January, 2026	BCA	6	6	6	5	4
January, 2026	B.Com	2	2	2	2	2
January, 2026	MA	1	1	1	1	1
January, 2026	MBA	14	14	14	11	10
January, 2026	MCA	4	4	4	4	4
January, 2026	M.Sc. (Data Science)	3	3	3	3	3

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.

The Programme Project Reports (PPRs) are prepared in alignment with the guidelines prescribed in Annexure V of the UGC (ODL Programmes and Online Programmes) Regulations, 2020. While preparing the PPRs, due consideration is given to all aspects including programme objectives, outcomes, curriculum design, learner support, evaluation methodology, and infrastructure requirements as mandated in the regulations. Each PPR is reviewed at the institutional level to ensure conformity with the prescribed framework and subsequently placed before the statutory authorities of the University for scrutiny and approval. Only after obtaining approval from the statutory bodies, the PPRs are finalized and submitted to the regulatory authorities as per requirement.

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.

The University ensures full compliance with the Quality Assurance Guidelines of Learning Material and Curriculum & Pedagogy as outlined in Annexure VI of the UGC (ODL Programmes and Online Programmes) Regulations, 2020. Learning materials are developed in 4 quadrant approach with SLMs, Prerecorded videos, online learning resources, and computer-based interactive materials, to cater to diverse learner needs. All materials are prepared by subject matter experts and reviewed through an internal quality assurance mechanism to maintain accuracy, relevance, and learner-friendliness. The curriculum and pedagogy are structured in alignment with the programme outcomes, integrating self-learning, continuous assessments, and learner-centric approaches. Regular updates are undertaken to ensure that the materials and pedagogy remain current, engaging, and supportive of effective learning in the ODL mode. [View](#)

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.

The Self-Learning Materials (SLMs) are developed in accordance with the guidelines

prescribed in Annexure VII of the UGC (ODL Programmes and Online Programmes) Regulations, 2020. The SLM is prepared by the subject expert and undergoes an internal review for academic quality, instructional design, learner engagement, and compliance with regulatory norms. Once finalized, the e-learning materials are converted into multiple accessible formats, including text, multimedia, and interactive resources, to facilitate effective learning in the online mode. The SLMs are then submitted for consideration and approval by the University's statutory authorities. Only after the approval, the materials are uploaded on the Learning Management System (LMS) for learner access. Regular feedback and periodic revisions ensure that the content remains updated, relevant, and aligned with programme learning outcomes.

[View](#)

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, 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

KARE uses its own online platform [View](#)

- 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

KARE uses its own online platform [View](#)

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)
NA							

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

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

S. No	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorized signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	Yes	
Uploading of the following on HEI website (Mention link) https://kalasalingam.ac.in/cdoe			
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 admissions, registration, re-registration, counselling /mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes	
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 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	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	NA	
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	
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 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 kinds 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 commercialization of education in any manner whatsoever, and shall 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 Headquarters 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 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
If No, reason thereof:

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 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 & Ticketing system

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
5	5

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 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, email 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

Not Conducted.

10.4 Success Stories of students of Online mode of the HEI

The Centre for Distance and Online Education (CDOE) at KARE has witnessed several inspiring success stories of online learners. Many of our MBA (Online) graduates have achieved career progression, including promotions to managerial positions in reputed organizations.

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

We have not initiated; however, we have plans in the future.

10.6 Number of students placed through Campus Placements

NIL

10.7 Details of Alumni Cell and its activity

The Alumni cell of the University conducts regular meetings at major cities in India.

Objectives:

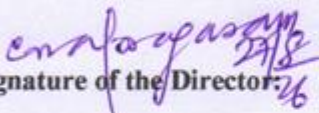
- To bring the graduated learners of all the schools of study under one umbrella.
- To provide placement opportunities, exchange of expertise.
- To collect funds by subscriptions, contributions, donations and gifts from members.
- To conduct alumni day every year.

10.8 Any other Information

NIL

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: 27/8/26

Name: Dr. C. SIVAPRAGASAM

Seal:

Director (IQAC)
Kalasalingam Academy of Research and Education
(Deemed to be University)
Anand Nagar, Krishnankoil - 626 126.
Virudhunagar (Dt.), Tamilnadu, India

Date: 27/8/26


Signature of the Registrar:

Name: Dr V VASUDEVAN
REGISTRAR

Kalasalingam Academy of Research and Education
(Deemed to be University)
Anand Nagar, Krishnankoil - 626 126



Date: 28/8/26

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