

Annual Report

OF

**CENTRE FOR INTERNAL QUALITY ASSURANCE
(CIQA)**

PROGRAMMES UNDER

OPEN AND DISTANCE LEARNING MODE

2025

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Part-I:General Information**1.1 Date of notification of the Centre:27.06.2018, [Constitution of CIQA](#).****1.2 Details of Director, CIQA**

- Name:**Dr.Shaji A.**
- Qualification: **MA,Ph.D**
- Appointment Letter and Joining Report: [CIQA Director appointment UO](#)

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	Prof. (Dr.) Mohanan Kunnummal	Radiology	07.05.2026
b.	Three Senior teachers of HEI	Member 1	Prof.R.Vasanthagopal	Institute of Management in Kerala	07.05.2026
		Member 2	Dr.Ambeeshmon S.	Institute of Management in Kerala	07.05.2026
		Member 3	Dr.Suja S.	Department of Kerala Studies	07.05.2026
c.	Head of three Departments or School of Studies from which Programme is being Offered in ODL and Online mode.	Member 4	Dr. Sudhi S Vijayan ,	Department of Library and Information Science	07.05.2026
		Member 5	Dr. Thalmi B	Department of Mathematics	07.05.2026
		Member 6	Dr. Aji S.	Department of Computer Science	07.05.2026
d.	Two External Experts of ODL and/or Online Education	Member 7	Prof.C. A. Lal	Institute of English	07.05.2026
		Member 8	Prof. K. S. Suresh Kumar	Institute of Management in Kerala	07.05.2026

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e.	Officials from Departments of HEI	Member 9 Administrati on	Resmi R	Registrar (I/C)	07.05.2026
		Member 10 Finance	Sindhu George	Finance Officer (i/c)	07.05.2026
f.	Director, CDOE	Member Secretary	Dr. Shaji A.	Department of History	07.05.2026

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

Yes

1.4 Number of meetings held and its approval

a. No. of meetings held every year:

One

b. Meeting details:

Meetings	Date-Month- Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting1	22.08.2026	2	Minutes 11	Approval Minutes 11

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

Not Applicable

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

Not Applicable

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

Not Applicable

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Type of HEI:State

1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:**One****From<July-August, 2025> academic session: October,2025**

Sr. No.	Under-Graduate Degree Title	Duration (years)	No.of Credits	Admission Eligibility	Fee(Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/Off Campus	Number of students admitted (Male/Female/Transgender)			
								M	F	TG	Total
1.	Bachelor of Library and Information Science	1Year	32	A Pass in Bachelor's degree of the University of Kerala with not less than 40% Marks , or a degree of any other University recognized as equivalent thereto with not less than 40% marks. Candidates belonging to scheduled caste scheduled tribes and other backward communities will be eligible for concession of 5% and 3% respectively.	Rs.7,300/- (Total Fee)	F.No.40-14/2021(ODL)(D EB-II),dated 12November, 2021.	NA	36	84	0	120

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

Three

From<July-August,2025> academic session: October,2025

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/Off Campus	Number of students admitted (Male/Female/Transgender)			
								M	F	TG	Total
1.	Master of Library and Information Science	1Year	0	Bachelors degree in Library and Information Science of The University of Kerala ,or B.Lib.I.Sc degree of any other University recognised as equivalent thereto.	Rs. 9,775/- (Total Fee)	F.No.40-14/2021 (ODL) (DEB-II), dated 12 November 2021	NA	19	39	0	58
2.	Master of Science (Computer Science)	2 Years	0	Candidates for admission to PG Programme in Computer Sciences should have passed a Degree course with minimum 3 years duration after 10+2 in Computer Science/Computer Application/ Electronics as Core subject or an equivalent Degree with not less than 5CCPA(S) out of 10 Or	Rs.13,770/- (Total Fee)	F.No.40-14/2021 (ODL) (DEB-II), dated 24 December 2021	NA	24	22	0	46

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				Any Science Degree with minimum three years duration after 10+2with not less than 5CCPA(S)out of10with Computer Science/Computer Application as one of the Main/Subsidiary/Core subject.(UONo.AcA IV/2/53MScCS/2017 dated 23.10.2017).For SEBC and Physically handicapped candidates a minimum of 4.5CCPA(S) and for SC/ST candidates a minimum pass in the Degree Examinationis sufficient.(U.O.No.Ac.A IV/3/51406/Eligibility /2014,dated18.06.2014)							
3.	Master of Science (Mathematics)	2 Years	0	B.Sc. with Mathematics or Statistics as Core Courses securingnot less than 5.50/- CCPA(S) * out of 10 /B.Sc./- Vocational Subjects Three (Total main)Optical Instrumentation, Instrumentation, Industrial Chemistry ,Electrical Equipment and Maintenance and Computer Applications with one of the main subjects with a minimum of 55%marks	Rs. 11,880/- (Total Fee)	F.No.40-14/2021(ODL) (DEB-II), dated24 Decemb er2021	NA	25	1100	0	135

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 there of (Not more than 500 words)	Upload Relevant Document
1.	Quality maintained in the services Provided to the learners	The Centre has undertaken multiple initiatives to ensure high-quality service delivery to learners, particularly during the lockdown period, by leveraging digital platforms, robust support channels, and organized processes. Key initiatives and services: Learner support channels -Online Student Portal and SMS alert facilities were enhanced to ensure timely information delivery. Technical support provided via cdoe@keralauniversity.ac.in and sde@keralauniversity.ac.in with dedicated helpdesk responses. Website governance and user experience A well-organised website (http://ideku.net/) was maintained to provide timely updates and to deliver supportive features to learners. Admissions-The Admission Committee monitored and managed all admission-related activities. Online admission processes were strengthened to simplify application procedures, enabling learners to complete applications from home, notably during lockdown. Learner grievance redressal -A dedicated Enquiry Section monitored and addressed student grievances via email and telephone. During lockdown, coordinators operated from home to respond promptly to student needs and issues. Academic planning and notifications-Course-wise PCP Time Tables were published on the official website and communicated via SMS alerts. Counseling and mentorship-Online counseling sessions were conducted during the lockdown using the Webex platform, aligned with the pre-decided timetable published on the official site. Staff development-Staff and faculty trainings, workshops, and meetings were organized online during	Online Admission Portal Student Portal Prospectus 2025-26 Payment Portal

		the lockdown, ensuring continuity of professional development. Self-Learning Materials (SLMs) -SLMs were meticulously reviewed by an expert panel, with delivery monitored by the relevant committee. The institution undertook scrupulous efforts to distribute SLMs before the PCP commencement. During the lockdown, steps were taken to share soft copies of SLMs with learners to ensure uninterrupted study. Examinations-Term-end examinations were conducted and supervised by the University of Kerala's Exam Cell, ensuring adherence to established protocols.	
2.	Self evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	Self-evaluative and reflective activities for continual quality improvement across systems and processes Quality assurance and curriculum development The program curriculum, Self-Learning Materials (SLMs), and both online and offline platforms are continuously reviewed and validated for implementation by Expert Committees. Programme Project Reports (PPRs) are appraised by a panel of experts, ensuring rigorous evaluation. Syllabi and study materials for Open and Distance Learning (ODL) programmes are periodically updated to reflect current disciplinary standards and learner needs. Induction, orientation, and governance Systematic induction and orientation programmes are conducted for newly admitted learners by the course coordinators. A weekly coordination meeting involving all course coordinators and the Director is held to ensure alignment, oversight, and timely decision-making. Infrastructure development and academic resources-The Centre for Distance and Online Education (CDOE) has expanded and modernised library facilities, with periodic additions to the reference collection. Modernisation of the seminar hall has been completed to support enhanced instructional activities and events. Digital learning and content delivery - The CDOE provides video lectures to students, expanding access to multimedia learning resources. Educational videos are made available to students through KU Padashala, ensuring integrated and accessible content delivery.	

		Optional enhancements (for inclusion in the annual report): Include metrics such as number of committee reviews, update cycles for SLMs, and counts of new or revised syllabi. Add dates or academic years to each initiative for a clear timeline. Mention any recognized quality standards or accreditation frameworks guiding these practices. Include learner feedback highlights and actions taken as part of the continuous improvement loop.	
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality.	The Centre for Distance and Online Education (CDOE), University of Kerala, is committed to delivering high-quality education and robust learner support. Our quality assurance efforts focus on key dimensions of provision, continuous improvement, and stakeholder engagement to ensure an exemplary learning experience for all distance and online learners. Key areas identified for quality maintenance: Curriculum and syllabus alignment: Regular revision and updating of syllabi to reflect current knowledge, industry needs, and academic standards. Alignment with regulatory requirements and the Centre's learning outcomes. Development and refresh of learning materials: Timely updating of Self-Learning Materials (SLM) and online study materials to ensure accuracy, accessibility, and relevance. Incorporation of multimedia and interactive elements to enhance comprehension and engagement. Student support system enhancement : Strengthening learner support services, including tutoring, academic advising, and counseling. Ensuring accessible, responsive support channels (helpline, email, chat, and in-person where applicable). Feedback mechanisms: Systematic collection and analysis of feedback from students and teachers. Timely incorporation of feedback into ongoing improvements and reporting.	FeedbackSystem Assignment Topics

		Quality-focused capacity-building : Organization of workshops, seminars, and training programs on quality assurance, assessment strategies, and best practices in distance education. Learner engagement and assessment: Expansion of Personal Contact Programme (PCP) and examination-related processes to maintain personal connection with learners. Enhancing learner engagement through structured PCP schedules, timely assessments, and transparent result reporting. Technology-enabled quality improvements: Leveraging technology to strengthen learner engagement, support mechanisms, and overall quality of service. Implementing and refining digital tools for communication, collaboration, and feedback collection. Administrative and academic processes: Streamlining assignment submission systems, grade processing, online library access, and PCP time scheduling. Ensuring reliability, security, and accessibility of academic services. Outcomes and impact: Improved learner satisfaction through timely updates to course materials and better support. More effective feedback loops enabling data-driven decisions. Stronger learner retention and engagement via enhanced PCP and online interactions. Continued alignment with UGC guidelines and quality standards. Implementation notes: Establish a quarterly quality review cycle monitoring these key areas. Maintain a central repository of updated syllabi, SLMs, and online materials with version control. Develop a standardized feedback instrument and closing the loop with actionable responses. Schedule periodic capacity-building programs for staff and edge-case consultations with learners.	
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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)	Centre for Distance and Online Education (CDOE), University of Kerala, adopts identical academic standards, assessment processes, and quality assurance mechanisms as those governing the regular/conventional mode programmes. Examinations, evaluation, admissions, and quality governance for ODL are aligned with the University's established regulations and are conducted under equivalent oversight to ensure parity in quality and outcomes. Key mechanisms and practices: Curriculum and assessment parity: The ODL programmes follow the same scheme, syllabus, and course structure as the regular mode programmes. Examination patterns for CDOE students mirror those of the conventional programmes. The Controller of Examinations, University of Kerala, conducts examinations for CDOE on the same schedule and under the same procedures as regular degree examinations. Eligibility and admissions Eligibility criteria for admission to undergraduate and postgraduate courses in ODL are aligned with those of the conventional mode, ensuring consistency in entry standards. Examination administration ODL examinations are conducted in University-affiliated colleges with the same rigour as regular programmes. Question paper setting follows identical procedures to the conventional mode. Examinations are conducted under the strict supervision of university observers and flying squads, ensuring integrity and fairness. Evaluation and result management Term-end examinations are evaluated under the external system and in accordance with the university's examination regulations. Results for ODL programmes are published on both the university website and the CDOE official website, ensuring transparency and accessibility. Quality assurance and governance Regular quality audits are conducted to stimulate, augment, and deliver ongoing quality assurance across ODL provisions. Statutory committees are in place with roles analogous to those in the conventional mode, including: Grievance Cell, CDOE Level Monitoring Committee, University Level Monitoring Committee. Both internal and external experts participate in these committees to provide independent oversight.
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	Faculty and instructional delivery In addition to internal ODL faculty, external faculty from the conventional mode participate in Personal Contact Programme (PCP) classes, proportionate to the number of PCP-registered students.ODL learners have access to the same opportunities as conventional students, including participation in university events such as Academic and Professional Enhancement workshops, doubt-clearing sessions, placement drives, and international/national seminars or webinars. Learner engagement and opportunities ODL students receive comparable access to enrichment activities, professional development events, and exposure to curricular and co-curricular experiences offered to regular students. Implementation and monitoring: Maintain strict alignment between ODL and conventional mode curricula, assessments, and governance structures. Ensure consistent application of examination regulations, security measures, and result dissemination processes. Regularly review and update processes through quality audits and committee deliberations, incorporating feedback from learners and faculty.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employe, and Government for quality improvement.	CDOE prioritizes open, multi-channel engagement with all stakeholders to inform continuous quality improvement. Feedback and dialogue are facilitated through integrated digital systems, dedicated support wings, formal grievance channels, and proactive outreach by academic coordinators. Key mechanisms: Learner feedback and issue resolution • An inbuilt learner feedback collection system is available on the institute website. • A dedicated, full-time enquiry wing addresses student concerns and queries promptly. • Students may register complaints via email or directly at the institute. Grievance redress and escalation • Students are encouraged to approach the Grievance Cell if their issues are not addressed within the stipulated time frame. • The Grievance Cell provides structured processing of complaints with timelines and transparent follow-up. Direct learner-academic staff engagement • Academic Coordinators maintain ongoing contact with learners to understand issues and facilitate redress. • Interaction modalities include face-to-face engagements during Personal Contact

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		Programme (PCP) sessions and telephonic counseling, ensuring accessible support. Feedback from other stakeholders (teachers, staff, parents, employers, society, government) - The institute fosters channels for feedback from teachers and staff through internal meetings, surveys, and suggestion mechanisms. - Engagement with parents, employers, community representatives, and government partners is facilitated through periodic consultations, stakeholder forums, and correspondence as appropriate. - Feedback gathered from these stakeholders informs curriculum relevance, service quality, and policy adjustments. Continuous improvement integration - All feedback and grievance data are analyzed to identify patterns, root causes, and actionable improvements. - Findings are communicated to relevant governance bodies and incorporated into quality enhancement plans, training, and process refinements. Implementation notes: - Ensure visibility and accessibility of the feedback portal and grievance mechanisms across all learner cohorts. - Maintain response time benchmarks and publish performance against them for transparency. - Schedule regular multi-stakeholder review meetings to close the feedback loop and report outcomes.	
6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	Proposed measures for qualitative improvement and quality maintenance in the Centre for Distance and Online Education, University of Kerala Strengthen collaboration with subject experts - Maintain ongoing collaboration with subject experts to stay abreast of new developments through conferences, webinars, seminars, and workshops. - Organize targeted faculty development programmes (FDPs) focused on Open and Distance Learning (ODL) to enhance delivery mechanisms, pedagogical practices, and assessment methods. Establish an efficient feedback ecosystem	

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		- Develop a comprehensive and user-centric feedback system engaging all stakeholders—learners, parents, academicians, subject experts, and administrators. - Utilize feedback to inform policy decisions, program design, course content, and support services, aiming for continuous quality enhancement. Monitor, assess, and act on learner performance - Implement a robust mechanism to monitor and evaluate student performance to inform strategic planning for future improvements. - Actions to be undertaken include: revision and content editing of Self-Learning Material (SLM), conducting regular FDPs, implementing online assessments and evaluation, ensuring hostel facilities for offline participation where needed, and integrating technology-enabled teaching–learning (TETL) methods. - Establish clear metrics, timelines, and accountability for these activities to ensure measurable progress. Experiment with enhanced teaching approaches - Pilot advanced teaching methods that encourage greater learner participation and engagement. - Adopt a structured, evidence-based approach to trial-and- error innovations, with careful monitoring of outcomes and scalable best practices. Additional commitments for quality assurance - Ensure content alignment with curricular standards, accessibility and inclusivity in design, and adherence to regulatory requirements. - Maintain transparent reporting on milestones, resources deployed, and outcomes achieved in annual quality audits. - Promote continuous professional development for faculty to sustain high-quality delivery in distance and online education.	
7.	Implementation of its recommendations through periodic reviews	Proposed measures for qualitative improvement and quality maintenance in the Centre for Distance and Online Education, University of Kerala Strengthen collaboration with subject experts Maintain ongoing collaboration with subject experts to stay abreast of new developments through conferences, webinars, seminars, and workshops.	

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		- Organize targeted faculty development programmes (FDPs) focused on Open and Distance Learning (ODL) to enhance delivery mechanisms, pedagogical practices, and assessment methods. Establish an efficient feedback ecosystem - Develop a comprehensive and user-centric feedback system engaging all stakeholders—learners, parents, academicians, subject experts, and administrators. - Utilize feedback to inform policy decisions, program design, course content, and support services, aiming for continuous quality enhancement. Monitor, assess, and act on learner performance - Implement a robust mechanism to monitor and evaluate student performance to inform strategic planning for future improvements. - Actions to be undertaken include: revision and content editing of Self-Learning Material (SLM), conducting regular FDPs, implementing online assessments and evaluation, ensuring hostel facilities for offline participation where needed, and integrating technology-enabled teaching-learning (TETL) methods. - Establish clear metrics, timelines, and accountability for these activities to ensure measurable progress. Experiment with enhanced teaching approaches - Pilot advanced teaching methods that encourage greater learner participation and engagement. - Adopt a structured, evidence-based approach to trial-and-error innovations, with careful monitoring of outcomes and scalable best practices. Additional commitments for quality assurance - Ensure content alignment with curricular standards, accessibility and inclusivity in design, and adherence to regulatory requirements. - Maintain transparent reporting on milestones, resources deployed, and outcomes achieved in annual quality audits. - Promote continuous professional development for faculty to sustain high-quality delivery in distance and online education.	
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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.	- As the nodal body of Open and Distance Learning (ODL) programmes in higher education institutions, the Centre for Quality Improvement and Assurance (CIQA) ensures active participation of all stakeholders in the quality enhancement process. - Feedback mechanisms: Feedback forms have been designed to gather suggestions on quality assurance of university services from key stakeholders, including employers, subject experts, learners, alumni, and faculty. The collected input informs policy decisions and service improvements. - Capacity-building activities: Compulsory professional development programs (PCPs), assignments, conferences, webinars, seminars, workshops, symposiums, and faculty development programmes are organized on ODL to sharpen delivery mechanisms and pedagogical practices. - Dissemination: Reports and insights from these activities are disseminated to all stakeholders to promote transparency, accountability, and continuous improvement across the university community.
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.	Developed and Collated Best Practices for Quality Enhancement in Learner Services and Dissemination - CIQA leadership and data-driven improvements: The Centre for Quality Improvement and Assurance (CIQA) has systematically collected and examined data on key learner-facing processes, including admissions, distribution of learning materials, conduct of personal contact programmes/counselling sessions, and grievance handling, to ensure and enhance programme quality. - Student feedback and corrective action: Feedback from students is gathered and analyzed to identify difficulties faced by learners. Targeted measures are implemented to address these challenges, contributing to continuous quality improvements. - Quality-enhanced learner services: A suite of learner-support services has been delivered to enhance the learning experience, including: - Online ID card downloading facility - Technical assistance to resolve academic issues - SMS alert services for important updates - Postal dispatch of Self-Learning Materials (SLMs) - Online class facilities and virtual learning support - Online fee payment options Feedback System

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		Dissemination of best practices: Best practices and lessons learned are documented and disseminated to relevant stakeholders across the institution to promote transparency, consistency, and scalability of quality-enhancing initiatives.	
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	- Dedicated data team: A dedicated programmer collaborates with stakeholders to collect, assemble, and propagate precise statistics on the quality of programmes, ensuring data integrity and reliability. - Online data workflows: Admissions, semester, and examination registration, along with feedback activities, are conducted online. Data is securely stored on the server, enabling streamlined, automated generation of statistical reports. - Electronic reporting: Statistical reports are produced electronically, ensuring accuracy, timeliness, and ease of access for stakeholders.	
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.	Measures to Ensure Programme Project Reports (PPRs) Align with Norms and Guidelines - Internal approval workflow: PPRs for each programme are prepared by the academic team and submitted to the Centre for Quality Improvement and Assurance (CIQA) for formal approval. Following CIQA endorsement, they are reviewed and approved by the Academic Council. - Compliance with regulatory directives: The PPRs are prepared in accordance with UGC norms and, wherever applicable, the directions of the statutory/regulatory authorities governing the programme. Approved PPRs are then uploaded to the SDE (Centre for Distance and Online Education) website for transparency and accessibility. - Documentation and traceability: Each step—from draft preparation to final approval and online publication—is documented to ensure traceability and accountability, with clear timelines and designated responsibilities.	PPRs
12.	Mechanism to ensure the proper	Mechanism to Ensure Proper Implementation of Programme Project Reports (PPRs)-Internal approval and oversight: PPRs are prepared by the academic team and submitted to the Centre	Statutory Body approval UO PPR

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	implementation of Programme Project Reports.	for Quality Improvement and Assurance (CIQA) for formal approval. After CIQA endorsement, they are reviewed and approved by the Academic Council, ensuring compliance and proper implementation. -Compliance and publication: PPRs are prepared in line with UGC directives, approved by the statutory body, and uploaded to the SDE website for transparency and accessibility. -Traceability and accountability: All stages—from drafting through approval to online publication—are documented with clear timelines and designated responsibilities to ensure proper implementation and audit readiness.	&SLM PPRs
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	Maintenance and Review of Annual Plans and Annual Reports • Alignment with regulatory criteria: Annual reports are prepared by the institutional committee in accordance with the criteria specified by UGC regulations, ensuring compliance and standardization. • Documentation of quality initiatives: The reports provide detailed information on initiatives undertaken for quality assurance and the best practices implemented across the institution. • Periodic review and actionable insights: Annual plans and reports are reviewed regularly to identify gaps, track progress, and generate actionable recommendations for continuous improvement. • Accessibility and accountability: Finalized documents are archived for transparency and are made accessible to stakeholders, with clear assignments and timelines for follow-up actions.	
14.	Inputs provided to the Higher Educational Institution for Restructuring of programmes in order to make them relevant to the job market.	• Quality assurance in services provided to learners at the Centre for Distance and Online Education (CDOE), University of Kerala, has been consistently maintained. In line with the Centre's commitment to excellence, ongoing efforts have been made to ensure that all programmes remain relevant, rigorous, and responsive to learner needs. • To enhance employability and align programmes with the job market, CDOE undertook strategic restructuring of curricula and pedagogy. This included the redesign of course content, learning outcomes, and assessment methods to reflect current industry requirements. • The University Placement Cell organised targeted workshops and seminars to raise students' awareness of job opportunities and to cultivate job-oriented skills. These activities complemented career guidance	

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		and counselling services, aiding learners in making informed choices about their career paths. Interdisciplinary competencies, social, life, and professional skills were strengthened through university-level programmes and cross-disciplinary initiatives. These efforts aimed to produce well-rounded graduates capable of adapting to diverse work environments and evolving market demands.	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change In the entire system.	- Facilitated system-based research and implemented learner-centric reforms at the Centre for Distance and Online Education (CDOE) to foster quality improvements in education. The learning system is designed to be student-centric, ensuring active learner participation and continuous enhancement of educational quality. - A variety of instructional and engagement strategies are leveraged to create a learner-centric environment and drive qualitative change across the system. These include effective use of library facilities, timely assignments, case studies, seminars, project-based learning, presentations, and structured group discussions.	
16.	Steps taken as a nodal co-ordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	Steps taken as the nodal coordinating unit for seeking assessment and accreditation from designated bodies (e.g., NAAC) An action plan has been prepared to guide performance evaluation and quality assessment of the institution, aligning with overall institutional performance goals. The plan ensures efficient and timely execution of academic and administrative activities, fostering continuous quality improvement. The Centre for Distance and Online Education (CDOE) prepares the Annual Report in accordance with the guidelines and parameters of the UGC-DEB. An institutional database is maintained to support quality enhancement, data-driven decision making, and evidence-based institutional planning. As the nodal agency, the implementation and impact of best practices are monitored to ensure consistent progress toward accreditation standards.	Annual Reports

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17.	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	Measures adopted to ensure internalisation and institutionalisation of quality enhancement practices through periodic accreditation and audits: Integrated academic and administrative operations to strengthen quality assurance, with continuous monitoring of academic processes to ensure efficiency and effectiveness. Internalisation and institutionalisation of quality enhancement mechanisms are pursued through direct execution and monitoring of development measures. Key steps include incorporating technical methods in teaching, refining admission procedures, and strengthening the feedback system to drive improvements in teaching and research quality. Providing inputs for best practices and offering targeted assistance to academic and administrative audits to support ongoing quality enhancement.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives Or guidelines	Steps taken to coordinate between Higher Educational Institution (HEI) and the Commission for various quality-related initiatives or guidelines • CDOE has established formal mechanisms to coordinate with the University authorities and external bodies for multiple quality-related initiatives and guidelines. • A dedicated quality assurance framework has been implemented to ensure adherence to UGC Regulations, 2020 (ODL and online programmes) across all modes of delivery. • Regular liaison meetings are conducted with relevant statutory bodies to review and implement quality standards, guidelines, and evaluation criteria. • Internal quality assurance processes include periodic audits, course- and programme-level reviews, and feedback loops from learners, faculty, and stakeholders. • All guidelines and requirements outlined in the UGC Regulations, 2020 (ODL and online programmes) are monitored and implemented to maintain and enhance quality in service delivery. • Documentation, reporting, and record-keeping practices have been strengthened to demonstrate compliance and continuous quality improvement.	

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19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or Parameters and best practices.	Information obtained from other Higher Educational Institutions on various quality benchmarks, parameters, and best practices Information sources include other Higher Educational Institutions (HEIs) to identify and adopt quality benchmarks, parameters, and best practices. Key areas of benchmarking and best practices gathered: Innovative ideas from faculty for teaching-learning improvement Term-wise teaching plans and research activity calendars Student participation in governance and decision-making Extension activities and community outreach Peer teaching and mentoring programs Soft skills development programmes for students Counseling services to promote mental health and well-being Entrepreneurship training and incubation support Teaching-learning-evaluation processes in ICT-enabled and online modes Online library facilities and access Major and minor research projects undertaken by faculty Industrial visits, internships, and exposure programs Collaborations with NGOs and other key enterprises.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	Recorded activities undertaken on quality assurance Centre for Internal Quality Assurance (CIQA) All quality assurance activities undertaken by the institution were recorded systematically to support the preparation of the annual report. Documentation covers planning, inspections, audits, and performance monitoring related to quality assurance ventures. Records are maintained to meet established standards, ensuring traceability, accountability, and evidence-based reporting. Regular updates and archival of QA activities are incorporated into the CIQA repository to facilitate periodic reviews and external audits.	
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 institution makes dedicated efforts to submit the annual report to the Statutory Authorities at the end of each academic session, detailing activities, outcomes, and compliance with regulatory requirements. The reporting process follows established timelines and includes key activities, performance indicators, and financial/operational highlights as mandated by the statutory bodies. A responsible office ensures compilation, verification, and timely submission to the relevant authorities, with documentation maintained for audit and reference.	Annual Reports

HEIID:U-0260		Name of HEI:University of Kerala	Type of HEI:State
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 committee oversees the functioning of the Centre for Internal Quality Assurance and approves the reports generated on the effectiveness of quality assurance systems and processes. All the activities undertaken are prudently monitored and assessed.	
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	Ensured sustained quality in all services provided to learners, aligned with the Centre for Distance and Online Education (CDOE), University of Kerala, in accordance with UGC Distance Education Bureau standards. Implemented continuous enhancement measures to maintain and improve learner experience, support systems, and academic integrity across all distance education programmes. Adoption of instructional design principles in line with Open and Distance Learning philosophy Facilitated the adoption of instructional design requirements consistent with the Open and Distance Learning philosophy as determined by the statutory bodies of the University. Applied these principles across all academic programmes offered by the Centre to ensure coherence, accessibility, and effectiveness. SDE-driven instructional design for diverse academic programmes The School/Centre of Distance Education (SDE) has implemented an effective instructional design framework for its varied academic programmes, incorporating: Creation of well-structured, coherent course content that aligns with learning outcomes and programme objectives. Identification of learner needs and formulation of constructive pedagogies to enhance learning engagement and achievement. Dissemination of video lectures by eminent scholars and on-relevant topics through KU Padashala to support diverse learner cohorts. Ongoing assessment of learners' performance at the semester level, with evidence-based methods to enhance learner outcomes and ensure rigorous academic standards.	

HEIID:U-0260		Name of HEI:University of Kerala	Type of HEI:State
24.	Promoted automation of learner support services of the Higher Educational Institution.	Promotion of automation in learner support services. The Centre for Distance and Online Education (CDOE), University of Kerala, promoted automation of learner support services to enhance both academic and non-academic assistance. SDE/CDOE instituted targeted automation measures to streamline learner support processes, improve response times, and ensure consistent service delivery across all learner touch points. Automation initiatives include: deployment of e-learning content, streaming of video classes via KU Padashala, and an integrated Message Alert Service to keep learners informed about important updates such as admission confirmations, dispatch of study materials, and Personal Contact Program (PCP) schedules.	KU Padasala-Video that T each
25.	Co-ordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes.	Quality assurance in learner services through external collaboration: The Centre for Distance and Online Education (CDOE), University of Kerala, maintains quality across learner services by coordinating with external subject experts, agencies, and organizations. External collaborations support validation and annual review of in-house processes to ensure alignment with evolving open and distance education standards. Collaborative activities with external experts: The institution collaborates with external subject specialists to deliver special lectures to learners, conduct external assessments, and review syllabi and curricula. These engagements enhance academic rigor, keep course content up to date, and provide diverse perspectives to learners.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	Local fund (finance/accounts) and AGS audits (finance/performance) are conducted at the institution.	
27.	Overseen the preparation of Self Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	Measures were taken to monitor and oversee the preparation of SAR.	

HEIID:U-0260		Name of HEI:University of Kerala	Type of HEI:State
28.	Promoted collaboration and association for Quality enhancement of Open and Distance Learning mode of Education and research there in	CDOE maintains a robust system of collaboration and association to ensure quality enhancement in Open and Distance Learning (ODL) and related research. The strengths and expertise of various departments are integrated to achieve institutional targets. Regular activities include video conferences, monthly meetings, and peer training to strengthen cooperation among team members. In addition, eminent professors are invited to deliver special lectures for learners, and project work conducted in collaboration with esteemed companies enhances student exposure and practical learning.	
29.	Facilitated industry-Institution linkage for Providing exposure to the learners and enhancing their Employability.	Facilitated industry-institution linkage to provide exposure for learners and enhance employability The School of Distance Education (SDE) has actively fostered industry-institution partnerships to offer learners real-world exposure and improve employability. Initiatives include structured engagement with industry partners, guest lectures, and project/industry-based assignments aligned with current market needs. School/University placement activities The University Placement Cell has implemented comprehensive placement drives, skill-building workshops, and career-oriented seminars to raise students' awareness of job opportunities and strengthen employability competencies. Key outcomes include increased student participation in placement drives, exposure to a variety of sectors, and enhanced job-ready skills such as resume building, interview readiness, and industry-relevant competencies. Quality assurance in service delivery to learners All distance and online education services adhere to defined quality benchmarks, ensuring timely dissemination of study materials, prompt academic support, and reliable assessment processes. Continuous improvement mechanisms include feedback loops from learners, periodic reviews of learner support services, and alignment with UGC-DEB guidelines and best practices in online education.	

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

Sr. No.	Provisions in Regulations	Action taken in respect of ODL	Upload relevant document
1.	Governance, Leadership and Management: a. Organisation Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	a. The institution has filled all the sanctioned positions as prescribed by the Commission. Assistant professors on a contract basis were appointed to fill the pending sanctioned posts. A credible governance system is established by ensuring effective participation, transparency, responsibility and accountability. b. The institution's management has taken necessary measures to assess and review the organisational culture to achieve its goals. The higher authorities from HEI, including the VC, PVC and SDE director, and the different committees constituted for various areas, manage the institution meticulously. c. Plans to implement are constituted annually based on the needs and proposals of various departments. d. The committee takes the initiative to prepare operational development plans for the institution. A proper accounting system is also maintained to exhibit transparency of the system.	

2.	Articulation of Higher Educational Institution Objectives	The HEI vision and mission are articulated through the courses offered at ODL. The syllabus, programme and exam pattern and consistent with the HEI goals and objectives.	
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	a. Curriculum Planning, Design and Development are carried out by the expert cell approved by HEI level. b. Curriculum Implementation is instigated with a definite time framework as the concerned committees decide. c. Academic flexibility is offered to learners by allowing them to select open courses (interdisciplinary options). Vertical mobility is ensured by enhancing learner interaction with reputed organisations to do projects and assignments d. The Higher Educational Institution safe guards the provision of quality learning resources: Self Learning Materials (SLMs), both soft copy and hard copy, e-learning material through KU Padashala, PPTs of lectures etc. e. The curricula are revised and re-designed based on feedback from all stakeholders at regular intervals.	Scheme and Syllabus Prospectus 2025-26 Feedback System

4.	Programme Monitoring and Review	- Programme monitoring and review system are conducted through periodic internal reviews through direct and indirect assessments in the form of: test papers, online assessments through MCQ, seminars, practical assessments etc. - The quality of academic programmes is thus ensured.	
5.	Infrastructure Resources	The Higher Educational Institution provides quality infrastructure facilities to its stakeholders. This includes an Amenity room, library, wi-fi facility, computer lab. Theatre classroom, seminar hall, snack bar, print and payment assistance etc.	
6.	Learning Environment and Learner Support	- The learner support services including academic counselling and library services are provided to learners. SDE has a well-equipped library with plenty of attractive, well-built, and well-illustrated academic books, previous question papers, journals and periodicals. Information and Communication Technology facilities are delivered through well-furnished computer lab with 40 computers. - Blended learning is accomplished by incorporating online learning services and physical classes for discussions. Further e-learning materials are delivered through KU Padashala.	KU Padasala-Videosthat Teach

7.	Assessment and Evaluation	Institution implements the evaluation through various assessment tools. Online assessments are conducted through Google form responses through multiple-choice questions. Students need to prepare Projects towards end-semester. They must submit assignments and case-studies for each subject in all semesters as part of continuous assessment. Seminar presentations and term-end examinations are also organised for evaluation.	Results Assignment Topics
8.	Teaching Quality and Staff Development	Capacity building workshops, and staff development programmes are initiated to enhance and improve the teaching Outcome faculties.	

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 ODL	Upload relevant document
1.	Academic Planning	Appropriate academic planning procedures are undertaken through well-timed curriculum revision and SLM updations. Students'	

		exam scores are compared to evaluated to understand the value-added learner experience. The institution is taking necessary steps to fill the vacant teaching positions too. The computer lab, Theatre classroom, library and seminar hall are reformed to exhibit quality learning experiences to students.	
2.	Validation	The academic viability of programmes is ensured through periodic expert committee review.	
3.	Monitoring, Evaluation and Enhancement Plans a. Reports from Learner Support Centres (for Open and Distance Learning programmes) b. Reports from Examination Centres c. External Auditor or other External Agencies report d. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels	a. Learner Support Centres are not available. b. Reports of conduct of examinations in Open and Distance Learning Mode is collected periodically from Examination Centres. c. The Higher Educational Institution considers the comments made by External auditors and experts such as local fund and AGS audits (finance and performance). d. Easy access is ensured for performance monitoring information such as course pass rates, learner entry profiles and progression and achievement reports are available through a web-based application.	

	e. Reporting and Analytics by the Higher Educational Institution f. Periodic Review	e. The student reports can be evaluated through web-based applications to analyse learner and academic analytics for Performance assessment. f. The Centre is providing regular feedback to the grievances of students. To improve the quality of learning, periodic student-teacher analysis are a being done.	
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Part-III:Human Resources and Infrastructural Requirements

3.1 Name and details of Director of Centre for Distance and Online Education (Dual Mode University)-

**Prof.(Dr.) Shaji A. Professor &
Director**
Full – Time, Regular Appointment
Qualification : M.A., Ph.D., BLISc
Salary: Academic level 14

[Appointment Letter:](#)

3.2 Compliance status of “Human Resource and Infrastructural Requirements”– As per Annexure – IV of UGC (ODL Programmes and Online Programmes) Regulations, 2020

Programmes Name	No.of Faculty required	No. of Faculty appointed	Complied Yes/No	If no. reason there of
BACHELOR OF LIBRARY AND INFORMATION SCIENCE	2	2	Yes	
MASTER OF LIBRARY AND INFORMATION SCIENCE				
MASTER OF SCIENCE (MATHEMATICS)	3	2	No	
BACHELOR OF SCIENCE (MATHEMATICS)				
MASTER OF SCIENCE (COMPUTER SCIENCE)	2	2	Yes	

S. No.	Programme Name	No.o Full time Dedicated Faculty for ODL	Names	Designation	Qualification	Experience	Type (Regular/Contract) With gross salary/month			Date of joining programme And Joining report
							Type	Gross salary month	Contract period	Upload pdf
1	Bachelor of Library and Information Science	2	Akhila A.S	Assistant Professor	MLISc, UGC-JRF	3 years	Contract	Rs. 37000	19.06.2025 To 18.05.2026	Joining Report
2	Master of Library and Information Science		Jijin.E.S	Assistant Professor	MLISc, UGC-NET	3 years	Contract	Rs. 37000	11.09.2025 To 10.08.2026	Joining Report
3	Master of Science (Mathematics)	2	Suchithra.S.S	Assistant Professor	MSc., UGC-NET	7 years	Contract	Rs. 37000	11.09.2025 To 10.08.2026	Joining Report
			Viji.S	Assistant Professor	MSc., UGC-NET	4 years	Contract	Rs. 40000	22.10.2025 To 21.09.	Joining Report

									2026	
4	Master of Science (Computer Science)	2	Arya S V	Assistant Professor	M.Tech. UGC-NET	6 years	Contract	Rs. 37000	25.06.2025 To 24.05.2026	Joining Report
			Krishna S.S	Assistant Professor	M.Tech. UGC-NET	14 years	Contract	Rs. 40000	03.10.2025 To 02.09.2026	Joining Report

3.3Details of Administrative staff

Number of Administrative staff available exclusively for ODL programmes at HQ & at LSCs

Admin Staff	Required (upto 5,000 students)	Available
Deputy Registrar	1	1
Assistant Registrar	1	2
Section Officer	1	5
Assistants	3 (2 for DM Universities)	11
Computer Operator	2	3
Multi-Tasking Staff	2	2

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 Open and Distance Learning 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.	All Examinations for Open and Distance Learning mode programmes shall be conducted within the Institution where the Study Centres or Learner Support Centres is located under the direct control and responsibility of the Open and Distance Learning mode Institution. No Examination Centres shall be allotted to any private organisations or unapproved Higher Educational Institutions.	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	

S.No.	Provisions in Regulations	Whether complied Yes/No	IfNo, Reason thereof
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 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 Examination Guidelines	
2.	A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and Their certification.	Yes Examination Guidelines	
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: i) the Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted; ii) For Open and Distance Learning mode: the learner has minimum attendance of 75 per cent. in the programme specific Personal Contact Programme (excluding counselling) and lab component of each	Yes	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	of the programmes; and detailed attendance records have been maintained by Learner Support Centre/Regional Centre/ Higher Educational Institution		
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 Open and Distance Learning mode shall be evolved by adopting same standards as being followed in conventional 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 Open and Distance Learning 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 Question Paper	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Yes Examination Guidelines	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	Yes	
8.	A Higher Educational Institution offering a Programme in Open and Distance Learning 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 Examination Guidelines	
9.	The examination of the programmes in Open and Distance learning 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 Examination Centres	
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	No	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners	No	
	(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	Yes	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Dr.K.S.Suresh Kumar Professor & Director, School of Distance Education	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	Yes Observer Report	

13.	(a) All end semester examinations or term end examinations for programmes offered through Open and Distance Learning mode shall be conducted through proctored examination (pen- paper or online or computer based testing) within Territorial Jurisdiction, in the examination centre as mentioned in these regulations.		
	(b) The Exams shall be under the direct Control and responsibility of the Open and Distance Learning mode Institution	Yes	
14.	The Examination Centre shall be located in Government Institutions like Kendriya Vidyalaya(s), Navodaya Vidyalaya(s), Sainik School(s), State Government Schools, etc. can also be identified as examination centre(s) under direct overall supervision of a Higher Educational Institution offering education under the Open and Distance Learning mode including approved affiliated colleges under the University system in the Country and no Examination Centres shall be allotted to private organisations or unapproved Higher Educational Institutions	Yes	
15.	The Learner Support Centres, as defined in the regulations and within the territorial jurisdiction, can also be used as examination centres provided they fulfill the criteria of an examination centre as defined in these regulations	Not Applicable	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
16.	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	Yes	
17.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Open and Distance Learning shall be assigned a unique identification number and shall have - Photograph - Aadhaar number or other government recognised identifier or Passport number, as applicable, - Other relevant details of the learner Along with the Programme name.	No	The University of Kerala has a General format for issuing Degrees/certificates and mark sheets. At present, the date of completion of Degree (date of declaration of result) only is printed on the front page of Final mark sheet. Inclusion of Photograph, aadhar number and other relevant details in the Degrees/certificates and mark sheets is under consideration of the University.
	(b) Each award shall also be uploaded on The National Academic Depository	Yes	

18.	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 Learner Support Centres (only for Open and Distance Learning);(v) Name and address of All Examination Centres	No	The University of Kerala has a General format for issuing Degrees/certificates and mark sheets. At present, the date of completion of Degree (date of declaration of result) only is printed on the front page of Final mark sheet. Inclusion of Mode of delivery, date of admission and details of Examination Centres in the Degrees/certificates and mark sheets is under consideration of the University.
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4.3 Whether any examination held through online mode.-NO

4.4 Result and Student Progression For UG and PG programmes

Semester beginning	Programme name	No. of students admitted	No. of students Appeared in exams	No. of students Progressed to next year	% of students passed	% of students Passed in first class
October 2025 (First Year batch)	B.Lib.I.Sc.	120	To be notified	-	-	-
	M.Sc Mathematics	135	To be notified	-	-	-
	M.Sc Computer Science	46	To be notified	-	-	-
	M.Lib.I.Sc,	58	To be notified	-	-	-
September-October 2024 (First & Second Year batch)	B.Sc Mathematics (S1 &S2)	54	34	-	-	-
		47	34	-	-	-
	B.Lib.I.Sc. (S1 &S2)	135	97	96	98.97%	
		117	95	94	98.95%	
	M.Sc. Computer Science (S1 &S2)	82	68	55	80.88 %	
		80	66	57	86.36%	
	M.Sc Mathematics (S1 &S2)	135	80	59	73.75%	
		123	67	46	68.66%	
	M.Lib.I.Sc. (S1 &S2)	109	85	85	100%	
		105	85	84	98.8%	
March-April 2025 (Third & Fourth Year batch)	BA Political Science (S3 &S4)	620	479	455	94.99%	
		587	451	422	93.57%	
	BSc Mathematics(S3 &S4)	65	44	42	95.45%	
		61	45	41	91.11%	
	M Sc Mathematics(S3 &S4)	103	79	69	87.34%	
		102	84	82	97.62%	
	M Sc Computer Science(S3 &S4)	65	45	40	88.89%	
		57	44	38	86.36%	
	M A Political Science(S3 &S4)	96	79	78	98.73%	
		94	81	79	97.53%	
	M A Public Administration(S3 &S4)	206	153	139	90.85%	
		194	153	145	94.77%	

Part-V:Programme Project Report (PPR) and Self-Learning Material (SLM)

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

PPR of each programme is prepared following the stipulations set down by the UGC, and is approved by the statutory academic bodies of the University.

[PPR&SLM Approval UO](#)

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

The University has followed with the" Quality Assurance Guidelines of Learning Material in Multiple Media And Curriculum And Pedagogy" requirements laid out by UGC.

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

SLM in the form of printed material in the format stipulated by the UGC is prepared and provided for each course under various programmes.

[PPR&SLM Approval UO](#)

[Sample SLM](#)

Part-VI: Programme Delivery through Learner Support Centre (LSC) :

Not Applicable

6.1 Details of personal contact programmes implemented:

Please provide information in respect of programmes at UG, PG and PGD Programmes

S. No.	Programmes name	Centre Name	No. of Centres conducted PCP	No. of PCP held every year	Total no.of students registered in the programme	No. of Students Attended on an average basis
	UG					
	PG					
	PGD					

6.2 Compliance status of Learner Support Centre'-As per Annexure-VIII of UGC(ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed for identification of LSCs and the agreement terms for providing support to the learners thereby ensuring compliance to the LSCs provisions of the Regulations. The explicit details of approval by its Statutory Authorities/CIQA shall also be mentioned.

INSERT TEXT BOX

6.3 LSC wise enrollment details (Not for Private University)

Sr. No.	Name & Address of College/ institute where LSC is established (with Pin Code)	This LSC is how many HEIs? (No. and Name)	If yes, All the HEIs in same State as that of the LSC?	Name of HEI to which College/ institute is affiliated (where LSC is established)	Whether the College/ institute is private or Govt (where LSC is established)	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Programmes offered	Total Enrolled student.
1.										
2.										

Note: In case of Science Programmes, programmes shall be offered from the Head Quarters and/or only from such Learner Support Centres which are offering same programme under conventional mode at least for seven years.

Whether LSC is offering same programme under conventional mode	If Yes, then years since when being taught in Conventional mode	No. of years	7 years condition complied Yes/No

6.4 Off campus details (For Deemed to be University)

Sr. No.	Name & Address of Off campus (Pin Code)	Approval of Govt of India through notification published in the Official Gazette	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Programmes offered	Total Enrolled student.
1.							
N.							

6.5 Delivery of Self-Learning Material

Delivery of Self Learning Material to learners for ODL programmes as defined in

Annexure-VI and Annexure-VII of Regulations

Type	Date of Admission (for July and January)	Date of delivery SLM	Whether SLM delivered to learners within a fortnight from the date of admission
Printing Material			
Audio-Video Material			
Online Material			
Computer based Material			

6.6 Whether any course in a particular programme was allowed through

OER/Massive Open Online Courses: Y/N

a. Provided 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 wise - programmes wise)

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

Upload

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 authorised 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 Disclosure	
Uploading of the following on HEI website (Mention link)			
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Open and Distance Learning mode	Yes EstablishingAct-ODL	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes Commission Order	
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 Prospectus2025-26	

5.	Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme- wise faculty details, list of supporting staff, list of Learner Support Centres with addresses and contact details (for Open and Distance Learning mode), their working hours and counselling (for Open And Distance Learning mode) Schedule;	Yes Prospectus2025-26	
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes HomePage Academic & Examination Calendar2025-26 Exam – Notification Result	
7.	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 Open and Distance Learning mode programmes and shall be an input for maintaining the quality of the programmes and Bridging the gaps, if any	Yes Feedback	
8.	Information regarding all the programmes recognized by the Commission	Yes Commission Order	
9.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	Yes EnrolmentDetails Result	
10.	Complete information about 'Self Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Open and Distance Learning Programmes;	Yes SLMDetails	

11.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Open and Distance Learning Programmes	Yes FAQ	
12.	List of the 'Learner Support Centres' along with the number of learners who shall appear at any examination centre and details of the Information and Communication Technology facilities available for conduct of examination in A fair and transparent manner, for Open and Distance Learning programmes	Not Applicable	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Open and Distance Learning programmes	Yes ExaminationCentres	
14.	Details of proctored examination in case of end semester examination or term end examination Of Open and Distance Learning programmes	Yes ObserverReport	
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 Academic & Examination Calendar2025-26	
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.	The in take capacity under Open and Distance Learning mode for a programme under science discipline to be offered by a Dual Mode University shall be three times of the approved in take in conventional mode and incase of Open University, it shall be commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only)to provide lab facilities to the admitted learners:	Yes
2.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the Enrolment in valid	Yes
3.	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning 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

4.	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
5.	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, and shall provide for equity and access to all deserving learners	Yes
6.	Admission of learners to a Higher Educational Institution for a programme in Open and Distance Learning 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: Provided that a Learner Support Centre shall not admit a learner to any programme in Open and Distance Learning for or on behalf of the Higher Educational Institution	Yes
7.	Every Higher Educational Institution shall– (a)record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an	Yes

	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.	
8.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus (print and ine-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr.no.'8(a)' to '8(k)' below	
8.(a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in Open and Distance Learning 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 Open and Distance Learning mode,	Yes

	Which shall be in consonance with the resources	
8.(d)	The conditions of eligibility including the minimumage 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 off fee to be paid for the admission test	No
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 there in 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 Open and Distance Learning 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	Yes

	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	
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in Open and Distance Learning 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 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

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

An effective Grievance Redressal Mechanism is in place. The University of Kerala has a Grievance Redressal System and Procedure which is published on its portal, updated from time to time. There is an online facility for submitting grievances and track their status, and a faculty member is given charge for the same. The Higher Educational Institution regularly monitors, assesses and reviews the effectiveness of its Grievance Redressal Procedures. In addition to this, the School of Distance Education has its own Grievance Redressal Mechanism, with a Cell dedicated for the purpose. The students have access to respective Programme Coordinators who resolve most of the grievances on a basic level. Any complaint that is received by the Director is passed on to the teacher in charge of the Grievance Redressal Cell, who takes remedial steps in consultation with other staff members and respective programme coordinators. Recurrent complaints are taken up in the Department Council meetings and long term remedies discussed.

To nominate Dr. Shaji. A., Professor of History, School of Distance Education as 'Nodal Officer' for managing and monitoring the Grievance Redressal Mechanism'.

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
340	340

9.3 Complaint Handling Mechanism

1. To nominate Dr. Shaji. A., Professor of History, School of Distance Education as 'Nodal Officer' for managing and monitoring the **Grievance Redressal Mechanism**'.
2. To open a website link (<https://keralauniversity.ac.in/ugc-grievance>) in the University website for lodging complaints students in the University level.
3. Facilitates the students / complainants to lodge their grievance, send reminders and view the status of action taken regarding their grievances.
4. The students belonging to SC, ST and OBC category can lodge their grievance through the portal which is visible to the Nodal Officer who in turn take remedial measures and upload the result through the same portal.

Nodal Officer:

Dr. ShajiA.

Professor & Director , CDOE ,University of Kerala

Email: shajideepam@keralauniversity.ac.in**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

1. E-Learning Platforms: The adoption of digital learning platforms and online resources has enhanced the accessibility and quality of education. Virtual labs, online libraries, and interactive tools have been integrated into the learning process.
2. Blended Learning Models: Combining online and offline teaching methods, blended learning models have been implemented to provide flexible and effective education.
3. Academic support to students 24*7 by dedicated Programme coordinators which includes Personal Counselling when necessary, through WhatsApp and Telegram groups.
4. Induction Programme at the beginning of the first semester for all programs. This is to provide orientation with regard to their respective course and other details related to them.
5. Classes follow the offline/online mode and each class's recordings are shared in the respective WhatsApp/Telegram groups.
6. State of the art Theatre Classroom
7. Campus Cycling facilities available to the students of School of Distance Education
8. A dedicated website exclusively to share the information , with the students, that is updated on a regular basis.
9. Following online facilities are available to the students: Registration for semesters and examinations, Hall Ticket and Marklists (draft) download option and Access to respective student portals, Student Feedback facility.
10. DEB-Id implementation for the admission procedure has been successfully complied following UGC guidelines.
11. Implemented online application portal for issuing various certificates via online. (url: <https://myapplications.keralauniversity.ac.in>)
12. Credits uploading in the DigiLockerportal is being successfully under taken by the NAD Cell of the University.

10.2 Best Practices of the HEI

1. Swift SMS alerts are sent to the students on matters related to PCP, SLM, Assignments, and Examinations.
2. Additional reading materials, resources, and links are also shared in these groups
3. We have in place a dedicated YouTube channel like SDE Padasala and the digital repository of the University of Kerala, the KU Padasala with numerous videos on various topics presented by experts.
4. Exclusives pace for teachers to record, edit and upload academic videos
5. A well-stocked multidisciplinary automated library open for students. The library can be accessed by research scholars too.
6. Peer Reviewed Multi-Disciplinary Biannual Research Journal of the School of Distance Education, DEK Researcher (ISSN 2349-6924)
7. Seminars, Webinars, and Talk Series on recent trends
8. Eco-friendly campus and precincts
9. Staff and Students have access to free Wi-Fi.

10.3 Details of Job Fairs conducted by the HEI

Total number of companies participated in the Campus Recruitment-
40
Total number of students applied- 1561
Total number of students selected-22

10.4 Success Stories of students of ODL mode of the HEI

Nil

10.5 Initiatives taken towards conversion of SLM into Regional Languages

Steps are taken by the institution to publish the SLM in Regional Languages.

10.6 Number of students placed through Campus Placements

22

10.7 Details of Alumni Cell and its activity

1. Conducted one day National Seminar on **Film and Literature** in association with the Department of Hindi, University of Kerala
2. Provided economic support to students from weaker economic backgrounds to aid their education.
3. Campus beautification
4. Advance funds for classes/events for the students of School of Distance Education.

10.8 Any other Information

1. Organized World Environment Day Program to create awareness about the importance of protecting and safe guarding the environment.
2. Organized a Women self-defence training programme by the Women Cell in association with Kerala Police Department for the self-empowerment of students.
3. Disabled friendly campus initiatives have been under taken by the University.

HEI ID: U-0260

Name of HEI: University of Kerala

Type of HEI: State

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:

Name: Dr. Shaji A

Signature of the Registrar:

Name: Resmi R (I/C)

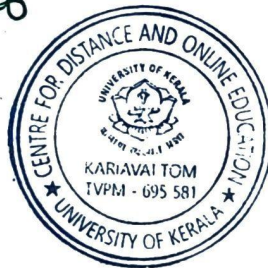
REGISTRAR
IN-CHARGE

Seal:

Dr. SHAJI A.
Professor & Director
Centre for Distance and Online Education
School of Distance Education
University of Kerala
Mob: 9447324831

Date:

31/8/2026



Seal:



Date: