ANNUAL REPORT

(2024-2025)

Programmes under ODL Mode

Submitted By

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

CENTRE FOR DISTANCE AND ONLINE EDUCATION

BHARATHIDASAN UNIVERSITY

(Accredited with A+ Grade by NAAC in the Third Cycle +
36th Rank among the Indian Universities in the NIRF)

Tiruchirappalli – 620 024

Submitted To

DISTANCE EDUCATION BUREAU

UNIVERSITY GRANTS COMMISSION

35, Feroze Shah Road, New Delhi - 110 00

PART – I :
GENERAL INFORMATION

1.1 Date of notification of the centre (attach a copy of the notification):

A Copy of the resolution of the Syndicate (dated 07-09-1991) to start the Centre for Distance Education is enclosed.

1.2 Details of Director, CIQA

- Name : Dr. K. THAMARAISELVI
- Qualification : M. Sc., Ph.D
- Appointment Letter and Joining Report : Uploaded Appointment letter and Joining report (PDF)

1.3 Details of CIQA Committee:

a. Composition as per Regulations:

S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice-Chancellor of the University	Chair-person	Tmt. E. Sundaravalli, IAS, Convenor of Vice Chancellor Committee		05.02.2025
b.	Three Senior Teachers of HEI	Member 1	Dr. K. Jeganathan, Ph.D. Professor, Department of Physics, Bharathidasan University, Tiruchirappalli.	Physics	21-07-2023
		Member 2	Dr. R. Mangaleswaran, Ph.D. Professor, Department of Social Work, Bharathidasan University, Tiruchirappalli.	Social Work	21-07-2023
		Member 3	Dr. M. Balamurugan, Ph.D. Professor, Department of Computer Science and Engineering, Bharathidasan University, Tiruchirappalli.	Computer Science	21-07-2023
c.	Head of three Department or School of Studies from which programme in being offered in ODL and Online	Member 4	Dr. G. Gopinath, Ph.D. Senior Professor and Head, Department of Computer Science and Engineering, Bharathidasan University, Tiruchirappalli.	Computer Science	21-07-2023
		Member 5	Dr. J Gayathri, Ph.D.	Commerce	21-07-2023

monde		Professor and Head, Department of Commerce and Financial Studies, Bharathidasan University, Tiruchirappalli.		
	Member 6	Dr. M. Babu, Ph.D. Professor and Director, Bharathidasan School of Management, Bharathidasan University, Tiruchirappalli.	Management	21-07-2023
d.	Two External Experts of ODL and / or Online Education	Member 7	Dr. S. ARIVUDAINAMBI Director, IQAC Professor, Dept of Entomology Annamalai University Chidamabaram - 608 002	Biology	03.10.2024
		Member 8	Dr. K. Alamelu, Ph.D. Director, IQAC Senior Professor and Chairperson, Department of Banking Management, School of Management, Alagappa University, Karaikudi – 630003.	Bank Management	21-07-2023
e.	Officials from departments of HEI • Administration • Finance	Member 9 Finance	The Finance Officer, Bharathidasan University, Tiruchirappalli – 24.	Finance	21-07-2023
		Member 10 Administr ation	The Registrar, Bharathidasan University, Tiruchirappalli – 24.	Administration	21-07-2023
f.	Director, CIQA	Member Secretary	The Director, CDOE, Bharathidasan University, Tiruchirappalli		21-07-2023

b. Whether members mentioned at 'b' to 'e' changed every 2 Years? (Y/N) If No, reason thereof

Yes.

1.4 Number of Meetings held and its approval:

a. No. of meeting held every year : 02

b. Meeting details :

Meetings	Date – Month – Year	No. of External Expert Present	Minutes
Meeting 1	26.11.2024	2	Uploaded
Meeting 2	16.07.2025	2	Uploaded

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

From <month, Year> academic session: **Not Applicable**

Sr. No.	Name of the Department	Certificate Title	Duration (Months)	No. of Credits	Admission Eligibility	Fee(Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI / Regulatory authority (if required)	Number of students admitted (Male / Female / Trans-gender			
								M	**F**	**TG**	**Total**

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

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

From <month, Year> academic session: **Not Applicable**

Sr. No.	Name of the Department	Diploma Title	Duration (Months)	No. of Credits	Admission Eligibility	Fee(Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI / Regulatory authority (if required)	Number of students admitted (Male / Female / Trans-gender			
								M	**F**	**TG**	**Total**

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

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

From <month, Year> academic session: **Not Applicable**

Sr. No.	Post Graduate Diploma Title	Duration (Years)	No. of Credits	Admission Eligibility	Fee(Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI / Regulatory authority (if required)	Number of students admitted (Male / Female / Trans-gender)			
							M	F	TG	Total

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

1.8 Number of programmes started at Under-Graduate Degree Programmes as per Commission Order:

JULY 2024 ACADEMIC SESSION

Sr. No.	Under -Graduate Degree Title	Duration (Years)	No. of Credits	Admission Eligibility	Fee(Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI / Regulatory authority (if required)	Number of students admitted (Male / Female / Trans-gender)			
							M	F	TG	Total
1	B.Sc (Hons) Chemistry	3 years	100	A pass in Higher Secondary Examination (10+2) with Chemistry as one of the core subject	9700/-	08-03-2014	230	88	0	318
2	B.Sc (Hons) Physics	3 years	100	A pass in Higher Secondary Examination (10+2) with Physics as one of the core subject	9700/-	07-05-2005	31	20	0	51
3	B.Sc (Hons) Botany	3 years	100	A pass in Higher Secondary Examination (10+2) with Botany or Biology with Chemistry	9700/-	08-03-2014	49	42	0	91
4	B.Sc (Hons) Zoology	3 years	100	A pass in 10+2 with Mathematics, Physics, Chemistry and Biology or Physics, Chemistry, Botany and Zoology or Biology as one of the core subjects	9700/-	08-03-2014	84	75	0	159
5	B.Sc (Hons) Computer Science	3 years	100	A pass in Higher Secondary Examination (10+2) with Computer Science or Mathematics as one of the core subjects	10100/-	17-05-1996	261	108	0	369
6	B.Sc (Hons) Information Technology	3 years	100	A pass in Higher Secondary Examination (10+2) with Computer Science or Mathematics as one of the core subjects	9000/-	15-03-2018	65	26	0	91
7	B.Sc Mathematics	3 years	100	A pass in Higher Secondary Examination (10+2) with Mathematics	3600/-	31-03-1994	81	106	0	187

Sr. No.	Under-Graduate Degree Title	Duration (Years)	No. of Credits	Admission Eligibility	Fee(Rs.)	Approval of statutory Authority (DD-MM-YYYY)	M	F	TG	Total
				as one of the core subject						
8	B.Sc (Hons) Geography	3 years	100	A pass in Higher Secondary Examination (10+2) with Computer Science or Mathematics as one of the core subjects	7300/-	15-03-2018	23	18	0	41
9	B.C.A	3 years	100	**	8700/-	18-05-1999	322	102	0	424
10	B.Lib.I.Sc	1 year	36	A pass in any UG Degree (after 10th 1and +2)	5600/-	25-06-2002	146	195	0	341
11	B.A (Hons) Economics	3 years	100	**	3600/-	18-09-1992	744	540	0	1284
12	B.A (Hons) English	3 years	100	**	3600/-	25-06-2002	396	563	0	959
13	B.A (Hons) History	3 years	100	**	3600/-	18-09-1992	745	379	0	1124
14	B.A (Hons) Political Science	3 years	100	**	3600/-	15-03-2018	123	56	0	179
15	B.A (Hons) Public Administration	3 years	100	**	3600/-	15-03-2018	68	35	0	103
16	B.A (Hons) Tamil	3 years	100	**	3600/-	18-09-1992	772	879	1	1652
17	B.A (Hons) Tamil Literature	3 years	100	**	3600/-	27-05-2019	21	59	0	80
18	B.Com	3 years	100	**	3600/-	18-09-1992	479	399	0	878
19	B.Com (Hons) (B.M)	3 years	100	***	3600/-	15-03-2018	15	21	0	36
20	B.B.A	3 years	100	***	3600/-	31-03-1994	1071	378	0	1449

JANUARY 2025 SESSION

Sr. No.	Under -Graduate Degree Title	Duration (Years)	No. of Credits	Admission Eligibility	Fee(Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI / Regulatory authority (if required)	Number of students admitted (Male / Female / Trans-gender			
							M	F	TG	Total
1	B.Sc (Hons) Chemistry	3 years	100	A pass in Higher Secondary Examination (10+2) with Chemistry as one of the core subject	9700/-	08-03-2014	88	52	0	140

2	B.Sc (Hons) Physics	3 years	100	A pass in Higher Secondary Examination (10+2) with Physics as one of the core subject	9700/-	07-05-2005	14	12	0	26
3	B.Sc (Hons) Botany	3 years	100	A pass in Higher Secondary Examination (10+2) with Botany or Biology with Chemistry	9700/-	08-03-2014	10	16	0	26
4	B.Sc (Hons) Zoology	3 years	100	A pass in 10+2 with Mathematics, Physics, Chemistry and Biology or Physics, Chemistry, Botany and Zoology or Biology as one of the core subjects	9700/-	08-03-2014	18	41	0	59
5	B.Sc (Hons) Computer Science	3 years	100	A pass in Higher Secondary Examination (10+2) with Computer Science or Mathematics as one of the core subjects	10100/-	17-05-1996	113	53	0	166
6	B.Sc (Hons) Information Technology	3 years	100	A pass in Higher Secondary Examination (10+2) with Computer Science or Mathematics as one of the core subjects	9000/-	15-03-2018	36	13	0	49
7	B.Sc Mathematics	3 years	100	A pass in Higher Secondary Examination (10+2) with Mathematics as one of the core subject	3600/-	31-03-1994	39	32	0	71
8	B.Sc (Hons) Geography	3 years	100	A pass in Higher Secondary Examination (10+2) with Computer Science or Mathematics as one of the core subjects	7300/-	15-03-2018	5	7	0	12
9	B.C.A	3 years	100	**	8700/-	18-05-1999	131	52	0	183
10	B.Lib.I.Sc	1 year	36	A pass in any UG Degree (after 10th 1and +2)	5600/-	25-06-2002	122	129	0	251
11	B.A (Hons) Economics	3 years	100	**	3600/-	18-09-1992	181	147	0	328
12	B.A (Hons) English	3 years	100	**	3600/-	25-06-2002	151	233	0	384
13	B.A (Hons) History	3 years	100	**	3600/-	18-09-1992	245	154	0	399
14	B.A (Hons) Political Science	3 years	100	**	3600/-	15-03-2018	50	21	0	71
15	B.A (Hons) Public Administration	3 years	100	**	3600/-	15-03-2018	29	25	0	54
16	B.A (Hons)	3	100	**	3600/-	18-09-1992	189	355	1	545

	Tamil	years								
17	B.A (Hons) Tamil Literature	3 years	100	**	3600/-	27-05-2019	11	26	0	37
18	B.Com	3 years	100	**	3600/-	18-09-1992	197	193	0	390
19	B.Com (Hons) (B.M)	3 years	100	***	3600/-	15-03-2018	8	11	0	19
20	B.B.A	3 years	100	***	3600/-	31-03-1994	498	180	0	679

** **Admission to First year B.A/B.B.A/B.C.A Degree course** is open to candidates who have passed any one of the following examinations.

- A pass in the Higher Secondary Examination (+2) (Academic or Vocational Stream)/ Intermediate Examination / Pre degree Examinations / Pre University Examinations under 10+2/11+1/ 11+2 pattern conducted by Government of Tamil Nadu or any other Board / States (or) Union Territories (or) an examination accepted as equivalent thereof by the Syndicate of the University.
- 3 year Polytechnic Diploma in Tamil Nadu Technical Education
- A pass in Plus Two Examination of the National Open School, New Delhi
- As Pass in the G.C.E (Advanced Level / Principal Level / without less than 3 subjects in the 'A' Level with ENGLISH in the 'O' level / Subsidiary level)
- The Indian School Certificate Examination (12 years) conducted by the Council for Indian School Certificate Examination held in 1977 pr thereafter [provided that they have been declared to have attained the pass standard in the examinations in not less than 5 subjects of ENGLISH shall be one.
- Intermediate Examination (2 years) of Andhra Pradesh, Pre Degree Examination (2 years) of Kerala and Pre University Examination (2 years) of Karnataka under the 10+2 pattern
- Candidates who have successfully completed 12 or 13 years of education in any Ste of India or Abroad under 11+1 or 10+2 pattern, subject to approval by the authorities of this university.

*** **Eligibility for B.Com., B.Com. Bank Management** – A pass in Higher Secondary Examination (10+2) with Commerce and Accountancy. 20% of seats may be reserved for Vocational stream. The candidate who has passed Diploma in Commerce or Modern Office Practice (3 years) of equivalent awarded by Directorate of Technical Education / National Council of Vocational Training is eligible for lateral entry to II year.

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

JULY 2024 ACADEMIC SESSION

Sr. No.	Under - Graduate Degree Title	Duration (Years)	No. of Credits	Admission Eligibility	Fee(Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI / Regulatory authority (if required)	Number of students admitted (Male / Female / Trans-gender			
							M	F	TG	Total
1	M.Sc Mathematics	2 years	72	B.Sc Mathematics	4400/-	18-09-1992	97	468	0	565
2	M.Sc	2 years	72	B.Sc Chemistry	13700/-	08-03-2014	161	197	0	358

	Chemistry									
3	M.Sc Physics	2 years	72	B.Sc Physics	12600/-	07-05-2005	63	159	0	222
4	M.Sc Botany	2 years	72	B.Sc Botany	13700/-	08-03-2014	26	66	0	92
5	M.Sc Zoology	2 years	72	B.Sc Zoology	12600/-	08-03-2014	38	106	0	144
6	M.Sc Computer Science	2 years	72	B.Sc Computer Science / B.Sc I.T/ B.C.A / Software Development (or) Any other degree equivalent accepted by the Syndicate	11300/-	21-06-2004	72	135	0	207
7	M.Sc Information Technology	2 years	72	B.Sc Information Technology	13800/-	21-06-2004	18	12	0	30
8	M.Sc Geography	2 years	72	B.Sc Geography	10200/-	15-03-2018	11	14	0	25
9	M.Lib.I.Sc	1 year	40	B.Lib.I.Sc	6300/-	25-06-2002	18	25	0	43
10	M.Com	2 years	72	A pass in B.Com/Bank Management/ Computer Application / Cooperation / B.B.A and other related Programs equivalent to B.Com	4400/-	18-09-1992	127	329	0	456
11	M.Com (F.M)	2 years	72	A pass in B.Com/Bank Management/ Computer Application / Cooperation / B.B.A and other related Programs equivalent to B.Com	6800/-	15-03-2018	18	15	0	33
12	M.A Economics	2 years	72	B.A Economics / Econometrics	4400/-	18-09-1992	40	73	0	113
13	M.A English	2 years	72	A pass in B.A English Literature (or) and degree with English as Part II Language	4400/-	18-09-1992	92	432	0	524
14	M.A History	2 years	72	Any UG Degree	4400/-	18-09-1992	95	107	0	202
15	M.A Tamil	2 years	72	A pass in B.A Tamil / Pulavar Degree (or) any Degree with Tamil as Part I Language	4400/-	18-09-1992	100	189	0	289
16	M.A Political Science	2 years	72	Any UG Degree	6200/-	15-03-2018	44	16	0	60
17	M.A Public Administration	2 years	72	Any UG Degree	6200/-	15-03-2018	25	16	0	41
18	M.A Human Resource	2 years	72	Any UG Degree	4800/-	22-04-2005	22	13	0	35

Sr. No.	Post-Graduate Degree Title	Duration (Years)	No. of Credits	Admission Eligibility	Fee(Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI / Regulatory authority (if required)	M	F	TG	Total
	Management									
19	M.Com (Bank Management)	2 years	72	A pass in B.Com/Bank Management/ Computer Application / Cooperation / B.B.A and other related Programs equivalent to B.Com	6800/-	15-03-2018	3	16	0	19
20	M.B.A.	2 Years	120	Any UG Degree of this University or an equivalent examination accepted by the Syndicate thereto (10 + 2 + 3) including B.Voc./B.E./B.Tech. with a minimum of 50% marks in Part III	7800/-	17-03-2023 (AICTE)	1071	821	0	1892

Note: Mention details separately for <Month, Year> academic session, as applicable, as above.
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JANUARY 2025 SESSION

Sr. No.	Post -Graduate Degree Title	Duration (Years)	No. of Credits	Admission Eligibility	Fee(Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI / Regulatory authority (if required)	Number of students admitted (Male / Female / Trans-gender)			
							M	F	TG	Total
1	M.Sc Mathematics	2 years	72	B.Sc Mathematics	4400/-	18-09-1992	26	131	0	157
2	M.Sc Chemistry	2 years	72	B.Sc Chemistry	13700/-	08-03-2014	93	79	0	172
3	M.Sc Physics	2 years	72	B.Sc Physics	12600/-	07-05-2005	27	49	0	76
4	M.Sc Botany	2 years	72	B.Sc Botany	13700/-	08-03-2014	4	24	0	28
5	M.Sc Zoology	2 years	72	B.Sc Zoology	12600/-	08-03-2014	12	38	0	50
6	M.Sc Computer Science	2 years	72	B.Sc Computer Science / B.Sc I.T/ B.C.A / Software Development (or) Any other degree equivalent accepted by the Syndicate	11300/-	21-06-2004	22	36	0	58
7	M.Sc Information Technology	2 years	72	B.Sc Information Technology	13800/-	21-06-2004	6	2	0	8
8	M.Sc Geography	2 years	72	B.Sc Geography	10200/-	15-03-2018	9	10	0	19
9	M.Lib.I.Sc	1 year	40	B.Lib.I.Sc	6300/-	25-06-2002	34	19	0	53
10	M.Com	2 years	72	A pass in B.Com/Bank	4400/-	18-09-1992	46	109	0	155

			Management/ Computer Application / Cooperation / B.B.A and other related Programs equivalent to B.Com						
11	M.Com (F.M)	2 years	72	A pass in B.Com/Bank Management/ Computer Application / Cooperation / B.B.A and other related Programs equivalent to B.Com	6800/-	15-03-2018	14	9	0	23
12	M.A Economics	2 years	72	B.A Economics / Econometrics	4400/-	18-09-1992	8	26	0	34
13	M.A English	2 years	72	A pass in B.A English Literature (or) and degree with English as Part II Language	4400/-	18-09-1992	36	148	0	184
14	M.A History	2 years	72	Any UG Degree	4400/-	18-09-1992	33	37	0	70
15	M.A Tamil	2 years	72	A pass in B.A Tamil / Pulavar Degree (or) any Degree with Tamil as Part I Language	4400/-	18-09-1992	33	82	0	115
16	M.A Political Science	2 years	72	Any UG Degree	6200/-	15-03-2018	18	7	0	25
17	M.A Public Administration	2 years	72	Any UG Degree	6200/-	15-03-2018	18	12	0	30
18	M.A Human Resource Management	2 years	72	Any UG Degree	4800/-	22-04-2005	13	5	0	18
19	M.Com (Bank Management)	2 years	72	A pass in B.Com/Bank Management/ Computer Application / Cooperation / B.B.A and other related Programs equivalent to B.Com	6800/-	15-03-2018	3	6	0	9
20	M.B.A.	2 Years	120	Any UG Degree of this University or an equivalent examination accepted by the Syndicate thereto (10 + 2 + 3) including B.Voc./B.E./B.Tech. with a minimum of 50% marks in Part III	7800/-	17-03-2023 (AICTE)	425	261	0	686
21	M.C.A.	2 Years	120	A pass in BCA / B.Sc (Computer Science) / B.Sc(IT) / B.E(CSE) / B.Tech (IT) or equivalent Degree. [OR]	11000/-	17-03-2023 (AICTE)	425	261	0	686

				A pass in any graduation degree(BE / B.Tech/ B.Sc/ B.Com/ B.A/B.Voc etc.) with Mathematics at 10+2 level or at Graduation level (with additional bridge courses as per the norms of the University).					

PART – II: REQUIREMENTS AS PER CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA) FUNCTIONING

2.1 Action taken on the function Of CIQA:-

Sl. 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	The Centre for Distance and Online Education is distinguished by the exceptional support services it provides to learners. These services include comprehensive guidance for admission through a dedicated Help Desk designed specifically for this purpose, prompt distribution of study materials and a student-centered approach by faculty members. Additionally, Student Counseling services are available to assist learners who may face challenges in selecting an appropriate distance education program. To reach a broader audience both nationally and internationally, extensive publicity is given to the admission process for distance education programs. The study materials are carefully planned to cater to the diverse backgrounds of distance education learners, considering their knowledge, culture, prior schooling and access to resources, particularly in terms of ICT. A separate exam portal is available where learners can apply for examinations, make online payments and rapidly process their requests through the Exam section of the Centre for Distance and Online Education. Learners can download their Hall Tickets online and choose examination centers that are convenient for them. Additionally, a Student Feedback link is provided for learners to submit any issues or problems they encounter; these queries are downloaded daily and forwarded to the relevant section, which promptly responds to the individual learner. The Centre for Distance and Online Education strives to	

		minimize the need for physical visits by enabling learners to complete all necessary tasks online. The programs are organized in a highly systematic manner, including careful planning and execution. Candidates receive the Program Schedule well in advance, allowing them to plan their classes accordingly. On weekends, students meet with their faculty members and interact with fellow students. The purpose of these PCP (Personal Contact Program) classes is to supplement the learners' study materials and provide an opportunity to discuss difficult aspects of their coursework with faculty members. Additionally, learners can engage in discussions with their peers.

Technical infrastructure and laboratories are made available during the PCP classes. Every effort is made to ensure that the distance education programs are conducted with the same level of quality as regular programs, without compromising educational standards. Assignments and project work are assigned based on students' interests and motivation and viva voce examinations are conducted for the learners. | |
| 2. | Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution | **Regular Monitoring & Evaluation:** The university periodically reviews course content, assessment methods and student feedback to ensure relevance, academic rigor and alignment with current standards. **Course Content Reviews:** Faculty members systematically review study material, ensuring updates reflect the latest academic and industry trends. They also assess content engagement and accessibility, especially for the distance mode, to support independent learning. **Assessment Audits:** Evaluation of assignments, exams and projects is carried out for consistency and fairness. Data-driven analysis of student performance helps identify learning gaps and improves assessment strategies. **Student Feedback Systems:** The university administers regular online surveys and employs other feedback mechanisms to gather insights from learners about course delivery, support services and overall learning experience. **Stakeholder Involvement:** Inputs are solicited from faculty, staff and other stakeholders to identify key areas for quality enhancement and ensure the ODL system remains responsive to the wider academic and employment landscape. **Internal Quality Audits:** Internal audits and reviews are conducted by the CIQA (Centre for Internal Quality Assurance), examining practices across admission, learner support, course delivery, assessment and infrastructure to ensure compliance with UGC-DEB norms. **Continuous Professional Development:** The university supports ongoing faculty and staff development through training sessions, workshops and knowledge-sharing forums focused on new educational technologies and quality assurance practices. **Data-Driven Decision Making:** Quantitative and qualitative | |

		data from various sources is used for regular analysis, supporting evidence-based improvements in all academic and administrative activities. These self-evaluative and reflective practices are structured to create feedback loops and develop a culture of continuous improvement throughout the institution's ODL systems, ensuring high standards for distance learners and sustained compliance with regulatory requirements	
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	In alignment with the recognition from the DEB for 41 programs, a Committee for Internal Quality Assurance (CIQA) has been established, with members selected based on the criteria outlined in the guidelines. The committee meets regularly each year to ensure ongoing quality assurance. Following the instructions from the UGC, the faculty of Distance Education has revisited the existing curriculum of all Distance Education programs to ensure alignment with the University's regular programs. The curriculum has been revised to address any gaps identified during this review.	
4.	Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	The following measures have been established to ensure that the quality of online programs is equivalent to that of conventional programs: The Board of Studies is tasked with developing and regulating the curriculum for each distance and online education program. It sets learning objectives, designs courses and assessments and establishes standards for evaluating student performance. The Board of Studies is composed of collaborations with academic institutions, teachers and subject experts to ensure that the curriculum remains relevant, up-to-date and aligned with the needs of students and society. Steps have been taken to align the curriculum of ODL programs with that of conventional programs. The syllabi are nationally and internationally competitive, with job-oriented content included to ensure relevance. Self-Learning materials are specifically designed to address the curriculum requirements of ODL programs. The PCP classes and online classes are conducted by experienced faculty members from conventional programs, ensuring that the quality of instruction for course design is consistent with that of conventional programs. A Teaching-Learning scheme has been formulated to ensure that online programs match the quality of conventional programs. Internal tests, assignments and seminars, which are integral components of conventional programs, are also incorporated into distance and online education programs. These components are designed to help students learn and apply the concepts taught in their courses. Internal tests are administered	

		throughout the course, either online or in person and cover various topics from lectures, readings and discussions. Assignments, given as homework, are designed to help students apply the concepts they have learned and include essays, research papers, projects and problem sets. Seminars are structured to encourage student interaction with peers and instructors in a more dynamic setting. These seminars, conducted either in person or online, may include group discussions, presentations and other interactive activities. They often involve open-ended discussion questions and group work. The answer scripts of online program learners are evaluated by regular faculty members. The evaluation methodology for online program learners mirrors that of conventional programs. The pattern of question papers for end-semester examinations is identical to that of conventional programs, typically including multiple-choice questions, short-answer questions and essays.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society employers and Government for quality improvement.	The mechanisms devised by Bharathidasan University for interaction with and obtaining feedback from all stakeholders in its ODL programmes for quality improvement include the following: • **Structured Feedback Collection:** Feedback is systematically collected from students, teachers, staff and parents. This is done through surveys, meetings and online tools specifically designed for the purpose. • **Feeback from Faculty members:** Staff members who visit PCP classes usually submit a report to the center, from which feedback is collected. • **Advisory Committees:** The Advisory Committee of the Centre for Distance and Online Education which includes Syndicate members and stakeholder representatives - reviews reports, quality statistics and best practices. Decisions for improvement are based on these inputs and are documented for transparency. • **Earn While Learn (Student Helpers):** This scheme allows students to contribute to administrative functions in the CDOE, creating direct interaction and providing an additional feedback channel. • **Student Support Services:** The university provides comprehensive support including counselling, academic advising and access to digital resources. Feedback about the effectiveness of these services is regularly sought and acted upon. • **Job Fairs & Employer Engagement:** Degree holders are encouraged to participate in campus recruitment and job fairs organized by the Placement Cell. Employers provide feedback on curriculum relevance, graduate performance and industry needs, which informs curriculum improvement. • **Programme Project Reports (PPR):** Quality statistics and feedback are collated and disseminated through Programme Project Reports, which are approved by the CDOE Advisory	

		Committee. These reports serve as self-disclosure and quality benchmarking tools. • **Dissemination of Seminar Reports:** The outcomes of quality-related seminars and workshops involving external experts and faculty are shared with all stakeholders, ensuring a flow of information and best practices. Input from these events is used to enhance services and academic offerings. • **Continuous Faculty Development:** Teachers are engaged and updated through targeted workshops and seminars and feedback from faculty is used for self-improvement and curriculum revision. • **Government Liaisons:** Interaction with government regulatory bodies, like UGC-DEB, ensures feedback is incorporated into policy and compliance processes. The Student Support System facilitates regular interaction between CDOE staff members and learners.	
6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement.	• An orientation program for enrolled learners at the start of each session has been recommended and it is being conducted and for this year an orientation programme was organized on 7th Apr 2025 to enhance the learning experience and ensure a meaningful journey toward earning a degree from Bharathidasan University. • It has also been suggested to the HEI that course materials should be reviewed regularly to meet the evolving demands of the job market. • Graduates are encouraged to join the Alumni Association of Bharathidasan University, with a weblink provided on the CDOE page to facilitate this connection.	
7.	Implementation of its recommendations through periodic reviews.	Some of these suggested measures are currently under consideration by the HEI, while the implementation of others is in progress. The orientation programme for the newly enrolled learners had been conducted online on 07.04.2025. The course materials especially for MCA have been prepared in alignment with the demands of domain. The students joining Alumni Association of Bharathidasan University with the given weblink has increased. The Advisory Committee of CDOE meets periodically and provide recommendations / measures for enhancing the ease functioning as well as for removing the hurdles in its implementation thereby improving the quality and effectiveness of CDOE programmes. Two meetings of the Advisory Committee were held during this year. • 29.01.2025 – To evaluate Expressions of Interest (EOI) for Learning Management System (LMS) providers for online programmes as per UGC norms.	

		• 27.05.2025 – To address grievances of Learner Support Centre (LSC) coordinators, approve release of share amounts and ratify the minutes of Administrative Committee meetings.	
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.	The Department of Education, Centre for Distance and Online Education (CDOE), Bharathidasan University, organized a two-day International Conference titled "Open Educational Resources of Distance Education for the Marginalized Learners" from 19-20 December 2024. The conference brought together renowned academics, policymakers and practitioners from across the globe to deliberate on innovative strategies for leveraging open educational resources (OER) in distance learning environments, specifically aimed at empowering marginalized and underserved learner communities. Through keynote addresses, panel discussions and interactive workshops, participants explored best practices in using digital content, inclusive pedagogy and technology-enabled outreach to ensure equitable access to quality education. The event fostered vital collaborations and emphasized the University's commitment to advancing educational opportunities for all, in alignment with national and global agendas for inclusive and lifelong learning. The reports of the seminars were disseminated among all the stakeholders of Bharathidasan University including the Advisory Committee of CDOE.	
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.	• Some learners are offered the opportunity to assist in the administrative functions of CDOE, for which they are paid an honorarium and are designated as 'Student Helpers.' This program operates under the principle of 'Earn while Learn,' allowing students to work while pursuing their studies. Currently, there are about 16 Student Helpers in the Centre for Distance and Online Education for this academic year and they are given time off during examinations. • Degree holders are encouraged to participate in job fairs organized by the Placement Cell of Bharathidasan University as part of a campus recruitment drive.	
10.	Collected, collated and disseminated accurate, complete and	The systems, procedures and guidelines are being gradually developed to collect and compile accurate and reliable statistics about the quality of the programs. The Programme Project Report (a self-disclosure by the HEI about launching the program in the ODL mode and/or Online mode) has been	

	reliable statistics about the quality of the programme(s).	formulated according to the norms and guidelines prescribed by the Commission and has been approved by the Advisory Committee of CDOE.	
11.	Measures taken to ensure that Programme Project Report for each program is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme.	The Programme Project Report, which serves as a self-disclosure by the Higher Education Institution (HEI) regarding the launch of a program in the Open and Distance Learning (ODL) mode and/or Online mode, has been formulated in accordance with the norms and guidelines prescribed by the Commission. This report has received approval from the Advisory Committee of the Centre for Distance and Online Education (CDOE).	
12.	Mechanism to ensure the proper implementation of Programme Project Reports.	- To ensure the proper implementation of Programme Project Reports for distance and online learning, the CDOE of Bharathidasan University has developed the following mechanisms: **Quality Assurance:** A Quality Assurance mechanism for distance and online learning programs has been established by setting up the Centre for Internal Quality Assurance, with the Director of CDOE serving as its Member Secretary. This initiative focuses on continuous monitoring, evaluation and feedback from stakeholders. **Curriculum and Syllabus Design**: The curriculum and syllabus design align with the learning outcomes outlined in the Programme Project Reports as prescribed by the UGC, including syllabus content, learning outcomes, credit systems and assessment mechanisms. **Student Support Services:** The CDOE of Bharathidasan University offers comprehensive student support services, including counseling, academic advising, a virtual learning environment and access to digital resources. These services help students understand the guidelines and requirements of the Programme Project Reports. **Assessment and Evaluation**: Following UGC guidelines that call for a transparent, fair and objective assessment and evaluation mechanism, the CDOE's system includes both formative and summative assessments, with provisions for feedback and improvement.	

		• **Faculty Development:** Faculty members involved in designing and delivering the Programme Project Reports undergo continuous professional development programs to stay updated with the latest trends and technologies in distance and online learning.	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	The Annual Report is submitted each year to Bharathidasan University, with the Centre for Distance and Online Education (CDOE) ensuring continuous progress.	
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	The University organized 46 BoS meetings between 30.11.2024 and 17.12.2024 for 41 programmes. BoS meetings include academic experts, industry representatives and faculty who examine each programme's syllabus, content and learning outcomes. Inputs from these meetings lead to syllabus revision, inclusion of emerging topics and realignment of curricula with professional benchmarks. For example, syllabi for technical and job-oriented programmes are updated to cover recent developments in relevant fields like AI, cloud solutions, cybersecurity and data analytics. BoS meeting outcomes ensure academic rigor, relevance and compliance with regulatory norms, while keeping a sharp focus on employability and career readiness.	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	**1. Implementation of Learner Analytics & Feedback Mechanisms** • The CDOE utilizes digital platforms and the ABC/DEB IDs for systematic collection and analysis of student enrolment, performance, progression and satisfaction data. • Online Learner Satisfaction Surveys regarding the teaching-learning process are conducted regularly, providing insights for academic refinement and improved learner support. **2. Digital Content and E-Resource Expansion** • The development and deployment of digitized Self Learning Materials (SLMs) ensure accessibility, flexibility and pace-adjusted learning for students. • Use of electronic media and other digital components in the curriculum supports interactive and engaging learning experiences. **3. Academic Counselling and Support Systems** • Academic counselling, including live support and scheduled sessions, is provided to address learners' academic queries and	

| | | personal challenges, fostering an ecosystem of guidance and mentorship.
 • The learner-to-academic counsellor ratio is maintained appropriately to maximize personalized attention and support.

 5. Innovative Learner Engagement Practices
 • Introduction of interactive online induction programmes, regular webinars, workshops and industry interface events for fostering peer learning, collaborative approaches and real-world exposure.
 • Launch of programmes for special target groups (e.g., prison inmates) demonstrates the extension of learner centricity to marginalized populations and facilitates their academic progression through tailored support.

 6. Systematic Grievance Redressal
 • Academic and Administrative Committee meetings are held to resolve student grievances, ensuring quick response to learner issues and transparent, accountable handling of complaints and suggestions.

 7. Industry Partnerships & Professional Collaboration
 • Collaboration with industry (e.g., TCS iON) and professional bodies not only aligns courses with career opportunities but also introduces innovative best practices in teaching methodology and learner support.

 8. Continuous Quality Assurance
 • Regular assessments, formative coursework and feedback-driven improvements help maintain the quality of the learning environment and ensure that the system remains responsive to evolving learner needs. | |
| 16. | Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc. | The Centre for Distance and Online Education at Bharathidasan University has been actively engaged in comprehensive preparation for NAAC accreditation. The preparation process focuses on documentation, data compilation and systematic alignment of academic and administrative functions with NAAC criteria. Key areas of emphasis include the integration of electronic media and digital components into the curriculum, development and availability of digitized Self Learning Materials (SLMs) and robust mechanisms for academic counseling and learner support.
 CDOE has meticulously mapped its programmes and activities against NAAC's quantitative and qualitative metrics, addressing aspects such as learner enrolment variations, participation of special target groups, formative assessments, assignment submission rates and successful completion of term-end examinations. Online learner satisfaction surveys are routinely conducted to assess and enhance the teaching-learning process, further reflecting the institution's commitment to quality enhancement.
 Infrastructure expansion and IT-enabled facilities are given | |

		priority to support distance education effectively. Pre-admission counselling, online admission processes, timely dispatch of study materials, as well as prompt resolution of learners' queries and grievances, constitute vital components of the accreditation readiness. The unit maintains a continuous cycle of internally held Board of Studies meetings, academic and administrative committee reviews and quality assurance audits to ensure all practices meet and exceed NAAC expectations. Through these well-planned steps, CDOE advances steadily towards achieving a high degree of excellence and transparency in its ODL programmes, positioning itself strongly for NAAC accreditation.	
17.	Measures adopted to ensure internalisation and institutionalization of quality enhancement practices through periodic accreditation and audit.	The Academic Administrative Audit (AAA) is conducted annually by Bharathidasan University, which initiates steps to ensure the internalization and institutionalization of quality enhancement practices. Data on admissions has been submitted on time, within 15 days of the admission closure, as per UGC's instructions. There is ongoing coordination with both the university and the commission.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines.	a. **Compliance with UGC-DEB Guidelines:** CDOE ensures strict adherence to UGC Distance Education Bureau norms in all academic, administrative and quality assurance processes. Regular updates and compliance checks are made to align with the latest UGC directives. b. **Regular Reporting and Documentation:** CDOE submits detailed reports, including Programme Project Reports (PPR) and other required documentation to UGC-DEB to demonstrate compliance and progress on quality parameters. c. **Implementation of NAAC Criteria as per UGC Norms:** CDOE undertakes systematic NAAC preparations incorporating UGC guidelines on quality metrics, digitization, learner support, faculty development and assessment procedures.	
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	**Quality Standards from IGNOU** • The CDOE of Bharathidasan University receives guidance and support from IGNOU in the form of best practices, templates and capacity-building workshops specifically related to NAAC accreditation processes for distance education. This collaborative assistance helps BDU align its internal quality assurance mechanisms with national standards and ensure compliance with regulatory requirements for ODL accreditation. **NAAC Details from Alagappa University** • Alagappa University has implemented effective systems for	

		continuous quality improvement through comprehensive self-assessment and adherence to NAAC criteria. Best practices include extensive digitization of academic processes, learner-centric curricula and strong industry linkages to boost employability. Their quality assurance framework emphasizes internal audits, learner feedback, faculty development programmes and integration of research and innovation in academics, serving as a valuable benchmark for CDOE. **Quality Practices from Bharathiar University** • Bharathiar University has established transparent governance practices in distance education, focusing on learner support through well-structured study material and counseling. They employ rigorous examination and evaluation systems aligned with NAAC and UGC-DEB standards. Their quality assurance includes stakeholders' engagement platforms and technology-enabled learning management systems, which CDOE studies for adaptation and improvement. **Insights from Manonmaniyam Sundaranar University** MS University follows a model of integrating academic excellence with social inclusivity. Strong focus on compliance with regulatory norms and periodic curriculum updates based on stakeholder feedback are highlighted, providing useful insights for continuous improvement at CDOE.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report statutory of Centre for Internal reports to the Quality Assurance.	Bharathidasan University's Centre for Distance and Online Education through its Centre for Internal Quality Assurance prepared a Self-Study Report (SSR) as a key component of its quality assurance framework for NAAC accreditation. It provides quantitative and qualitative evidence on student enrolment, faculty strength, digitized self-learning materials, formative assessments, grievance redressal mechanisms and infrastructure enhancement aligned with NAAC indicators. The SSR highlights continuous improvements and innovations introduced by CDOE, such as the introduction of new programmes, industry collaborations, inclusion of special target groups and incorporation of digital learning tools. It includes data analysis from learner satisfaction surveys and feedback mechanisms, ensuring learner-centric quality assurance. The SSR also addresses efforts towards faculty development and academic counselling, which contribute significantly to the overall quality ecosystem. This report is compiled annually and forms the core document for NAAC peer team evaluation during accreditation visits. It demonstrates the institution's commitment to transparency and accountability by providing detailed, evidence-based insights into institutional strengths, weaknesses and future plans for quality enhancement.	
21.	(a) Submitted Annual report to the Authorities or Bodies of the Higher Educational	The Annual Report has been submitted to the Advisory Committee of CDOE, has forwarded it to Bharathidasan University.	

	Institution about its activities at the end of each academic session.		
	(b) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	The copy of the report as specified by the commission in the given format will be duly approved by the Advisory Committee of CDOE	
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 Vice-Chancellor of Bharathidasan University along with CODE Advisory Committee plays a pivotal role in overseeing the functioning of the Centre for Internal Quality Assurance (CIQA). This leadership ensures that all quality assurance systems and processes within the university's ODL framework operate effectively and continuously improve. The VC as the Chairperson of CIQA provides strategic guidance and supports the institutional culture of quality enhancement, while the CDOE Advisory Committee, comprising Syndicate members and key administrative officials, periodically reviews the reports generated by CIQA. These reports evaluate compliance with regulatory norms, assess the outcomes of quality initiatives and monitor student satisfaction, academic performance, faculty development and infrastructure adequacy. The Advisory Committee critically examines such findings to validate the effectiveness of the quality assurance interventions and to recommend necessary corrective actions or innovations. Their collective approval of these reports not only reinforces accountability and transparency but also strengthens the governance mechanisms, ensuring that the university's distance education programmes meet the highest standards of academic rigor and operational excellence. This collaborative oversight fosters a quality assurance environment that supports sustained academic excellence and regulatory compliance.	
23.	Facilitated adoption of instructional design requirements as per the philosophy of the Online learning	The instructional design framework adopted by CDOE emphasizes flexibility, interactivity and accessibility, integrating multimedia components, self-learning materials and digital resources to engage diverse learner profiles. It incorporates best practices recommended by statutory bodies such as UGC-DEB and NAAC, aligning course structure, learning outcomes and assessment methods with online education principles. CDOE's internal committees and Boards	

	decided by the statutory bodies of the HEI for its different academic programmes.	of Studies review and tailor curricula to embed online instructional strategies, including modular course organization, formative assessments and opportunities for learner-instructor and peer interactions through Learning Management Systems (LMS). The use of technology-enabled tools facilitates adaptive learning paths, timely feedback and continuous learner support. Moreover, instructional design adoption is supported through faculty development initiatives that orient educators to online pedagogy and digital content creation. This ensures the academic staff is equipped to deliver quality online education consistent with the HEI's statutory expectations.	
24.	Promoted automation of learner support services of the Higher Educational Institution.	The following measures have been implemented to enhance the automation of learner support services: • A dedicated admission portal has been developed to streamline the enrollment process for learners across various programs. • Self-Learning Materials (SLMs) are uploaded on the website, allowing learners to access them at their convenience. • The exam schedule is prominently displayed on the website, ensuring that learners are well-informed. • A separate examination portal has been established, enabling learners to apply for exams and receive their hall tickets through this platform. • Semester exam results are published on the website, with information on payment dues. • A Student Support System is in place to address learners' queries and concerns efficiently. • Two 24/7 hotline (Mobile No. 8300174010/ 8300184010) had been launched, providing learners with round-the-clock assistance for clearing doubts and queries.	
25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes.	• External subject experts from Alagappa University and Annamalai University have been invited to discuss the functioning of the Centre for Internal Quality Assurance (CIQA) and related issues. • An in-house technical team is actively involved in developing a Learning Management System (LMS) driven by Bharathidasan University.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s).	Third-party auditing of programs and finances will be conducted at the end of the fifth year.	

Sr. No.		Action taken	Upload
27.	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution.	The Director of CIQA is continuously engaged in closely monitoring the preparation of the Self-Appraisal Report (SAR). This report is a critical document that must be meticulously compiled and submitted to the designated Assessment and Accreditation agencies of the Higher Educational Institution. The Director ensures that the SAR reflects comprehensive, accurate and up-to-date information pertaining to all aspects of academic and administrative quality, aligning with regulatory standards and accreditation criteria. Through regular oversight, coordination and quality checks, the Director facilitates timely and effective submission of the report, thereby upholding the institution's commitment to transparency, accountability and continuous quality enhancement.	
28.	Facilitated Industry-institution linkage for providing exposure to the learners and enhancing their employability.	The Centre for Distance and Online Education has strengthened its industry connect by facilitating a Memorandum of Understanding (MoU) with M/s TCS iON, Chennai As part of this collaboration, industry-honoured Diploma and Certificate Programmes will be introduced from the academic year 2025–26. This industry linkage ensures that learners acquire skills aligned with current workforce requirements and global industry standards.	

2.2 Compliance of Quality Monitoring Mechanism – As per Annexure-I (Part V(2)) of UGC (ODL Programmes and Online Programmes) Regulations, 2022:-

Sr. No.	Provisions in Regulations	Action taken in respect of Online Programmes	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 organizational structure of the Centre for Distance and Online Education (CDOE) at Bharathidasan University comprises various key roles, including a Director, Deputy Controller of Examinations, two Deputy Registrars, two Assistant Registrars, five Section Officers and a Technical Team consisting of a Network Engineer, Portal Developer and System Administrator. b. An Advisory Committee, a Syndicate Sub Committee of Bharathidasan University, plays a crucial role in the approval and management of the entire functioning of CDOE under the guidance of the Director, CDOE.	Upload flowchart diagram

		c. Strategic planning within CDOE involves creating a roadmap to achieve specific goals related to online education, aligning with the vision and mission of each program as outlined in the Programme Project Report (PPR). This planning process considers available resources, assesses performance indicators such as enrollment numbers, student satisfaction and retention rates and monitors the overall process. d. An operational plan has been established, outlining methodologies for delivering online education. This plan includes the use of technology, tools and processes for course design, distribution of Self Learning Materials, lecture delivery, assignments, continuous and summative internal assessments and term-end examinations. The plan aims to improve student outcomes and ensure the smooth functioning of online learning programs. The goal is to increase enrollment, enhance student outcomes and expand the benefits of courses, all of which are measured by SMART indicators. CIQA adopts a well-designed and structured policy to address student and faculty expectations, course requirements, assessment and academic integrity, ensuring high standards of quality in online learning.	
2.	Articulation of Higher Educational Institution Objectives.	The vision of Bharathidasan University to create a "brave new world" is reflected in CDOE's planning, aiming to make a positive impact on society and the world. CIQA is dedicated to empowering students with knowledge, skills and attitudes that promote social justice and equity, offering learning opportunities to students globally, regardless of disparities. The initiative also supports technology, innovation and knowledge advancement, transforming learners into global citizens by encouraging their participation in the interconnected world.	
3.	Programme Development and Approval Processes. a. Curriculum Planning, Design and Development	a. Curriculum planning is conducted by the Board of Studies, led by a Chairperson, who meticulously frames the course design to meet the demands of the job market. This curriculum is regularly reviewed to ensure its relevance. b. The well-designed curriculum, coupled with	

	b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	appropriate technology, tools, faculty and student support and effective assessment and evaluation, is in place to provide a high-quality education to learners. Self Learning Materials are designed to engage students in discussions with peers, faculty members and mentors. Interactive multimedia elements and discussion forums are integrated to enhance learning. Faculty members are trained to use the platform and various tools, while new students receive technical support, academic advising, tutoring services and online orientation programs. Mentors are allotted on a ratio of one mentor for every 250 students. Regular reviews and evaluations assess the effectiveness of curriculum implementation and identify areas for improvement. c. Academic flexibility is a key aspect of online learning, allowing students to balance their academic work with other commitments. CIQA ensures asynchronous learning, self-paced learning, multiple start dates (January and July sessions), flexible learning methods (video lectures, interactive exercises, discussion forums) and individualized support (one-on-one academic advising, tutoring, or mentorship). d. The Learning Management System (LMS) platform supports the standard four-quadrant approach of UGC/SWAYAM. It includes various online learning resources in formats like PDF, PPT, MP4 videos and SCORM files. It also facilitates live online interactive sessions, discussion forums, a plagiarism tool and Aadhaar verification for learner authentication. These learning resources, including digital textbooks, video lectures and online tutoring, help students engage with course content, reinforce learning and connect with one another and instructors. e. CDOE has implemented an effective feedback mechanism that allows students to gauge their progress, identify areas for improvement and receive guidance and support from their mentors. Faculty members provide feedback within 48 hours of assignment submission, offering written comments or grading criteria. Self-assessment tools help students understand	

		their own learning. This feedback mechanism operates throughout the course rather than at the end, helping students stay engaged, motivated and on track toward their learning goals.	
4.	Programme Monitoring and Review	The University Centre for Internal Quality Assurance (CIQA) at Bharathidasan University has undertaken several initiatives to ensure the quality and effectiveness of its online learning courses. During the development of these courses, CIQA organized various meetings to facilitate collaboration between faculty members and the technical team, ensuring that all online learning resources aligned with the University curriculum. The developed content was subjected to an approval process involving both internal and external experts. Based on the feedback from these experts, the faculty and technical team revised the content accordingly. Once the content was approved by the committee and the University authorities, it was uploaded to the Learning Management System (LMS) for course delivery.	
5.	Infrastructure Resources	To enhance the delivery mechanism, the University initially offered free online courses to regular students and collected their feedback, which was used to make further improvements. All learning content, including audio and video materials, is stored on Amazon Cloud Servers, allowing students to stream content directly from these servers. The system also supports the creation of Re-usable Learning Objects (RLO), which are comprehensive courses assembled from available content. The Amazon Cloud Servers provide flexible and reliable content storage, with automatic incremental usage of space for new content. The University's internal leased line connectivity ensures smooth delivery of online programs.	
6.	Learning Environment and Learner Support	CDOE places a strong emphasis on creating a supportive and enabling learning environment for its diverse learner base. Recognizing the unique challenges of distance and online education, the institution ensures that learners receive comprehensive academic and administrative support throughout their educational journey. The learning environment is enriched through the	

		provision of carefully designed and regularly updated Self Learning Materials (SLMs) available in both printed and digital formats. The adoption of multimedia and interactive modules facilitates engaging and effective learning experiences, aligning with modern pedagogical standards.	
		To support learners, CDOE offers extensive counseling services, including academic advice, psychological support and career guidance. Learners have access to study centers and online platforms that provide timely help, resources and communication channels with faculty and administrative personnel. The institution maintains a favorable learner-to-counselor ratio, ensuring personalized attention and effective mentoring.	
		Information and communication technologies such as Learning Management Systems (LMS) are leveraged to facilitate course delivery, submission of assignments and participation in online discussions and assessments. The continuous monitoring of learner progress through formative assessment and feedback mechanisms allows for timely interventions and tailored support.	
		Moreover, CDOE has established grievance redressal systems to promptly address learner queries and concerns, leading to a transparent and learner-centric environment. Special initiatives, such as programmes for marginalized groups including prison inmates, reflect the institution's commitment to inclusive education.	
7.	Assessment and Evaluation	Assessment and evaluation in Bharathidasan University's ODL programmes are designed to ensure transparency, fairness and alignment with course outcomes. The evaluation system combines both formative (continuous) and summative assessments. • **Formative Evaluation (25% weightage):** This includes multiple components such as: Assignment 1: Objective type multiple-choice questions conducted through the Learning Management System (LMS) with randomized questions. Assignment 2: Subjective assessment involving long answer questions based on course outcomes, submitted online on LMS. Lab Assessments (where applicable): Lab assignments submitted and evaluated online. • **Summative Evaluation (75% weightage):** Semester-end examinations are	

		conducted on par with regular programmes, which means same pattern of question papers is being followed for ODL programmmes. • **Grading System:** Absolute grading is used based on combined performance in continuous and semester-end examinations. • **Additional Features:** Valuation and revaluation facilities ensure assessment accuracy and transparency. Results are declared within a stipulated timeframe, with mark sheets issued promptly. Practical and theory assessments are aligned with UGC norms.	
8.	Teaching Quality and Staff Development	The CDOE actively promotes and maintains high teaching quality through a mix of continual academic training and developmental activities for its faculty and staff. Recognizing the essential role of modern digital pedagogy in distance education, the university has facilitated specialized training programmes focused on electronic content development and the effective use of digital tools for online instruction. Faculty members are encouraged to engage in regular professional development, including workshops, webinars and industry interactions, to enhance their instructional skills and stay updated with the latest educational technologies. The robust framework includes performance appraisals, feedback mechanisms and mentoring systems that collectively foster a culture of quality teaching and learning excellence. In addition, the faculty members had also undergone a dedicated one-week training programme focused on the development of electronic content for online education. The training encompassed pedagogical aspects, technical skills for digital content creation and the use of modern educational technologies and tools to deliver effective learning experiences. This initiative significantly strengthened the capacity of the teaching faculty in producing instructional resources that cater to diverse learner needs and promote self-directed learning. It also aligns with the Centre's commitment to maintaining academic excellence and adopting innovative teaching-learning methods in its ODL programmes.	

2.3 Compliance of Quality Monitoring Mechanism – As per Annexure-I (Part V(3)) of UGC (ODL Programmes and Online Programmes) Regulations, 2022 :-

Sr. No.	Provisions in Regulations	Action taken in respect of Online Programmes	Upload relevant document
1.	Academic Planning	Academic planning included setting clear academic goals which are SMART, framing a detailed academic schedule, identifying the resources required, fixing up the instructors, monitoring the progress of the students, based on which the academic schedules are being implemented towards better quality of online learning.	
2.	Validation	The academic planning has been validated by the CIQA as well as the Advisory Committee of CDOE, a Syndicate Sub-committee of Bharathidasan University, which ensured that the plan is effective and it meets the quality needs of the students.	
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	a. The centre has started collecting reports from Examination Centres. b. The External Auditory and External agencies audit of the program and finance will be undertaken towards the end of the period. c. The performance data will be considered in the forthcoming year for Program Faculty and at various levels of the University. d. Steps have been taken for proper reporting for which data collection is under process. e. Periodic review is essential to ensure that the learning process is effective, engaging and meets the needs of students and hence the course content is being reviewed and whether it is on par with market demands, improving the performance based on students feedback and also checking whether the learning outcomes are in alignment with the learning objectives	

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.**

Or

Name and details of Head for each school (for Open University) – Full time dedicated, not below the rank of an Associate Professor.

> **Dr. K. Thamaraiselvi, Regular, Full Time, Professor**
> **(appointment order and joining report uploaded)**

3.2 **Compliance status of "Human Resource and Infrastructural Requirements" – As per Annexure – IV of UGC (ODL Programmes and Online Programmess) Regulations, 2020.**

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

Programmes Name	No. of Faculty required	No. of Faculty appointed	Complied Yes/No	If no, reason thereof
UG	41	41	Yes	
PG				

Sl. No.	Programme Name	No. of Fulltime Dedicated faculty for ODL	Names	Desig-nation	Quali-fication	Experi-ence	Type (Regular / Contract) - with gross salary / month			Date of joining programme and Joining report
							Type	Gross salary / m	Contract period	
List enclosed										Upload PDF

3.2 **Details of Administrative staff**

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

Admin Staff	Required (up to 5,000 students)	Available
Deputy Registrar	1	2
Assistant Registrar	1	2
Section Officer	1	5
Assistant	3 (2 for DM Universities)	5
Computer Operator		5
Multi-Tasking Staff		10

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

Note:
1. In case of the enrolment higher than 5,000 the number of positions in the Centre for Distance and Online Learning may be increased by the HEI appropriately.
2. Private University eligible to offer ODL programmes through its Head Quarters only and duly recognized off-campus centres; not through any Learner Support Centre.

PART – IV:
EXAMINATIONS

4.1 Information of formative and summative assessments / examinations conducted with the action 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 component 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 recognized 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 Institution.	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 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 Regulation 15 and 16 of UGC (ODL Programmes and Online Programmes) Regulation, 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 **Use of Proctoring Tools:** The Centre for Distance and Online Education (CDOE) at Bharathidasan University employs various proctoring tools to ensure the integrity of its examinations. These tools include live video monitoring, audio monitoring, screen sharing and AI-based proctoring solutions. By utilizing these technologies, the CDOE ensures that exams are conducted fairly and securely. **Communication to Students:** Students are informed in advance about the proctoring mechanisms that will be in place for their exams. This communication includes	

| | | detailed guidelines on the proctoring process, the equipment required and expected behavior during the examination. This proactive approach ensures that students are well-prepared and aware of the examination protocols. | |

Preparation of Examination: Examinations are carefully prepared well in advance, with a clear blueprint that aligns with the syllabus. The content is designed to be of appropriate difficulty and comprehensively covers all relevant topics. This thorough preparation ensures that the examinations are a fair and accurate assessment of student knowledge.

Training of Proctors: Proctors at the CDOE are thoroughly trained and qualified to effectively monitor examinations. Their training includes the use of proctoring software, the identification of suspicious behavior and the appropriate actions to take in the event of malpractice. This training ensures that proctors are capable of maintaining the examination's integrity.

Proctoring Protocol: The CDOE has established a detailed protocol for proctoring examinations. This protocol includes the processes for monitoring students, identifying suspicious behavior and handling cases of potential malpractice. These protocols are designed to maintain a high standard of examination integrity.

Data Privacy: Bharathidasan University is committed to protecting student data during the proctoring process. The proctoring software used by the CDOE collects only the data necessary for monitoring the examination and this data is not used for any other purposes. The University ensures that student privacy is respected throughout the process.

Accessibility: The CDOE ensures that its proctoring tools are accessible to all students, including those with disabilities or special needs. The tools are designed to be compatible with assistive technologies and can be adjusted to accommodate individual

		student requirements. This commitment to accessibility ensures that all students have an equal opportunity to participate in the examinations.	
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
Evaluation Mechanism: The Centre for Distance and Online Education at Bharathidasan University has implemented a robust mechanism to ensure fair and accurate evaluation of learners. This system encompasses continuous evaluation, a mix of formative and summative assessments, comprehensive feedback and strict measures to maintain academic integrity.
Continuous Evaluation: Learners are continuously assessed throughout the course duration via various methods, including assignments, quizzes and online tests. This ongoing evaluation process helps ensure that students are consistently engaging with and understanding the course material.
Formative and Summative Assessments: The CDOE employs a balanced approach between formative and summative assessments. Formative assessments allow learners to gauge their progress and identify areas that need improvement. Summative assessments, on the other hand, provide an overall evaluation of the learners' achievements at the end of the course, ensuring that learning outcomes are met.
Feedback and Remediation: A structured feedback mechanism is in place to offer learners constructive insights into their performance. To support learners in improving their results, the CDOE provides remediation measures such as additional study materials, online tutoring and revision modules. This proactive approach helps students address any gaps in their knowledge and enhance their academic performance.
Fair and Objective Evaluation: The evaluation process at the CDOE is based on objective criteria, including clearly defined rubrics and marking schemes. This ensures fairness and consistency across all	

		assessments. Additionally, evaluators are highly qualified and experienced in their respective fields, further ensuring the credibility and accuracy of the evaluation process. **Academic Integrity:** The CDOE is committed to maintaining academic integrity throughout the evaluation process. To prevent academic dishonesty, strict proctoring procedures are in place for online examinations, including the use of advanced proctoring tools and secure assessment methods. This rigorous approach helps uphold the highest standards of integrity in all assessments.	
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	The evaluation framework includes two distinct types of assessments: • **Continuous or Formative Assessment:** This includes various ongoing evaluation methods such as assignments, projects, presentations, case studies and internal tests aimed at monitoring learner progress throughout the semester. • **Summative Assessment:** This takes the form of end-semester or term-end examinations conducted under strict guidelines to assess cumulative learning outcomes. BDU adheres to strict standards for any semester or year-end examinations. The Centre for Internal Quality Assurance regularly reviews assessment processes, academic progress and examination conduct to uphold the quality and credibility of evaluation systems. Feedback mechanisms, internal audits and periodic reviews ensure continuous enhancement of assessment standards. The evaluation system supports fairness, objectivity and learner-centric outcomes, aligned with national frameworks and UGC (ODL Programmes and Online Programmes) Regulations, 2020.	

	programme specific Personal Contact Programme (excluding counseling) and lab component of each 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.	The curriculum has been revisited to ensure its alignment with the conventional mode curriculum and appropriate modifications have been made to meet the required standards. The assessment criteria and credit framework for awarding degrees are maintained at the same rigorous standards as those in conventional mode programs, ensuring consistency and quality across both learning modalities.	
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.	• **Continuous or Formative Assessment**: Bharathidasan University allocates 25% weightage to continuous evaluation conducted during the semester. This component includes assignments and lab assessments (where applicable), all aimed at continuously monitoring students' learning progress and engagement. • **Summative Assessment**: The University	

	ii) Summative assessment (end semester examination or term end examination): Minimum 70 per cent.	assigns a 75% weightage to the summative assessment, primarily conducted through end-semester or term-end examinations. These exams comprehensively evaluate the learner's grasp of the syllabus and course outcomes, ensuring academic rigor and integrity. Bharathidasan University's adherence to a 25:75 assessment weightage model reflects its commitment to quality education, maintaining compliance with statutory requirements.	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments.	Quizzes, Self-assessment, Classroom Response, concept map, Instructors feedback, etc are being used for formative assessment and for summative assessments, exams and tests, writing assignments, oral presentations, case studies, lab reports for science learners, standardized tests for online programmes are used.	
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 program 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 in left out of	The process followed by CDOE for the assessment of student learning outcomes is designed to ensure fairness, validity and reliability. It involves several key steps: **Designing Learning Outcomes**: Learning outcomes for each course or program are defined to guide the development of assessment items, ensuring they align with the course objectives. **Developing Question Papers**: Faculty members or subject experts design question papers based on the learning outcomes, under the guidance of a Chairperson. These assessments are reviewed by other faculty members or instructional designers to ensure alignment with the learning outcomes and to eliminate any potential bias or ambiguity. **Moderation of Assessments**: After	

	study by a learner.	development, assessments undergo moderation to ensure quality and fairness. This process involves reviewing the assessments for clarity, consistency and alignment with the learning outcomes and adjusting the difficulty level as necessary. **Conduct of Examination**: The assessments are administered to students in a controlled environment, such as a classroom or examination hall. **Evaluation of Answer Scripts**: Post-examination, answer scripts are evaluated by qualified teachers or examiners, who assess the accuracy and completeness of student responses. **Result Declaration**: Results are declared based on the evaluation of answer scripts, within a specified time frame and are communicated to students through various channels, such as online portals or websites.	
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 give under these regulations.	Yes The examination is managed by the examination unit of the HEI. The list of Examination Centres of CDOE of Bharathidasan University has been uploaded in the website	
10	a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	No	Monitoring mechanism with CCTV recording of the entire examination procedure is under process
	b) Availability of biometric system	No	Under process
	c) The attendance of examinees shall be authenticated through	No	Under process

	biometric system as per Aadhaar details or other Government identifiers of Indian learners.		
	d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution.	Yes The CDOE of Bharathidasan University has made arrangements for proper videography of examinations and recordings are being submitted by the Chief Superintendent of the examination centres.	
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years.	Yes, the CDOE of Bharathidasan University will retain the video recordings for a minimum period of 5 years. (Uploaded sample and list)	
12.	a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	Yes.	
	b) It shall be mandatory to have observer report submitted to the Higher Educational Institution.	Yes, the observers assigned by the CDOE of Bharathidasan University submit Observers Reports regularly. (Uploaded observer Report)	
13.	a) All end semester examinations or term end examinations for programmes offered through Open and Distance Learning	Yes	

	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 or the Open and Distance Learning mode Institution.	Yes	
14.	The Examination Centre shall be located in Government Institutions like Kendriya Vidayalaya(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 organizations or unapproved Higher Educational Institutions.	Yes	
15.	The Learner Support Centres, as defined in the regulations and within	Yes	

	the territorial jurisdiction, can also be used as examination centres provided they fulfill the criteria of an examination centre as defined in these regulations.		
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 i. Photograph ii. Aadhaar number of other government recognized identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.	Yes, each award of degree at UG and PG level has been assigned a unique identification number and it has photograph along with other relevant details of the learners and the programme name. (Uploaded the sample of degree certificate)	
	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	The CDOE of Bharathidasan University issues Mark Statements / Degree certificates with (i) Mode of delivery; (ii) Date of Admission; (iii) Date of Completion; (iv) Name and address of Learner Support Centres (v) Name and address of Examination Centre at the back of certificates in forthcoming years.	

	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.		

4.3   Whether any examination held through online mode.

If yes, provide details regarding technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the proctored examination.

No.

PART – V: PROGRAMME PROJECT REPORT (PPR) AND SELF-LEARNING MATERIAL (SLM)

5.1 Compliance status of 'Guidelines on Prgramme 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.

According to the UGC (Open and Distance Learning) Regulations 2020, Programme Project Reports (PPRs) were developed for all programs offered through ODL mode. Following PPR approval, the CDOE of Bharathidasan University undertakes the following steps for implementation: • **Implementation:** The CDOE integrates the PPRs into the respective ODL programs, ensuring that the curriculum, delivery and assessment methods align with the guidelines outlined in the PPR.   • **Faculty Training:** Faculty members are trained on the PPR guidelines, covering program objectives, learning outcomes, course structure, assessment methodologies and evaluation criteria to ensure effective implementation.   • **Quality Assurance:** A quality assurance system is in place, managed by the Centre for Internal Quality Assurance, to ensure that the PPRs are implemented according to the

prescribed guidelines. This includes ongoing monitoring of program delivery, assessment and evaluation processes.

- **Feedback and Improvement:** The Centre gathers feedback from students, faculty and other stakeholders on the effectiveness of the PPRs in meeting program objectives and learning outcomes. Based on this feedback, the implementation mechanisms are updated periodically to enhance their effectiveness.

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.

- **Print Media:** The CDOE of Bharathidasan University offers printed learning materials for students without online access. These materials are self-instructional, clearly written and in an accessible language. They are regularly updated to incorporate the latest subject developments (in process).

- **Online Material:** Learning materials are also available online for students with internet access. These materials are interactive, engaging and designed for self-paced learning, accessible across various devices and platforms.

- **Curriculum and Pedagogy:** The CDOE ensures that the curriculum and pedagogy of its programs address diverse learning needs. The UG and PG curricula are aligned with current developments and the pedagogy is learner-centric, interactive and aimed at promoting active learning.

5.3 **Compliance status in respect of Self-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 CDOE of Bharathidasan University follows a detailed process for preparing and disseminating Self-Learning Material (SLM) to ensure high-quality resources for learners:
- **Identification of Subject Matter Experts**: The CDOE selects qualified and experienced experts with a deep understanding of the subject matter and strong writing skills to prepare the SLM.
- **Design and Development of SLM**: Subject experts create the SLM based on the program's curriculum and syllabus. The materials are crafted in clear, concise language,

incorporating diagrams, illustrations and examples to aid understanding.

- **Review and Approval:** After development, the SLM undergoes a review by field experts and receives approval from the CDOE authority. This process ensures that the SLM adheres to the quality standards set by regulations.
- **Printing and Distribution**: The CDOE manages the printing and timely distribution of the SLM in both print and digital formats to ensure easy access for learners.
- **Feedback and Revision**: The CDOE collects feedback from learners regarding the SLM's quality and effectiveness. This feedback is used to make periodic revisions and updates to keep the materials relevant and effective.

PART – VI: PROGRAMME DELIVERY THROUGH LEARNER SUPPORT CENTRE (LSC)

6.1   Details of Personal Contact Programmes implemented:

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

S. No.	Programmes	No. 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
1	UG (July 2024)	32	32 Hours/ Course	9547	8402
	UG (Jan 2025)	32	32 Hours/ Course	3773	3245
2	PG (July 2024)	32	32 Hours/ Course	5893	5244
	PG (Jan 2025)	32	32 Hours/ Course	2160	1836

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.

The process adopted by the CDOE of Bharathidasan University for identifying and supporting Learning Support Centres (LSCs) is outlined as follows:

- **Identification of LSCs:** The CDOE identifies appropriate locations for establishing LSCs, prioritizing sites that are accessible to learners and equipped with necessary infrastructure such as classrooms, laboratories, computers, internet access and library resources.
- **Agreement Terms:** A Memorandum of Understanding (MoU) is established between the Bharathidasan University and the LSCs. This agreement details the support to be provided to learners, specifying the roles and responsibilities of the LSC, the resources provided by

the institution, the fees involved and the performance standards required.

- **Responsibility of Coordinators:** The management of each LSC is entrusted to coordinators with substantial experience in relevant fields and strong management and communication skills.
- **Support Staff:** LSCs operate with a team of trained support staff, including counselors, mentors, tutors and administrative personnel. These staff members are skilled in using technology and delivering learner support.
- **Provision of Learner Support Services:** The CDOE offers a range of learner support services through the LSCs, such as academic counseling, tutoring, mentoring, career guidance, library access and ICT support. The LSCs also promote interaction among learners via discussion forums and other collaborative tools.
- **Monitoring and Evaluation:** The CDOE regularly monitors and evaluates the performance of the LSCs to assess their effectiveness in delivering learner support services. This ongoing evaluation helps identify areas for improvement and implement necessary changes to enhance learner support.

6.3.   LSC wise enrollment details (Not for private University)

S. NO.	NAME OF THE LSC	DETAILS OF CO-ORDINATOR	Govt/ Private	AFFILI-ATING UNIVER-SITY	Coun-selors	Progra-mmes Offered	Admn Stren-gth
1.	BHARATHIDASAN UNIVERSITY, KHAJAMALAI CAMPUS, TIRUCHIRAPPALLI – 620 024	DR. T. MALARVIZHI	Govt	Bharathi-dasan university	50	35	1052
2.	BHARATHIDASAN UNIVERSITY MODEL COLLEGE, ARANTHANGI - 614 616	Dr. R. KANNAN 04371-224559	Govt	Bharathi-dasan university	10	10	235
3.	GOVT. ARTS COLLEGE, ARIYALUR – 621 713	Dr. MATHIVANAN 9443217439	Govt	Bharathi-dasan university	11	10	254
4.	GOVERNMENT ARTS COLLEGE, KARUR – 639 005.	Dr. S. SUDHA 9843636783	Govt	Bharathi-dasan university	50	35	1078
5.	GOVT. ARTS COLLEGE, KUMBAKONAM - 612 002.	Dr. THOMAS DAVID 9442044674	Govt	Bharathi-dasan university	40	30	853
6.	GOVERNMENT ARTS & SCIENCE COLLEGE, LALGUDI-621712	Dr. R. SAMINATHAN 9443564010 7339393296	Govt	Bharathi-dasan university	11	10	245
7.	M.R. GOVERNMENT ARTS COLLEGE, MANNARGUDI – 614 007	Dr. T. RAJACHANDRA SEKAR 9443865439 / 7010270266	Govt	Bharathi-dasan university	45	30	853
8.	DHARMAPURAM ADHINAM ARTS COLLEGE, MAYILADUTHURAI - 609 001.`	Mrs. PRASANNA KUMARI 9843193357	Govt	Bharathi-dasan university	50	35	1065
9.	GOVERNMENT ARTS & SCIENCE COLLEGE, NAGAPATTINAM - 611 101.	Dr. V. JEYARAJ 04365-248606 9443104251	Govt	Bharathi-dasan university	30	25	640

S. NO.	NAME OF THE LSC	DETAILS OF CO-ORDINATOR	Govt/ Private	AFFILI-ATING UNIVER-SITY	Coun-selors	Progra-mmes Offered	Admn Stren-gth
10.	GOVT. ARTS & SCIENCE COLLEGE, MANALMEDU – 609 202	---	Govt	Bharathi-dasan university	14	20	408
11.	GOVERNMENT ARTS & SCIENCE COLLEGE, NANNILAM – 610 105.	Dr. P. RAMAJAYAM 9976374715	Govt	Bharathi-dasan university	15	15	443
12.	GOVERNMENT ARTS & SCIENCE COLLEGE 610 625, THANJAVUR.	Dr. S. BANUMATHY Principal – 7598112278 Supdt. - 9655879454	Govt	Bharathi-dasan university	40	30	833
13.	GOVERNMENT ARTS & SCIENCE COLLEGE, KURUMBALUR – 621 107, PERAMBALUR DT.	DR. P. BALADHANDA-YUTHAM 9003481686	Govt	Bharathi-dasan university	40	25	874
14.	H.H. THE RAJAH'S COLLEGE, PUDUKKOTTAI - 622 001.	Dr. C. THIRUSELVAM 04322-221558 Selvam - 9585041239	Govt	Bharathi-dasan university	50	35	1068
15.	GOVT. ARTS COLLEGE FOR WOMEN, PUDUKKOTTAI – 622 001	Dr. S. AMUTHA 04322-222202 9486808526	Govt	Bharathi-dasan university	15	20	456
16.	GOVERNMENT ARTS AND SCIENCE COLLEGE, NAVALURKUTTAPPATTU, TRICHY – 27	Dr. T. MALARVIZHI 9443488555	Govt	Bharathi-dasan university	15	15	427
17.	BHARAT COLLEGE OF SCIENCE AND MANAGEMENT, THANJAVUR - 613 005.	DR.KAVITHA 8056977358	Govt	Bharathi-dasan university	50	35	1062
18.	GOVERNMENT ARTS AND SCIENCE, THIRUTHURAIPOONDI-614713	Dr. V. SAKTHIVEL 8608341113	Govt	Bharathi-dasan university	40	30	885
19.	THANTHAI PERIYAR GOVT ARTS AND SCIENCE COLLEGE (AUTONOMOUS), KHAJAMALAI, TRICHY – 620 023	DR. J. SUGANTHI	Govt	Bharathi-dasan university	40	30	853
20.	GOVERNMENT ARTS AND SCIENCE COLLEGE, VEDARANYAM – 614 810	Dr. P. MURUGAN 04369 - 251252 9791620088	Govt	Bharathi-dasan university	35	25	671
21.	GOVERNMENT ARTS & SCIENCE WOMEN'S COLLEGE, VEPPUR - 621 717, PERAMBALUR DT.	Dr. R. MEENA 04328-266777 9843960826 8778681554	Govt	Bharathi-dasan university	30	25	473
22.	CAMBRIDGE COLLEGE OF ARTS & SCIENCE,VETTAMANGALAM, KARUR – 639 217	Dr. S. Gunalan 9942243411/ 9443326196	Govt	Bharathi-dasan university	11	10	245
23.	MEENAKSHI RAMASAMY ARTS & SCIENCE COLLEGE, ARIYALUR –	Dr. S. Sekar 04331-245283	Govt	Bharathi-dasan	25	10	662

S. NO.	NAME OF THE LSC	DETAILS OF CO-ORDINATOR	Govt/ Private	AFFILI-ATING UNIVER-SITY	Coun-selors	Progra-mmes Offered	Admn Stren-gth
	621 804.	9443193868		university			
24.	ARASU COLLEGE OF ARTS & SCIENCE FOR WOMEN, MANAMANGALAM T.K., KARUR – 639 006.	Dr. P. Natesan 9367136195 7010403951	Govt	Bharathi-dasan university	15	15	426
25.	ANNAI AYESHA ARTS & SCIENCE COLLEGE FOR WOMEN, VALIKANDAPURAM, PERAMBALUR –621 115	Dr. P. Maruthamuthu 7639702572 / 8610380696	Govt	Bharathi-dasan university	24	25	853
26.	MARUDUPANDIYAR COLLEGE, THANJAVUR – 613 403	Dr. M. Vijaya 9443560178	Govt	Bharathi-dasan university	45	25	885
27.	IMAYAM ARTS & SCIENCE COLLEGE, KANNANUR, THURAIYUR – 621 206, TIRUCHIRAPPALLI	Dr. R. Boobalan 9489312001	Govt	Bharathi-dasan university	35	25	680
28.	ABI & ABI COLLEGE OF ARTS, SCIENCE & TECHNOLOGY, ABI & ABI NAGAR, KUMBAKONAM MAIN ROAD, THANJAVUR – 613 003.	Dr. K. Singaravelu 8098405000	Govt	Bharathi-dasan university	40	25	691
29.	ADAIKALAMATHA COLLEGE, ARUN NAGAR, VALLAM, THANJAVUR – 613 007	Dr. T. Senthil 9843224707/ 9843224700	Govt	Bharathi-dasan university	35	25	619
30.	RAJAGIRI DAWOOD BATCHA COLLEGE OF ARTS & SCIENCE, PAPANASAM, THANJAVUR –614 205.	Dr. G. Sasikumar 8056603843	Govt	Bharathi-dasan university	15	20	459
31.	DR. NALLIKUPPUSAMY ARTS COLLEGE, RAMAPURAM P.O., THANJAVUR – 613 003.	Dr. D. Vellaiammal 8754661110	Govt	Bharathi-dasan university	30	25	671
32.	SRI SANKARA ARTS AND SCIENCE COLLEGE, ASUR, KUMBAKONAM – 612 001	Dr. N. Manikandan 9940750596	Govt	Bharathi-dasan university	15	20	457

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 atleast 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
Yes	2005 onwards	20	Yes

6.4. Off campus details (for deemed to be University) – Not applicable

Sr. No.	Name & Address of Off campus (pin code)	Approval of Govt. of India through notification publicshed 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							
2							

6.5 Delivery of Self-Learning Material

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	Up to 20-10-2024 (July 2024) Upto 31-03-2025 (Jan 2025)	Within three days of admission	Yes
Audio-Video Material	NA	NA	NA
Online Material	Up to 20-10-2024 (July 2024) Upto 31-03-2025 (Jan 2025)	On the same day of admission	Yes
Compute based Material	NA		

6.6 Whether any course in a particular program was allowed through OER / Massive Open Online Courses: **Yes / 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)

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

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	
	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 https://www.bdu.ac.in/about/bdu-act.php	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes https://www.bdu.ac.in/cde/ugcdocs/	
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 https://oms.bdu.ac.in/cde-admissions/prospectus.php	

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 Leaning mode), their working hours and counselling (for Open and Distance Learning 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 https://oms.bdu.ac.in/cde-admissions/prospectus.php	
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 https://www.bdu.ac.in/cells/assets/docs/iqac/feedback/1.4.1-Unfilled-Feedback-Forms.pdf	
8.	Information regarding all the programmes recognised by the Commission	Yes https://www.bdu.ac.in/cde/programmes_offered.php	
9.	Data of year-wise and programme-wise learner enrolment details in	Yes http://www.bdu.ac.in/cde/DEB-DOCS/admission_data_jan24.pdf	

	respect of degrees and/or post graduate diplomas awarded		
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 https://www.bdu.ac.in/cde/DEB-DOCS/slm_data.pdf	
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 https://www.bdu.ac.in/cde/DEB-DOCS/cde-faq.pdf	
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	Yes https://www.bdu.ac.in/cde/learner_support_centers.php	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Open and Distance Learning programmes	Yes https://www.bdu.ac.in/cde/learner_support_centers.php	
14.	Details of proctored examination in case of end semester examination or term end examination of Open and Distance	No Proctor Mode Examinations for ODL Programs	

S.No.		Provision	
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 https://oms.bdu.ac.in/cde-admissions/prospectus.php	
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	Will be done (Not applicable for this year)	

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 intake 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 invalid	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;	Yes
	(b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such	Yes

	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 commercialization of education in any manner whatsoever ands hall 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 International Learner;	Yes
	(b) maintain the records of the entire process of selection of candidates and preserve such records for a minimum period of five years;	Yes
	(c) exhibit such records as permissible under law on its website; and	Yes
	(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
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 in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	
8(a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in Open and Distance Learning mode and the other terms and conditions of such	Yes

	payment	
8(b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within and the manner in, which such refund shall be made to the learner	Yes
8(c)	The number of seats approved in respect of each programme of Open and Distance Learning 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	Yes

	shall necessarily be over within the time period mentioned in the Commission Order	
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 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 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 authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	Yes Yes

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

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

> In accordance with the UGC Regulations 2020, the CDOE of Bharathidasan University has implemented a Grievance Redressal Mechanism accessible via a dedicated link on its Student Support System webpage. This system is available to all learners who have grievances or issues related to their programs.
>
> The details of the Student Support System are prominently displayed on the University's website. Additionally, a 24/7 mobile number is provided for learners to contact CDOE staff, ensuring their issues are addressed and resolved promptly. The mechanism is designed to be accessible and user-friendly, accommodating grievances through various channels, including email, phone and online platforms.
>
> Common grievances addressed through this mechanism include issues related to examination hall tickets, transfer of contact class centers, clearance of MNAs, pending mark statements and degree certificates and course completion certificates.

9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
678	534 (the remaining is under process and will be resolved shortly)

9.3 Complaint Handling Mechanism

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

> In accordance with the UGC (ODL Programmes and Online Programmes) Regulations, 2020, the CDOE of Bharathidasan University has set up a Complaint Handling Mechanism to address learners' complaints and grievances.
> - **Designated Nodal Officer**: A Nodal Officer with expertise in investigating and resolving complaints has been appointed to handle grievances effectively.
> - **Communication Channels:** Multiple communication channels, including email, phone and online platforms, are available for learners to submit their complaints, ensuring easy accessibility.
> - **Public Disclosure:** The Grievance Redressal Mechanism and contact details, including a 24/7 mobile number, are publicly available on the University's

webpage for easy access.
- **Defined Grievance Categories:** The CDOE plans to categorize grievances into specific types, such as academic, administrative, or financial issues, to ensure proper classification and resolution.
- **Timelines for Resolution:** Timelines for addressing complaints will be established and communicated to complainants to ensure timely resolution.
- **Complaint Tracking:** A system to track complaints and their status is also planned, providing regular updates to complainants on the progress of their issues.

The Nodal officer for Complaint Handling Mechanism is
Dr. A. Tholappan,
Professor, Department of Education,
Bharathidasan University, Palkalaiperur,
Tiruchirappalli – 620 024.

9.4 Details of Complaints Received from UGC (DEB)

Number of Complaint Received	Numbers of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (Yes/No)
2	2	Yes

PART – X:
INNOVATIVE AND BEST PRACTICES

10.1 Innovations introduced during academic year

Bharathidasan University not only strengthens its academic portfolio but also plays a pioneering role in making Tamil a globally accessible language of higher education. As part of its innovative initiatives, the CDOE of Bharathidasan University, has partnered with the Tamil Virtual Academy (TVA), Chennai to promote Tamil language and digital learning. This collaboration is a milestone in higher education, opening new pathways for the global promotion of Tamil studies through online platforms. Through this collaboration, B.A. Tamil and M.A. Tamil online programmes will be launched from the academic year 2025–26.

Innovative Impact

This initiative exemplifies innovation in higher education in several transformative ways:
- **Expanding the reach of Tamil studies**: By leveraging online platforms, the programmes make Tamil language and literature accessible to learners worldwide, transcending geographical barriers.
- **Global accessibility**: Students across the globe, including non-resident Tamils, can now access structured and accredited programmes in their mother tongue, thereby fostering cultural identity.
- **Government–academia synergy**: The collaboration between a state-sponsored

digital academy and a conventional university highlights how partnerships can strengthen both cultural preservation and academic excellence.
- **Sustainable model for digital promotion**: By combining digital pedagogy with university certification, the initiative creates a scalable and sustainable model for promoting regional languages in the digital era.

In addition, CDOE is actively progressing with the implementation of the "SAMARTH" e-governance suite, aiming to further streamline administrative and financial workflows, enhancing transparency and service delivery in line with contemporary digital governance standards.

10.2   Best Practices of the HEI

One of the notable best practices of CDOE, Bharathidasan University, is its initiative to bring higher education within the reach of prison inmates, thereby promoting inclusive and rehabilitative learning. In the 253rd Syndicate Meeting held on 21.12.2023, it was resolved to identify prison inmates as a special target group and extend the benefits of distance education to them. Acting on this resolution, from the academic year 2025–**26**, CDOE will offer the following programmes **free of cost -** B.A. Tamil, B.A. History, M.A. Tamil, M.A. History.

This initiative has already gained positive responses from the Superintendents of Prisons in Madurai, Coimbatore and Palayamkottai, who welcomed the opportunity for inmates to pursue formal education. It is one of the best practices due to :
- **Inclusivity in Education**: Ensures that even the most marginalized groups, such as prison inmates, have access to higher education.
- **Rehabilitation through Learning**: Offers a constructive pathway for inmates to acquire knowledge and skills, fostering self-improvement and reducing recidivism.
- **Social Reintegration**: Equips inmates with educational qualifications that can enhance employability and facilitate smoother reintegration into society after release.
- **Y**: Aligns with the principles of social justice by extending educational opportunities without financial burden.

This best practice highlights the socially responsive role of CDOE in fulfilling the University's vision of education as a tool for empowerment, transformation and reintegration. It serves as a model for other institutions seeking to combine academic excellence with social responsibility.   The CDOE has established a comprehensive suite of ICT-enabled services aimed at enhancing the academic experience and administrative efficiency for both students and affiliated institutions. Key best practices include:
- **Help Desk :** The Help Desk at the Centre for Distance and Online Education (CDOE), Bharathidasan University, was recently inaugurated to enhance student support and streamline administrative services. This facility is designed as a

centralized point of contact for learners and stakeholders, addressing queries related to admissions, fee payments, examination processes, study material distribution and grievance redressal. The Help Desk is equipped with trained personnel who assist students via multiple channels including phone, email (helpdesk.cdoe@bdu.ac.in) and online platforms. This initiative aims to improve responsiveness and ensure timely resolution of student concerns, thereby enhancing the overall learning experience in the ODL and online programmes. The Help Desk forms a critical component of CDOE's commitment to quality assurance and learner-centric services, aligned with the university's mission to facilitate accessible and effective distance education.

- **Academic Counselling Sessions:** Organized regularly through Learning Support Centres (LSCs) to support learners in their academic progress, clarified through reports and monitoring by designated faculty.
- **Monitoring and Quality Assurance:** Continuous monitoring of Learning Support Centres and programmes through internal committees and coordination with external experts to maintain quality standards aligned with NAAC and UGC-DEB requirements.
- **Timely Conduct of Board of Studies Meetings:** For curriculum updates and academic planning across UG and PG programmes, ensuring the curriculum remains relevant and updated.
- **Digital Study Material Development:** Preparation and distribution of digitized self-learning materials and e-content, ensuring students have easy access to quality resources.
- **Online Learner Satisfaction Surveys:** Conducted periodically to gather feedback and improve curriculum delivery and student support.
- **Grievance Redressal Mechanism:** A systematic process for handling student complaints and grievances related to admissions, examinations, study materials and other academic services.
- **Examination Management System:** Well-structured conduct of online and offline exams, including hall ticket issuance, secure handling of exam papers, seating arrangement, attendance tracking and result declaration.
- **Collaboration with Industry and Other Institutions:** For example, tie-ups with TCS iON for Industry-Honoured Certificate and Diploma Programmes and with Tamil Virtual Academy for online courses in Tamil.
- **Implementation of E-Governance Initiatives:** Deployment of "SAMARTH" e-governance suite to enhance administrative efficiency and digital service delivery.
- **Orientation and Induction Programs:** Online induction for new learners to ease their entry into the academic programmes and familiarize them with university procedures and resources.

10.3   Details of Job Fairs conducted by the HEI

The successful learners of the CDOE of Bharathidasan University were given a notable opportunity to participate in a job fair organized by the University.

10.4   Success Stories of students of ODL mode of the HEI

Success stories of students from the Open and Distance Learning mode at Bharathidasan University, illustrating their achievements and inspirational journeys:

1. **M.Mohan – BA Economics**
   Mohan successfully completed his BA Economics degree through Bharathidasan University's ODL program while managing family responsibilities as a single mother. Utilizing the knowledge gained, he launched a small-scale organic farming venture in his village, which has now grown into a profitable business. Mohan actively promotes sustainable farming practices and empowers local women through training programs. He was awarded the "Young Entrepreneur Award" in 2024.

2. **R.Geethalakshmi – BCA**
   Geethalakshmi graduated with a BCA degree from our distance education stream while working full-time as a computer technician. Shortly after completing her course, she secured a software developer role at a leading IT firm in Chennai. Her academic foundation from Bharathidasan University helped her quickly rise through the ranks to become a project leader. Geethalakshmi also mentors ODL students aspiring for careers in technology.

3. **R.Jayasri – M.A. English**
   Jayasri balanced teaching at a rural school while pursuing her M.A. in English via distance education at Bharathidasan University. She topped her batch in 2022 and published a poetry collection titled "Whispers of the Heart." Her book has received critical acclaim and she frequently conducts online workshops for literature enthusiasts. Jayasri's success motivates many learners from underprivileged backgrounds.

4. **K. Jothika – B.Com**
   Jothika earned hers B.Com degree from Bharathidasan University through the ODL system while working at a regional bank. Her academic qualification enabled her to gain a promotion to the role of Assistant Manager. She actively participates in career counseling for younger ODL students, sharing tips on balancing work and study.

5. **T. Vetriraja – M.Sc. Botany**
   Vetriraja completed his M.Sc. Botany from BDU's ODL programme while volunteering for a local environmental NGO. After graduation, he secured a research position focusing on biodiversity conservation. He has contributed to several community-driven environmental projects and led awareness campaigns on sustainable natural resource management. His story highlights the power of distance education in fostering social impact.

These stories exemplify the dedication and achievements of Bharathidasan University's ODL students, demonstrating the impact of flexible learning in transforming lives across diverse backgrounds.

10.5   Initiatives taken towards conversion of SLM into Regional Languages

> The CDOE of Bharathidasan University is undertaking several initiatives to enhance accessibility and support diverse linguistic needs among learners:
>
> - **Translation of Self-Learning Materials:** The CDOE offers Self-Learning Materials into regional languages, in Tamil for few programs. This initiative aims to address the linguistic diversity of learners and align with the government's efforts to promote education in mother tongues. A team of in-house faculty members proficient in Tamil will handle the translation and the updated materials will be accessible through the CDOE portal, ensuring Tamil-speaking learners can access high-quality study resources in their language.
> - **Creation of Audio and Video Content:** The CDOE is also working on developing audio and video content in Tamil and English. This multimedia approach will assist learners who may find it challenging to engage with text-based materials, providing an alternative means of accessing educational content.
> - **Localization of User Interface:** CDOE plans to localize the user interface of its online portal into various regional languages, beginning with Tamil. This will enable learners to navigate the portal in their preferred language, further improving accessibility and user experience.

10.6   Number of students placed through Campus Placements

> The CDOE of Bharathidasan University will provide details on the number of students placed through campus interviews upon the completion of the relevant program.

10.7   Details of Alumni Cell and its activity

> The CDOE of Bharathidasan University initiated the establishment of an active Alumni Cell with a coordinator in the cadre of Professor exclusively to foster ongoing connections with our alumni and support their professional and personal development. The Alumni Cell aims to build a strong community by creating opportunities for alumni to engage with each other and with the university. The key activities planned by the CDOE for the Alumni Cell include:
>
> - **Alumni Meet:** The Alumni Cell will organize regular alumni meets to facilitate gatherings of former students. These events will offer alumni a chance to reconnect with their alma mater, rekindle old friendships and network with fellow alumni.
> - **Alumni Directory:** An updated directory of alumni will be maintained by the Alumni Cell. This directory will include contact information and professional details, serving as a valuable resource for alumni networking and for the university to engage with its former students for various initiatives.
> - **Alumni Fund:** An alumni fund will be established by the Alumni Cell to support various University initiatives. Contributions to this fund will aid in advancing the University's goals and supporting its programs.

- **Career Guidance:** The Alumni Cell will offer career guidance and counseling to alumni. This will include providing information on job opportunities and career advancement, helping alumni navigate their professional paths.
- **Mentoring:** The Alumni Cell will facilitate mentoring support for current students, allowing alumni to provide guidance and share their experiences with those still pursuing their education.

10.8   Any other Information

The CDOE of Bharathidasan University is preparing to launch a range of new initiatives starting from the next academic year to enhance its offerings and support for students.

1. **Expansion of Student Reach:** CDOE aims to increase its outreach efforts to attract a larger number of students both within the state and globally for its online programs. This expansion will involve targeted marketing strategies and partnerships to reach diverse student populations.
2. **Corporate Sponsorship for MBA Programs**: The CDOE plans to establish sponsorship tie-ups with corporate entities to support its MBA online programs. This will involve negotiating with companies to offer sponsorships or financial aid, which will help provide better opportunities and resources for students enrolled in these programs.
3. **Enhanced Student Interaction:** A unique dashboard, designed to be user-centric, will be introduced to improve interaction between students and the CDOE. This dashboard will provide personalized access to learning materials, academic progress and support services, aiming to enhance the overall student experience.
4. **ERP Automation:** The CDOE will implement an Enterprise Resource Planning (ERP) system to fully automate its activities. This will streamline administrative processes, improve efficiency and provide better management of student data, financial transactions and other operational aspects. (Registered in the SAMARTH Project of Ministry of Education and will be implemented shortly)
5. **Online Interactive Learning Materials:** The development of interactive online learning materials is planned to engage students more effectively. These materials will include multimedia content such as videos, simulations and interactive exercises to facilitate a more engaging learning experience.
6. **Value-Added and Add-On Courses:** CDOE will introduce value-added and add-on courses, including certificates and diplomas, designed to benefit the working population. These courses will provide additional skills and qualifications to enhance career prospects.
7. **Marketing and Promotion:** To enhance the visibility and credibility of CDOE's programs, a comprehensive marketing strategy will be implemented. This will involve leveraging social media platforms, creating distinct brand messages and using authentic student testimonials to promote the institution's offerings.
8. **New Building Construction:** Plans are underway to construct a new building exclusively for the CDOE. This facility will include modern classrooms and a spacious, secure storage room for study materials, providing a dedicated space

for both administrative and academic activities.

9. **Development of a New Website:** A new, more detailed website will be developed to provide comprehensive information about CDOE's programs, services and initiatives. The improved website will enhance accessibility and user experience.

10. **Establishment of an Alumni Association:** The creation of an Alumni Association at the CDOE level is planned to foster connections with graduates. This association will provide a platform for alumni to network, share experiences and contribute to the university community.

11. **Inclusion in Job Fairs:** Successful students from CDOE programs will be included in job fairs conducted by Bharathidasan University. This will provide additional employment opportunities and support for graduates in their career pursuits

12. **Establishment of an E-Resource Centre:** An exclusive e-resource centre for ODL and online programs will be established to provide students with access to a wide range of digital resources and support services.

13. **Online Learner Satisfaction Survey:** To continuously improve the teaching and learning process, CDOE will initiate an online learner satisfaction survey. This will gather feedback from students to assess their experiences and identify areas for enhancement.

14. **Promotion of MOOCs and SWAYAM Platforms:** The CDOE will actively promote the use of MOOCs (Massive Open Online Courses) and SWAYAM platforms among distant learners. This will offer additional learning resources and opportunities to complement their academic programs.

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.

/sd/   /sd/
Signature of the Director: Signature of the Registrar:
Name: **Dr. K. THAMARAISELVI**   Name**: Dr. R. KALIDASAN**
Seal: Seal:
Date: 30.08.2025   Date: 30-08-2025

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.