



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

KARPAGAM ACADEMY OF HIGHER EDUCATION

POLLACHI MAIN ROAD, EACHANARI POST
641021

<https://kahedu.edu.in>

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction

GENESIS

Karpagam Academy of Higher Education (KAHE), (Deemed to be University Established under Section 3 of UGC Act, 1956) in the year 2008 was inherited from its parent institution Karpagam Arts and Science College established in 1995-96 as an affiliated College of Bharathiar University, Coimbatore and later became an Autonomous College in 2006. With an ambition to become a University, a separate Trust in the name of Karpagam Academy of Higher Education Trust was created under which the Karpagam Arts and Science College (Autonomous) was brought in and renamed as Karpagam Academy of Higher Education. This institution was conferred with Deemed to be University Status by the Ministry of Human Resource Development in 25th August 2008 on the recommendation of the UGC. It is a unitary private self-financing Deemed to be University. Karpagam Academy of Higher Education is located in a serene environment with sparkling, green lush campus extending to 26 acres at Seerapalayam Village Panchayat in Coimbatore District of Tamil Nadu.

Recognition / Approval

- Member of Association of Indian Universities.
- Accredited by NAAC in 2015 with 'B' Grade.
- NIRF Ranking in the rank band 151-200 in 2020.
- ISO 9001 -2015 Certified (Quality Management System)
- ISO 14001- 2015 Certified (Environment Management System)
- Architecture programmes approved by Council of Architecture.
- Pharmacy Programmes approved by Pharmacy Council of India.
- Engineering, Architecture, Pharmacy, MCA and MBA are approved by AICTE.
- DSIR recognized SIRO Research Institution 2018.
- MHRD approved Institution Innovation Council (IIC) 2018.
- CPCSEA -Government of India approved Animal House.
- Drug Testing Centre approved by the Drug Controller of Tamil Nadu in 2019.
- DST-FIST status to Department of Biotechnology 2019.
- NSS approved by Ministry of Youth Affairs, Government of India
- NCC approved by Ministry of Defence, Government of India

Programmes offered

The Institution is a multi-faculty campus with Faculty of Arts Science and Humanities, Faculty of Engineering, Faculty of Architecture and Faculty of Pharmacy with 25 academic departments and 85 diversified academic and professional programmes.

Faculty and Administrative Staff

The institution has 363 teaching and 189 non-teaching staff.

Students

6521 students are on its rolls comprising of 4454 males and 2067 females.

Vision

VISION and MISSION

The Planning and Monitoring Board of the Institution formulates 'Strategic Plan and Vision Plan' for its development. These plans help to set priorities, allocate resources and ensure that every employee in the institution is working towards attainment of its goals and objectives. However, for strategic planning to be effective, two important aspects are needed – a vision and mission statements. These serve as a guide for creating objectives and goals of the institution, thus providing a road map that is to be followed by everyone.

The institution has formulated a 'Quality Policy' that focuses quality and excellence in all its spheres and services that meet the expectations of the stakeholders.

VISION

A vision statement describes the future state of the institution what it hopes to become in future. It is a long-term goal and provides direction to the institution. It also communicates the purpose of the institution to its employees and other stakeholders and provides them with the inspiration to achieve that purpose.

The Vision of Karpagam Academy of Higher Education is

To impart value based quality education, to undertake scientific, socially relevant research and instil creativity among the learners, to enable, enlighten and enrich them to serve and lead the society.

Mission

MISSION

A mission statement is related to vision statement. It describes the current state of an institution and its objectives. It provides detailed information about what the institution does, how it does it and who does it. It is short-term in nature.

Both vision and mission statements define the purpose of the institution and instil a sense of belonging and identity to the employees. It helps to properly allocate the resources towards achieving success and provides a clear guideline for making decisions.

The core values, thus, of the institution is commitment to excellence and striving for exemplary outcomes in its main activities such as teaching, research and extension with integrity, honesty and fairness. Providing inclusive environment, vesting the responsibility and accountability to the staff for their performance, collaborating with other agencies, encouraging innovation and creating systems and procedures for economic

and social sustainability of the institution.

The Mission Statement of Karpagam Academy of Higher Education is

- Educating the learners to acquire latest knowledge and skills in their respective domains through e-platforms.
- Undertaking research in socially relevant, scientific and technology oriented projects.
- Empowering women, rural and marginalised sections of the society.
- Imbibing culture of creativity and innovation among learners.
- Making the learners to be self-reliant and moulding them as responsible citizens.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths of Karpagam Academy of Higher Education

Vision, Mission and Planning

Karpagam Academy of Higher Education has vision and mission statements clearly specifying what it wants to achieve and for which it has formulated 15 year Vision Plan, 7 year Strategic Plan and 5 year Action Plan. It is the Planning and Monitoring Board of the institution that prepares such a Perspective Plan and monitors every year what has been achieved, not achieved and the reason thereof and accordingly modifies the plan.

Centrally located with easy access

Institution is located at the junction of Dindigal – Mysore Highway NH948 and Cochin-Salem highway NH544 and has easy access by road and well connected by rail and air transport.

Green Campus

The campus is located in a serene environment with sparkling, green lush campus extending to 26 acres.

Multi-facility campus

Institution has four faculties of studies – Faculty of Arts, Science and Humanities, Engineering, Architecture and Pharmacy which enables to undertake inter-disciplinary studies / research.

Strong Research Focus with Specialty Centres

The institution offers Ph.D. Programmes in various disciplines. All the four faculties of studies are undertaking research projects funded by various bodies.

Besides this, twelve Specialty Research Centres such as Centre for Advanced Battery Research, Drug Testing Centre, and Centre for Cancer Research are established.

Vibrant Extension Activities

The institution has adopted five villages under Unnat Bharat Abhiyan Scheme. Government and Non-Government programmes are conducted through NSS, YRC, RRC and other Government departments and the institution secured good number of awards in recognition of its significant contribution.

Strong Student Support Service

Students are provided with required support and guidance in the area of psychological counseling, coaching for competitive examinations, sports, cultural activities and placements. Alumni Association is also vibrant with a corpus fund of Rs. 200.53 lakhs.

Committed Leadership

The base for strength of the institution is committed leadership and good governance and wherever required delegation of authority and decentralization of administration.

Institutional Weakness

Weakness

Less External Research Funding as the institution is a private self-financing deemed to be university

The institution has competent research faculty who could greatly contribute for the development of research. Only a few agencies come forward to fund research. But majority of the funding agencies give funding basing on the NIRF ranking and NAAC ranking. Hence, the institution is striving to get higher ranking to enable the institution to get higher funding from funding agencies.

Higher Attrition Rate of Faculty

Though institution appoints qualified teaching faculty, they don't stick on to the job as it is a private institution and always look for a permanent job in Government / Government aided Higher Educational Institutions. Consequently, on an average 20% of teaching faculty leave the institution which has an impact on quality. Same situation prevails among non-teaching faculty also. The State Government is opening new Colleges / Universities and this has resulted in more faculty members moving towards Government Higher Education Institutions.

Absence of pro-active support from public and private agencies

When it comes to the question of Governmental support of financial and non-financial incentives to students, the Government institutions always do have an edge over private institutions. For instance, many of the scholarship / stipend schemes are meant for students of Government Higher Educational institutions rather than to the students of private, self financing institutions.

It is to be mentioned here that the National Education Policy 2020 has categorically stated that all the Universities would be treated on same footing in the matter of research funding and student support schemes. This would certainly remove the handicap experienced by the self-financing educational institutions.

Institutional Opportunity

Opportunities

To attract students from other States / Countries

The institution is a multi-faculty deemed to be university and there is a greater scope for the students of other States and Countries to select a programme of their choice from a wide option available to them.

At present only a few candidates from other countries and states have enrolled. Hence, there is good opportunity available to the institution to attract more students from other states / countries with appropriate promotional strategies and it is hoped that more students would enroll in future.

Linkage with foreign educational institutions

The linkage with foreign educational institution is just started and there is excellent scope for creating linkage with foreign educational institutions in the areas of student exchange, joint conferences and joint research.

A separate office for International Affairs has been established and is headed by a separate Dean who is now exploring linkages with reputed international educational institutions. Already a few Memorandum of Understanding have been entered into with a few universities and more such linkages are likely to follow in future.

University-Industry Collaboration

Institution is located in Coimbatore which is the major industrial hub in the State of Tamil Nadu and there is excellent scope available for effective University-Industry Collaboration. At present, Agreements have already been entered into with a sizeable number of industrial establishments and collaborative activities such as inviting experts from industries to the Board of Studies for framing curriculum and to deliver guest lectures are going on. But opportunities for more University-Industry Collaboration still exists and to be fully explored.

Institutional Challenge

Challenges

To imbibe skill training among students

The criticism of fresh graduates not meeting the requirements / expectations of employers in terms of lack of skill exists. The observation of the employers is that the students are good in knowledge part but on skill side, they lack the required professional skill. Hence, the institution has given due emphasis for skill development in the curriculum but desirable result is yet to be achieved. It becomes really a challenge to make every individual student to be skill-oriented. The National Education Policy 2020 also focuses on 'Skill India Mission'. Necessary initiatives are being taken to provide skill training to the students of all the programmes basing on the requirements of industry / society / entrepreneurship.

Developing Global Competencies among Students

This is yet another challenge faced by the institution. First of all, it is difficult to define 'Global Competencies' and the competencies required may vary from country to country, but still there are certain common competencies such as language skill, communication skill and information technology skill which need to be given to the students. But the institution finds it difficult to develop such a skill among the learners as most of them are first graduation learners and the requirements are varying in nature.

Students enrollment sustainability for some programmes

Not all the programmes attract learners all the times. It has also become seasonal. After a lull for a few years, once again the arts and basic science programmes picked up and Engineering programmes are facing tough time in student enrolment. In such a situation, it becomes a challenge to the institution to economically sustain a few programmes. In spite of this difficulty, institution runs unviable and just break-even programmes for the benefit of the students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion I: Curricular Aspects

Karpagam Academy of Higher Education has constituted Board of Studies for each programme for designing the curriculum. Board of Studies comprise of external subject experts, representatives from industry, society besides senior academicians in the Departments. The alumni and current students are special invitees to the Board of Studies.

While designing the curriculum, the Department concerned consider the local, national, global needs along with model curriculum provided by the respective regulatory agencies such as UGC, AICTE, Council of Architecture and Pharmacy Council of India. All the programmes and courses have well defined Objectives and Outcomes. Choice Based Credit System (CBCS) and semester pattern are followed in all programmes. However annual pattern is followed for Pharm.D. programme as per PCI norms. Cross-cutting issues like environmental study, gender equity and sensitivity, human values and professional ethics are integrated into the curriculum of all the programmes.

Normally, the curriculum is prepared for the entire duration of the programme. However, minor changes, if required are incorporated in the curriculum with the approval of the Vice-Chancellor and later ratified by the Board of Studies. A few programmes such as B.Com (BPS) and B.Sc. Computer Science (Cognitive System) are industry-specific programmes and are offered in association with Tata Consultancy Services (TCS).

The curriculum is evaluated in terms of attainment of course outcome and basing on the evaluation outcome, curriculum is subsequently revised, if necessary.

Structured feedback on curriculum received from students, employers, alumni and the faculty members are analysed and if found worth incorporated in the curriculum.

Some of the other significant aspects in relation to Curriculum are:

- Outcome Based Education is the focus of the curriculum.
- Curriculum revision was carried out in all programmes during the last five years.
- 92.71% of programmes have focus on employability, entrepreneurship and skill development.
- On an average 33.01% new courses were introduced during the last five years.
- 254 Value-Added courses are offered. Average percentage of students enrolled is 75.86.
- 73.33% of students undertake field visits / internships / projects to gain experiential learning.

Teaching-learning and Evaluation

Criterion II: Teaching – Learning and Evaluation

Student centered learning encompasses method of teaching that shift the focus of institution from the teacher to the student.

The student centric methods such as experiential learning, participative learning and problem-solving methods are adopted by faculty to enhance the learning experiences of students. To improve the effective teaching-learning process, faculty use ICT enabled tools like Google class-room and YouTube. They also use online resources, SWAYAM, NPTEL / MOOCs, Moodle etc.

The institution has 363 energetic and experienced teaching faculty. The learning levels of students are assessed based on Bloom's Taxonomy of Educational Objectives such as remembering, understanding, application, analysis, evaluation and creation. Basing on the assessment students are classified as slow learners and advanced learners. Special programmes such as remedial classes, special tutoring are conducted for slow learners and assignments on advanced topics, making poster presentation, mini projects are other assignments given to advanced learners. Experience has shown that special programs organized for slow and advance learners help them to move on to the higher – level of learning as enunciated in Bloom's Taxonomy.

There is well defined evaluation system. The attainments of programme and course outcomes are well evaluated and results are declared on time.

The significant aspects of this criterion are:

- Average demand ratio between seats available and the number of eligible applications received is 1:3.
- Average percentage of seats filled against reserved categories: 100.
- Student versus Full Time teacher ratio: 18:1
- Ratio of students to mentor 18:1
- Total number of teaching faculty 363.
- Average percentage of full-time teachers against sanctioned posts: 100.
- Average years of teaching experience of full-time teachers: 4.35 years.
- Average percentage of full-time teachers with Ph.D. 47.
- 61.92 percentage of teachers received awards / recognition from Government / Government recognized bodies.
- Average number of days for declaration of results 12.54
- Average Percentage of student grievances about evaluation: 0.5
- 100% external question paper setting and evaluation of answer scripts.
- 100% of automation in examination section and implementation of Examination Management system.

- Average pass percentage of students 97.51

Research, Innovations and Extension

Criterion III – Research, Innovation and Extension

The institution has exclusive Policies for Promotion of Research and Code of Ethics. The research facilities are constantly upgraded. The Department of Biotechnology has obtained DST FIST -1 level Status. The quantum of research grants and the number of research publications and patents published are impressive. Plagiarism software – Turnitin is installed to check the level of plagiarism in research article / thesis before they are submitted for publication in journal / evaluation. Central Instrumentation Lab, Animal House, Media Centre, Business Lab and Clean Room are available. Institution has created an eco-system for innovations including by establishing Technology Business Incubation Centre.

The institution has a strong Consultancy Potential, University-Industry Collaboration and performance of extension activities are impressive.

The significant aspects in relation to research, innovation and extension are:

- Average seed money provided to teachers for research: Rs.45.71 Lakhs.
- 8.24% of teachers received financial support for research from various agencies.
- Number of JRFs, SRFs, PDF enrolled: 403.
- Percentage of departments with UGC-FIST, DBT and other recognitions by national and international agencies: 40.
- Extramural funding for research, endowments and Chairs Rs. 868.34 lakhs.
- Research Grants received from government agencies Rs. 550.01 lakhs.
- Research projects per teacher funded by the Government and non- government agencies: 15.29.
- Technology Incubation Centre with 10 Start-ups established.
- 312 programmes are conducted in Research Methodology, IPR, Entrepreneurship and Skill Development.
- 312 Awards / recognitions received by faculty and students for research / innovation.
- 61 Patents were published and 34 patents granted.
- Ph.D. produced per faculty 4.71.
- Total publications 1826 (Scopus & Web of Science).
- Average publication per faculty: 4.98.
- 947 of Books / Chapters / Conference proceedings published. Average per teacher: 2.58.
- 2970 e-contents developed by teachers.
- 51 h-index; Citation Index: 2.72.
- Consultancy Policy in place and revenue generated Rs.481.94 lakhs.
- 244 extension activities are conducted.
- 499 awards received for extension activities.
- Average percentage of students participating in extension activities: 91.01.
- 711 collaborative activities are undertaken for research and academic development and average percentage per year: 142.2.
- 130 Functional MoUs are entered with other institutions /industries and are active.

Infrastructure and Learning Resources

Criterion IV – Infrastructure and Learning Resources

The institution has adequate physical infrastructure, laboratories, learning resources and general campus facilities. The facilities required for teaching-learning namely class rooms, laboratories, computing equipments for Engineering, Architecture, Pharmacy, MBA and MCA programmes are as per the statutory requirements. The institution has spacious open grounds for outdoor sports. A separate block is allotted for indoor games such as Table Tennis, Carrom, Chess, Judo and Wrestling practice. The Institution takes special interest and effort to promote Tamil Nadu's traditional martial art form Silambam. Institution provides training in Silambam to the Police official of the Government of Tamil Nadu. A two-day cultural fest "Pranaya", an Inter Institute and Intra- Institute cultural fest is celebrated every year. Students exhibit their talents in dance, music and other skills in cultural festivals. A 3000 capacity open auditorium, 1500 capacity indoor auditorium and 300 capacity Ampitheatre are available for conduct of cultural programmes.

The entire campus is Wi-Fi enabled. The media Centre with 360° studio helps for recording video lectures of the faculty. Access to SCOPUS /EBSCO and other data bases are available. Established systems and procedures are in place for maintenance of physical, academic and support facilities. Library is automated with ILMS with digitalization facilities.

The significant aspects in relation to this criterion are:

- 152 classrooms, 6 Seminar Halls, 106 Laboratories, 1687 computing equipment and adequate play grounds.
- Campus facilities - 6 Men's Hostels, 4 Women's Hostels, 2 cafeteria, Doctors consultation room and general stores are available.
- Average annual percentage of expenditure for infrastructure augmentation is 29.53.
- Central Library built up area is 8642 Sq. meters.
- 107872 books in Central library
- 12043 books in Department libraries
- National Journals 193, International Journals 42
- e-journals 78000 includes SCOPUS and EBSCO.
- Average bandwidth of internet connection: 600 Mbps
- Average Annual expenditure for books Rs.46.28 lakhs.
- Percentage of usage of library by teachers and students 41.89.
- All class rooms and seminar halls with ICT facilities.
- 1687 computers are available
- Student Computer ratio 4:1.
- Average percentage of expenditure on maintenance of physical infrastructure and academic support facilities 22.36.

Student Support and Progression

Criterion V – Student Support and Progression

Institution has taken capacity development and skills enhancement initiatives in the domains of soft skill, language and communication skills, life skills such as yoga, physical fitness and awareness of trends in

technology. The institution implements the guidelines given by the statutory and regulatory bodies pertaining to ragging, sexual harassment and other student grievances. The institution has established a separate centre for Competitive Examinations to give coaching to students in NET/SLET/GATE/GMAT/CAT and Civil Services Examinations. The institution has constituted cells like Equal Opportunity Cell, Gender Sensitization Cell, Innovation Cell, Entrepreneurship Development Cell, Women Empowerment Cell, Committees like Anti-discrimination Committee, Sports and Cultural Committee and Clubs like Astro Club, Blood Donation Club, Eco Club, Literary Club and Media Club for the holistic development of the students. The Institution carefully monitor student's performance and progression to higher education and gainful employment. The Alumni Association is the registered having a corpus fund of Rs. 200.53 lakhs. Alumni represent in Board of Studies, deliver guest lectures, conduct mock interview for students, support placement and in extension activities. The Student Council exist and it takes active part for the growth of the institution. The members of the Council represent various Committees and Cells to ensure that these Committees and Cells work towards the benefit of the students besides for the institutional development.

Other significant aspects in relation to this criterion are:

- Average percentage of students benefited by scholarships / freeships: 15.69
- Average percentage of students benefited by Career Counseling and Competitive Examinations 65.24.
- Average percentage of students qualifying in State/National examinations 66.01.
- Average percentage of placement of outgoing students 60.41.
- Percentage of student progression to higher education 16.86.
- Number of awards / medals for outstanding performance in sports / cultural activities at national level 212.
- Average number of Sports / cultural activities / competitions organized in the institution per year 44.4.
- Alumni Association Registered.
- Financial contribution by Alumni is Rs. 200.53 lakhs.

Governance, Leadership and Management

Criterion VI – Governance, Leadership and Management

Institution is governed by the Memorandum of Association and Rules approved by the Board of Management and UGC. The institution follows prudent management principles such as decentralization and participative management. This is evidenced where each of the four faculty of studies are headed by individual Deans by which the entire academic activities are decentralized. The framing of curriculum and academic functioning are performed by teaching faculty under the direction and supervision of HoDs and thereby participative management is ensured. The strategic plans are formulated and effectively deployed. All the statutory bodies of the institution such as Academic Council, Planning and Monitoring Board, Finance Committee and Board of Management are functioning effectively. E-governance is introduced in the areas of administration, finance, student admission and examination.

Institution has well defined policies and practices in recruitment, training and development, performance appraisal, welfare facilities to its staff and prudent financial management. The institution generates financial resources through various sources such as student fees, donation from philanthropists, alumni and funds for research from government agencies. The funds are utilized optimally. BoM appointed Chartered Accountants are conducting regular audit and any objections are dropped with suitable answers.

IQAC plays a vital role in sensitizing the staff on quality issues and has initiated lot of quality measures. There is an effective leadership which makes functioning effective and efficient.

Other significant aspects in relation to this criterion are

- Average percentage of teachers provided financial support to attend conferences 70.94.
- Average number of Professional Development Programmes conducted for teaching and administrative staff: 44.40
- Average percentage of teachers undergone FDP: 98.94.
- Grants Received from Government bodies for development and maintenance of infrastructure Rs. 42.98 Lakhs.
- Rs. 300.30 lakhs received from non - Government agencies for development and maintenance of infrastructure.
- IQAC reviews periodically teaching-learning process.
- Seminars on quality issues are conducted.
- Academic and Administrative Audit is conducted and appropriate remedial action is taken.
- Timely submission of AQAR to NAAC.
- Participated in NIRF.
- ISO 9001 -2015 and ISO 14001- 2015 Certified for Quality Management System and Environment Management System respectively.

Institutional Values and Best Practices

Criteria VII - Institutional values and Best Practices

Gender equity, is included in induction programme of freshers. Gender Champions, propagate the same to their peers.

For energy conservation, solar energy, bio-gas plant, sensor-based energy conservation and LED bulbs are used.

Solid wastes, liquid wastes, e-wastes are managed effectively. The Sewage Treatment Plant is installed and the treated water is used to irrigate the garden. E-wastes are sold to authorized agency. Waste iron rods, iron sheets are used in the Centre for Production and Service Facility. Rain water harvesting, waste water recycling are in place. Ramps, lifts are available for disabled.

As Green Campus initiatives all automobiles are parked at the entrance of the campus. It is lush, green campus. Use of plastics is banned. Energy audit and environmental audit are done regularly and ISO certificates obtained.

Inclusive environment include equal treatment of faculty and students irrespective of religions. Students are involved in extension programmes to understand the values of social service.

Two best practices successfully implemented are

1. Appraisal of Research scholar's progress through Time Line Presentation and Annual Research Congress.

Time Line Presentation and Annual Research Congress are the quality initiatives of Ph.D. programme. In Time – Line presentation scholars of the particular department present their research work before recognized Guides and get advise from them. In Annual Research congress, experts from other institutions are also invited to advise the scholars.

2. Professional Hands - on - Experience to students of Civil Engineering on testing road construction projects of both Government and non- Government agencies.

The Department of Civil Engineering has ‘Registered Professional Engineers’ to certify the quality of the Government projects completed. While doing so students of Civil Engineering are involved to observe, conducting tests and acquire testing skills.

INSTITUTIONAL DISTINCTIVENESS

Environmental Management - A Holistic Approach by Karpagam Academy of Higher Education is the distinctive area of the institution. It has taken a Holistic Approach to Environmental Management that comprises of including Environment in Curriculum, creating awareness on environmental protection, Green Buildings, Air Quality, Water Quality, Renewable Energy, and Liquid Waste Management. Environmental Research and Environmental Audit are done.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	KARPAGAM ACADEMY OF HIGHER EDUCATION
Address	Pollachi Main Road, Eachanari Post
City	Coimbatore
State	Tamil Nadu
Pin	641021
Website	https://kahedu.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	S. Sudalaimuthu	0422-2980019	9442117255	0422-2980022	naaciqac@kahedu.edu.in
IQAC / CIQA coordinator	S. Ravi	0422-2980020	9047174142	0422-2980023	iqac@kahedu.edu.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	25-08-2008
Status Prior to Establishment, If applicable	Autonomous College
Establishment Date	21-07-1995

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Program mes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Pollachi Main Road, E achanari Post	Rural	26	104109	BBA, BCA, B.Com, B.Sc., B.E., B.Tech, B.Pharm, B.Des, B.Arch, MBA, MCA, M.Sc., M.E., M. Arch, M. Plan, M.Pharm , Pharm.D. , M.Phil., PhD.		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes								
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>104269_5451_1_1604045455.PDF</td> </tr> <tr> <td>PCI</td> <td>104269_5451_6_1607345715.pdf</td> </tr> <tr> <td>COA</td> <td>104269_5451_18_1607345722.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	104269_5451_1_1604045455.PDF	PCI	104269_5451_6_1607345715.pdf	COA	104269_5451_18_1607345722.pdf	
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COA	104269_5451_18_1607345722.pdf								

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	52				43				268			
Recruited	32	20	0	52	35	8	0	43	145	123	0	268
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				119
Recruited	58	61	0	119
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				70
Recruited	35	35	0	70
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	24	19	0	25	8	0	65	49	0	190
M.Phil.	0	0	0	0	0	0	20	24	0	44
PG	7	0	0	10	0	0	58	44	0	119

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	2	0	0	2
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Commerce and Management	Sri G. Venkitasamy Naidu Chair	Karpagam Academy of Higher Education
2	Life Sciences	Pandit Veera Swamy Naidu Chair	Karpagam Academy of Higher Education
3	Basic Science	Mahatma Chair	Karpagam Academy of Higher Education
4	Electrical and Electronics Engineering	Edison Chair	Karpagam Academy of Higher Education

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	124	71	0	2	197
	Female	126	51	1	1	179
	Others	0	0	0	0	0
PG	Male	437	17	0	1	455
	Female	260	60	0	1	321
	Others	0	0	0	0	0
UG	Male	3830	169	0	0	3999
	Female	1662	83	0	1	1746
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
--	----

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	2.1	B	NAAC review report 15.11.2015.PDF

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Architecture	View Document
Astrology	View Document
Automobile Engineering	View Document
Biochemistry	View Document
Biomedical Engineering	View Document
Biotechnology	View Document
Biotechnology Engineering	View Document
Chemical Engineering	View Document
Chemistry	View Document
Civil Engineering	View Document
Commerce	View Document
Computer Applications	View Document
Computer Science	View Document
Computer Science And Engineering	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engineering	View Document
Electronics And Communications Systems	View Document
Food Technology	View Document
Languages	View Document
Management	View Document
Mathematics	View Document
Mechanical Engineering	View Document
Microbiology	View Document
Pharmacy	View Document
Physics	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
85	83	78	76	71
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 25

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
6521	6227	5979	5431	4814
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2171	1893	1688	1487	1375
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the University examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
6492	6171	5965	5393	4729
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during the last 5 years**

2019-20	2018-19	2017-18	2016-17	2015-16
24	18	31	11	52

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2188	2164	1892	1731	1423
File Description		Document		
Institutional data in prescribed format		View Document		

3.2**Number of full time teachers year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
363	357	385	378	350
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
363	357	385	378	350
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
7483	6737	8003	7274	5958
File Description		Document		
Institutional data in prescribed format		View Document		

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1510	1382	1351	1389	1133
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 158****4.4****Total number of computers in the campus for academic purpose****Response: 1687**

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
1932	1497	1412	1375	1314

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Karpagam Academy of Higher Education (KAHE) ensures that the programmes offered and the curricula developed are relevant to the local, regional, national and global needs. The Curriculum Development Cell (CDC) and relevant departments carryout 'need analysis' based on the requirements of industry, society and employers. The departments consult external subject experts, industries and employers and their views are considered while designing the curriculum. Also, equal care is taken to incorporate the guidelines given by various relevant regulatory bodies such as UGC, AICTE, Council of Architecture and Pharmacy Council of India while designing the curriculum. In the normal course, the curriculum is designed for the entire study period prescribed for the program. However, in case of necessary minor modifications are made in the curriculum during the course of study.

CDC provides a structural framework for designing of curriculum. The structural framework specifies Bloom's Taxonomy of Educational Objectives namely 'remember', 'understand', 'apply', 'analyze', 'evaluate' and 'create'.

The institution is located in Coimbatore which is a major industrial, health care, information technology and education hub with more than 25000 small, medium and large-scale industries which largely require manufacturing, assembly, and testing skills. Hence, these skills are given much emphasis besides technical knowledge while designing the curriculum for Mechanical and Electrical and Electronics Engineering.

The Health Care Sector is next to the manufacturing sector. There are more than 750 hospitals and 5 Medical colleges with an intake of over 5000 beds in the city. The hospitals, clinics and diagnostic centres provide health care services from primary to quaternary levels. The programmes of Life Science and Pharmacy focus more on researches related to drug discovery for the deadliest diseases like Cancer and Diabetics. Similarly the Department of Bio-Medical Engineering provides technological support to Health Care industry. With many multinational companies and more than 80 IT companies have their base at Coimbatore, Information Technology becomes the third most dominant industry. Keeping in mind their requirements as well as the global development, the curriculum of Computer Science programmes are developed with special focus laid on Artificial Intelligence (AI), Machine Learning (ML), Cyber Security, Big-data and Block-chain system. The curriculum of Architecture covers different styles from traditional architecture to modern architecture.

The institution has taken efforts and designed industry specific curriculum in association with TCS for B.Com (Business Process Services) and B.Sc. Computer Science with Cognitive Systems.

The individual programmes and courses have well defined Programme Educational Objectives (PEOs), Programme Outcomes (POS), Programme Specific Outcomes (PSO), Course Objectives and Course

Outcomes. Curriculum development and approval involve deliberations at various levels.

The draft curriculum is placed before the Board of Studies which comprise of members representing industries, external subject experts and alumni and the recommendations are forwarded to the Academic Council and Board of Management for their final approval.

The approved curriculum is implemented with letter and spirit. The curriculum is evaluated in terms of attainment of course outcome and basing on the evaluation of outcome, curriculum is subsequently revised, if necessary.

File Description	Document
Upload Additional information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 88

1.1.2.2 Number of all Programmes offered by the institution during the last five years.

Response: 88

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 92.43

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2065	2055	1795	1629	1193

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 33.01

1.2.1.1 How many new courses were introduced within the last five years.

Response: 3102

1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response: 9398

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 85	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

The cross cutting issues such as gender sensitivity, environment and sustainability, human values and professional ethics, are incorporated in the curriculum of under-graduate and post-graduate programmes thereby leading to the holistic development of students.

1. Gender Sensitivity

Gender inequality refers to unequal treatment or perceptions of individuals based on their gender which has arisen due to differences in socially constructed gender roles.

Institution has taken the following steps to achieve gender sensitivity.

1. The teaching and non-teaching faculty members are given gender sensitivity education during Faculty Development Programmes which enable them to develop the desirable attitude towards male and female students.
2. Teachers ensure unbiased participation of both gender in the learning process such as field work and internships.
3. Both genders are given equal opportunities to take part in sports and games and to represent the Institution at the national and international levels.
4. Similarly, in cultural activities, both equally participate and exhibit their talents.

2. Human Values

A course on “Human Values” which deals with the quality of honesty, sincerity, kindness and commitment is included in the Curriculum. These values are imbibed on students by involving them in various welfare related extension activities.

3. Professional Ethics

A separate course on “Professional Ethics” is included in the Curriculum of Pharmacy, Engineering and integrated in other programmes of Arts and Science. A hand book on Human Values and Professional Ethics has been published by the institution for the benefit of students.

4. Environment Studies

Environment Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills to address complex environmental issues as well as to take action in keeping the environment healthy and sustainable for the future generations.

A course on Environmental Studies is included in all under graduate programmes. Certain specific courses such as Design of Environmental Engineering Structure, Environmental Geo Technology, Environmental Quality Monitoring, Environmental Health and Safety in industries are also included in the curriculum of Engineering programmes. To sensitize students on environment issues seminars, workshops and guest lectures are organized periodically.

Besides, integrating above social issues into the curriculum the institution through its NSS organizes camps stressing the need for environmental protection among the public in the adopted villages and also celebrates Environment Protection Day. Similarly, to make understand the significance of 'human values', students are taken to places to help the people affected by natural calamities. One of the major social issues undertaken by NSS is gender sensitivity which included a specific programme on Educating the Girl Children against Child Abuse in adopted villages.

The Institution has integrated these cross-cutting issues consciously with the objective of making students as responsible and socially sensitive citizens, besides making them knowledgeable and intelligent in their respective specializations.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 254

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 254

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.**Response:** 75.86**1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
5566	4699	4324	4574	2982

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).**Response:** 73.33**1.3.4.1 Number of students undertaking field projects or research projects or internships.**

Response: 4782

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document

1.4 Feedback System**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni****Response:** A. All 4 of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 3.02

2.1.1.1 Number of seats available year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2656	2526	2288	2360	1960

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 100

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1510	1382	1351	1389	1133

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

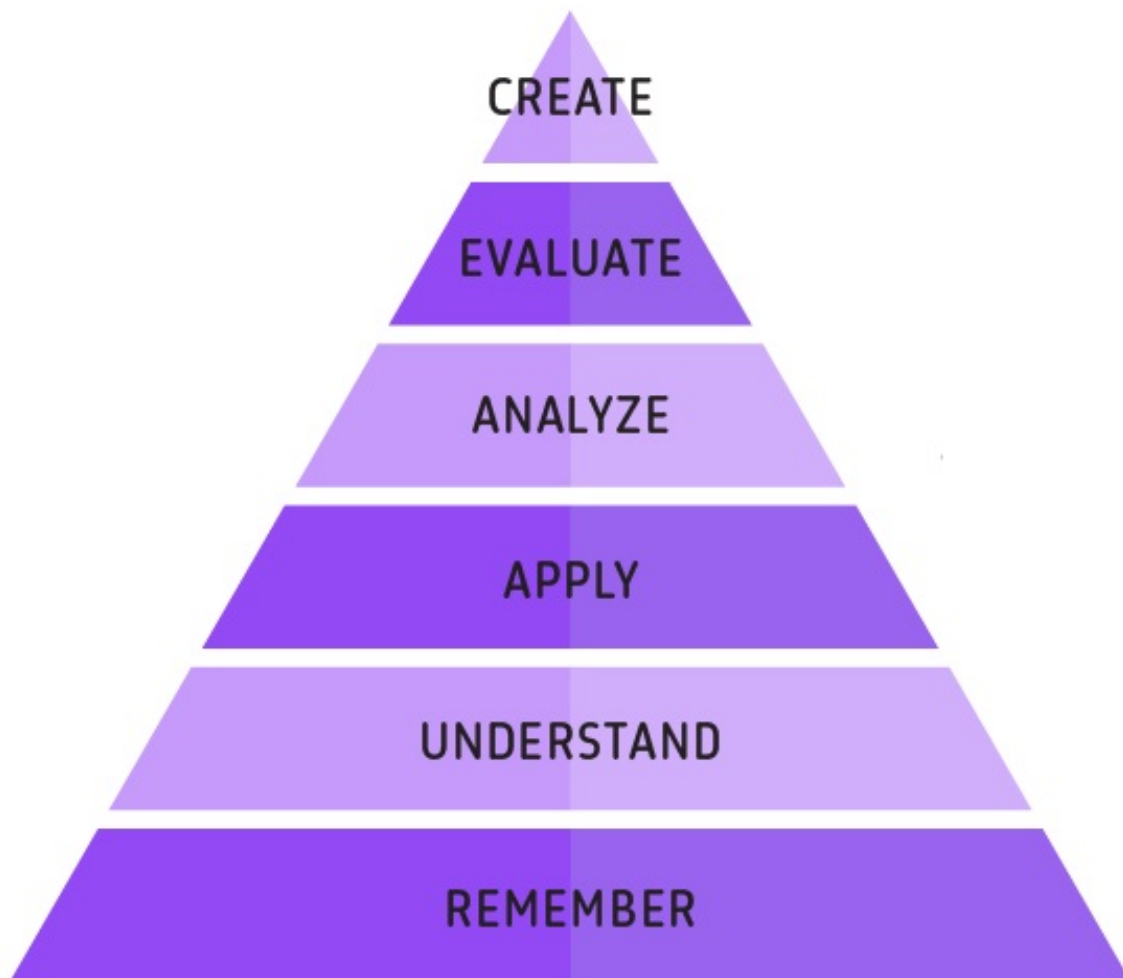
2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Assessing the learning levels of students is the primary objective of any teacher to ensure whether the students attain intended learning outcomes or not.

KAHE assesses the learning levels of the students based on Bloom's Taxonomy.

Levels of Learning in Bloom's Taxonomy



Learning Level 1: Remembering

At the first level, students memorize some concepts, ideas, facts and then they are asked to define, recall and reproduce. A basic way to test learning on this level is simple or multiple choice questions like define computer networks.

Level 2: Understanding

At this level, the students are asked to explain ideas and concepts to demonstrate comprehension of the material.

The students of computer science, for instance, are asked to explain ideas through questions like "Explain

the following code in plain English”. Students are now able to *understand* and explain the concepts they have learned.

Level 3: Applying

The students will be asked to apply the concepts to new situations to solve a problem.

Again, the same students are driven to *apply* what they have learned, which make them for example **to write a computer program** during practical sessions.

Level 4: Analysing

At this level, the students are motivated to analyse the concepts and to draw connections between ideas.

Now students are able to *analyse* the concepts and differentiate their ideas to break a programming task into its component parts, organize them to achieve an overall objective.

Level 5: Evaluating

At this level, the students make an intellectual judgment about the value of the material which include finding an effective solution to a problem.

The students are assigned to do a mini project and *evaluating* a module for software application developed by them.

Level 6: Creating

At this level, the students demonstrate full knowledge and create something on their own either tangible or conceptual.

The students of Computer Science are asked to *Create* a software for a particular application as a part of their project work.

Assessing the Learning Levels:

Basing on the assessment, students are classified as Slow learners and Advanced learners. Students who complete first two levels are considered as Slow Learners and who complete all the six levels are considered as Advanced Learners and accordingly special programmers are organized for them.

Special programmes for Slow Learners

- Remedial classes are conducted and their progress is monitored regularly.
- Special tutoring is being done.
- Assignments on important topics are given.
- Motivated to participate actively in the class-room discussion.

Special Programmes for Advanced Learners

- Present papers in the Seminars / conferences organized by other institutions.
- Submit assignments on advanced topics.
- Make poster presentations at national level competitions.
- Take up mini projects and publish papers.
- Hands-on training on sophisticated instruments
- Motivate to participate in competitive examinations like GATE, GMAT, TANCET, CSIR-NET, Civil Services etc.
- Encourage to register for NPTEL / SWAYAM Courses.

Experience has shown that special programs organized for slow and advance learners help them to move on to the higher-level of learning as enunciated in Bloom's Taxonomy.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 18:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The student centric methods such as experiential learning, participative learning and problem-solving methodologies are adopted to enhance teaching-learning process.

Experiential Learning

Experiential learning is a method to match learning with the practical application to gain knowledge and acquire skills at the same time. Experiential learning is adopted, for instance, in the Faculty of Architecture where students are taken to places of architectural value and the students document their observations, thereby get real time experience. Similarly students of life sciences, basic sciences and pharmacy are sent to various clinical and biotechnological laboratories, chemical industries and institutions of national importance to get experiential learning. Again, the students of the Department of Electrical and Electronics Engineering have experiential learning in Renewable Energy by harnessing solar energy using single solar cell where Sun radiation is available so that knowledge of photo-voltaic characteristics are learnt with the

help of real time data. The students of Civil Engineering are taken to the field to study, observe and do soil testing, concrete cube testing and pipe pressure testing in the Government and non-government projects by the faculty members who are the Government Certified Engineers, thereby students get experiential learning.

Participative Learning

All the Departments follow participative learning methods such as Group discussion, Role Play, Seminars to ensure that learners actively participate in their learning process. For instance, the Department of Commerce and Management provide salesmanship training to students by adopting Role Play Method. Role play removes inhibitions and shyness and increases the self-confidence among the students.

The students of Engineering take group projects so that they can interact with each other and collectively complete the project. 'Pitch your Idea' is another major event conducted by the Faculty of Engineering to make the students to come out with new innovative ideas and the best team/ students are awarded prizes and certificates.

Problem Solving Methods

Problem Solving Method of teaching is adopted in Engineering, Science and Management disciplines. Through the Institution Innovation Cell (IIC) which is approved by Government of India, a number of activities are conducted to enhance the problem-solving skills of the students. Further, the students of ECE developed sensor-based sanitizer equipment, Automobile Engineering developed a battery car, EEE assembled LED lights and Civil Engineering upgraded the Sewage Treatment Plant (STP). Similarly, the students of Life Sciences undertake a number of innovative projects like finding out a mechanism for waste water treatment, increasing the efficiency of various biological product developments and increasing the productivity of vermicomposting.

Similarly, the Department of Commerce and Management adopt 'Case Study Method' where specific business / finance cases are discussed by the students and possible solutions to the problems arrived at. All these involve problem-solving method of teaching.

These Student Centric Methods create a strong impact on the minds of learners to know, understand and perform the concepts they have learned and enhance their learning experience.

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The following ICT Tools including online resources are used by the faculty for effective teaching and learning process.

SWAYAM/NPTEL/MOOCs

Recorded lectures from NPTEL / SWAYAM are provided to the students in the class room. Faculty members and students are encouraged to do courses from SWAYAM/NPTEL platform. To those who have completed the courses successfully, their Examination Fees is reimbursed. So far 245 certifications were received by the faculty members and 500 by students in NPTEL/SWAYAM.

Institution Learning Management System (ILMS) / Moodle

Learning materials for 2970 courses including Question Bank and MCQs are available in the ILMS and are shared to the students.

Google Class Room

Classrooms are created in the Google Class room platform and the students join these classes. The learning materials and PPTs are shared to the students through these classes. Online assignments and tests are conducted and evaluated. The students get their results immediately once the faculty member awards the marks.

Social Media (Mobile networks and YouTube)

To send the information or learning materials fast, Social Networks like WhatsApp is largely used. In each class, students themselves create WhatsApp groups for interactions relating to academic and co-curricular matters. Faculty members have created and uploaded 73 video lecture episodes on various subjects in YouTube.

SMART Board

To enable the visualized learning and understanding of the subjects, smart boards are used to teach subjects by integrating materials like text, videos, websites etc. It provides students with an enriched learning experience by projecting visual elements and students find them more interesting to learn.

Wi-Fi / LAN Network

The Institution has 1 Gbps Wi-Fi connectivity to make the students and teachers comfortable in using all the online services to enrich their skill set.

The entire campus is connected through 1 Gbps LAN for various services like file / information sharing, use of web through internet and to connect various shared resources like printers, scanners and multimedia.

Media Center

The Institution has a Media center - 360° studio with all the high-end capturing devices and software for recording video lectures. So far 116 video lectures are produced and seventy eight proposals were sent to e-pathshala, out of which two have been published. Two proposals each were sent to Consortium For Educational Communication (CEC) and UGC MOOCs (SWAYAM).

Teachers access to online resources over and above the book materials and this help them to improve their

performance and students' achievement. Teachers use ICT for effective curriculum delivery by planning, preparing presentations, assessment and tracking students' progress. ICT has a positive impact on pedagogy and increases its effectiveness. It leads to active learning, productivity, self-confidence, enthusiasm and higher level thinking among learners.

On-line learning has emerged as a revolutionary initiative during the Covid-19 pandemic situation. The digital initiatives like SWAYAM, SWAYAM Prabha, e-PG Pathshala and MOOCs Portal became popular for online classes and for their utility in blended mode of teaching. Institution is taking all efforts to sustain the momentum generated during pandemic for online classes.

File Description	Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 18:1

2.3.3.1 Number of mentors

Response: 363

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

Response: 47

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
191	205	180	166	120

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 4.35

2.4.3.1 Total experience of full-time teachers

Response: 1580

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document
Any additional information	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 61.92

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
60	52	43	40	32

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 12.54

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
11.70	12.3	12.5	12.7	13.5

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.5

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
24	18	31	11	52

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

IT integration is made in the examination system and procedures in the following domains.

- Self-registration by students for examinations.
- Payment of examinations fees.
- Transfer of Continuous Internal Assessment marks to Examination Section.
- Generation of Hall Tickets.
- Generation of Examination Time-table.
- Depository of list of question paper setters and examiners.
- Appointment of question paper setters and examiners.
- Allotment of students for examination for each hall.
- Examination for Part A as it is of objective type.
- Processing of Results.
- Publication of Results.
- Printing of Mark Statements.
- Printing of Provisional / Degree Certificates.
- Preparation of Statistical Reports pertaining to examination.
- Security features in Mark Statements / Certificates.
- Moderation of marks on recommendation of Passing Board.
- Results published in the Institution website.
- Ph.D. / M.Phil. thesis evaluation and getting report from examiners.
- Payment of remuneration to invigilators and examiners.
- Barcoding system in evaluation.
- Ph.D. viva-voce through video-conferencing.

Examination Reforms:

- Arrear examinations conducted during weekends from the beginning of subsequent semester to avoid exam pressure on students, if arrear exam is taken along with ESE.
- All functions of Examination Section automated which helped the authenticity and fool-proof of the system and quick declaration of results and issue of mark statements.
- Digi Locker facility initiated. When it becomes fully operational, the students / employers will be able to download the certificates / mark statements through prescribed procedure on payment of nominal fee.

Improvement in the Examination Management System through IT integration:

Information Technology integration have brought in considerable improvement in the Examination Management System of the Institution. IT enabled system makes easy to keep track of year-wise number of applications, results, revaluation details and the performance of the students.

Under the Digi Locker System, the employers may be comfortable to verify the genuineness of the certificates issued and it relieves the students from the strain of approaching the Institution to get authenticity of their mark statements / certificates. Authorized changes and modifications could be done at any point of time just altering that particular aspect alone without disturbing the other system. Any other additional information required also can be generated from the database.

Above all the IT integration system becomes robust, transparent, quick and authentic. These help the Institution to increase the reputation and image among the public. Particularly during Covid-19 Pandemic, the Information Technology had played a major role in teaching-learning and evaluation system and has grown to its full proportion due to necessity.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Any additional information	View Document
Link for additional information	View Document

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

Institution follows Learning Outcomes-based Curriculum Framework (LOCF) while designing curriculum under which the 'desired outcome' is defined within the Framework of Choice Based Credit System (CBCS).

The Programme Objectives, Programme Outcomes and Programme Specific Outcomes of all its 85 academic programmes and again Course Objectives and Course Outcomes of its 2188 courses have been clearly spelt out.

Learning outcomes comprising of generic, specific outcomes and graduate attributes offer a framework for planning and evaluating learning outcomes of the programmes offered by the Institution.

Components of Generic Learning Outcome.

Knowledge and Understanding

- Knowing about something
- Learning facts
- Making sense of something
- Deepening understanding
- Learning how it operates / functions
- Making links and relationships between things

Skill

- Knowing how to do something
- Being able to do new things
- Intellectual Skills
- Information Management Skills
- Social Skills
- Communication skills
- Physical skills

Graduate Attributes

- Attitudes
- Values
- Tolerance
- Empathy
- Motivation
- Creativity
- Innovative thoughts
- Change in behavior

Assessment Methods

Programme outcomes and course outcomes are measured both directly and indirectly. Direct assessments involve from the direct examination of student knowledge against measurable learning outcomes. Direct assessments for getting Programme Outcomes are: Internal Exams (CIAs), Assignments, Projects and

Seminar Presentations. The Indirect Methods for attaining programme outcomes are Alumni Survey, Employer Survey and Exit Survey. The assessment of graduate attributes such as attitudes, values, happiness, creativity and behavioral modification are made in oral examination, and their behavior while working in a team and during group discussion.

KAHE ensures that Programme Outcomes, Programme Specific Outcomes and Course Outcomes are intelligently interconnected, integrated and intertwined with assessment methods, so that whether 'desired outcome' is attained or not or modification, if any, is required would be decided.

The programme objectives, outcome and the assessment process are widely published in the institution website and through other modes such as

1. Faculty Orientation Programmes
2. Induction Programme of first year students and
3. Mentor-Mentee Meetings

Due to wide publicity, the stakeholders are able to have clear idea about the programme and the parents can have better insight about the programme outcome before admitting their wards to the particular programme.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Paste link for Additional Information	View Document

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

Programme outcomes for each programme are mapped with course outcome to ensure that the programme outcomes are achieved through the courses offered.

The process of evaluation of attainment of learning outcome for B.Com (CA) is given below.

Programme Name : B.Com. (CA)
Programme Educational Objectives (PEOs) at 2025 (After graduation)
PEO1 : Accountancy domain in public practice
PEO2 : Leadership Skills to excel in their profession
PEO3 : Life long learning: human values & ethics

Programme Outcomes

- (a) Computing Specialization
- (b) Solve complex problems
- (c) Design and evaluate solutions
- .
- .
- (n) Individual leader

Graduate Attributes

- (a) Accounting Knowledge
- (b) Problem analysis
- (c) Modern Tool Usage
- .
- .
- (n) Innovation and Entrepreneurship

Course Outcomes : Accounting and Financial Management

- (a) Apply Financial Statement Analysis for the given Balance Sheet (Apply)
- (b) Summarize the concepts of financial planning (understand)
- (c)
- .
- .

OBE Mapping

Program Outcomes (POs)	
PO1	Computing specialization
PO2	Solve complex problems
PO3	Design and evaluate solutions

Accounting & Financial Management		PO1	PO2
CO1	Apply (60%)	S	M
CO2	Understand (75%)	S	L
CO3	Remember (80%)	S	L

PO – GA Map		GA1	GA2	GA3
PO1	75%			
PO2	15%			
PO3	10%			

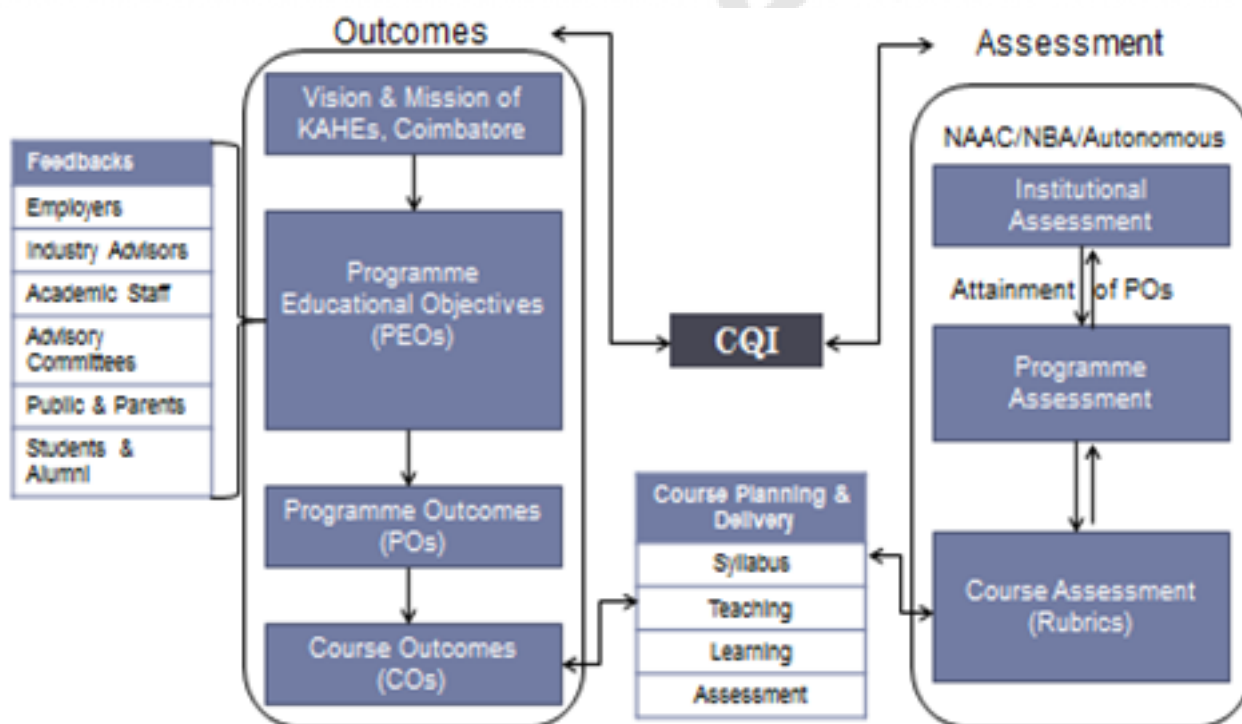
OBE PO – GA Mapping

PO – GA Mapping		GA1: Accounting Knowledge	GA2: Problem Analysis	GA3: Modern Tool Usage
PO1	Computing Specialization			
PO2	Solve Complex Problems			
PO3	Design and Evaluate Solution			
PO4	-----			

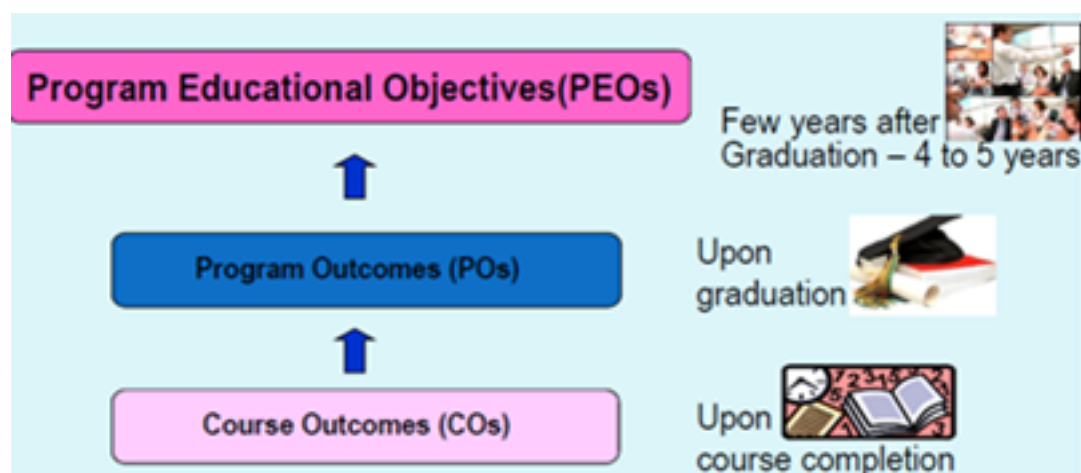
OBE Expectations

- The desired outcome is selected first and the curriculum, instructional materials and assessments are created to support the intended outcome.
- **Students should be able to:** write project proposals, analyze case studies, show their abilities to think, question, research, and make decisions based on the findings.
- **Students are to be:** creative, plan and organize tasks to work in a team to propose solutions for problems and market their solutions.

OBE Framework – B.Com. (CA)



When to Assess



At the end of each programme, the PO/ PSO assessment is done from the CO attainment of all curriculum components.

Course Components	Total Number of Credits	Curriculum Content (% of Total Number of Credits of the Program)	Total Number of Contact Hours	POs	PSOs
Basic Sciences	30	18.29	33	a,b,e,h,i	1
Engineering Sciences	23	14.02	29	a,b,c,d	1
Humanities and Social Sciences	06	3.66	07	f,h,i,j,k,l	1
Program Core	66	40.24	80	a,b,c,d,e,f	1,2,3
Program Electives	18	10.97	18	-	-
Open Electives	06	3.65	06	-	-
Project Work	15	9.14	30	i,j,k,l	2,3

a) Core Programme Knowledge

b) Problem Analysis

c) Design/development of solutions

d) Conduct investigations of complex problems

e) Modern tool usage

f) The engineer and the society

g) Environment and sustainability

h) Ethics

i) Individual and team work

j) Communication

k) Project management and finance and

l) Lifelong learning

The institution has clearly drafted the programme outcome for each programme and evaluates the attainment of Programme Outcome and Course Outcome in terms of knowledge, skill and behavior acquired by the learners. Basing on the results of such analysis appropriate strategies are undertaken to modify the curriculum.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 97.51

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 2117

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 2171

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The institution has a strong research component and its research facilities are constantly updated during the assessment period.

During 2019 – 20, the laboratory facilities of Departments of Biochemistry, Biotechnology, Microbiology and Chemistry were upgraded with an additional investment of Rs.77 Lakhs. Some of the major equipments are Chemidoc gel documentation, IVC Air handling Unit IVC cage and rack for mice, ZoE Imager, Borg Lyophilizer, CO2 incubator, UV double beam spectrophotometer, Centrifuge C-24, 2-D Gel Electrophoresis and Chemidoc, Fluorescence Microscope, UV-Vis spectrophotometer, Centrifuge C-24, Inverted Trinocular Microscope and, Refrigerated Centrifuge.

Under Faculty of Engineering, the laboratory facilities of the Departments of Biotechnology (Engineering), Food Technology, Chemical Engineering and Mechanical Engineering were upgraded with additional investment of Rs.18 lakhs. Some of the major equipments are Incubator Inner Chamber, Incubator Shaker, PC Based UV, Top Loading Balance, Autoclave, Hot Air Oven Inner Chamber, Laminar Air Flow, Top Loading Balance, Time Constant of a Thermocouple and Repose of A Dial Thermometer, Computer Controlled Level Process Analyzer, Computer Controlled Pressure Process Analyzer and Open grip Servo Hydraulic UTM 400KN.

In the same year Rs.42 lakhs was spent for acquiring Battery Multiple Tester for the Advanced Battery Research Centre and Rs.7 lakhs worth of equipments for Cancer Research Centre. Some of the major equipments are Jiangsu Jinfan Power Technology Co. Ltd, China, IVC Air Handling Unit and IVC Cage for Mice IVC Cage pack

During 2018 – 19, the laboratory facilities of the Department of Chemical Engineering and Microbiology were upgraded an investment of with Rs.3 lakhs. In the same year, Rs.6 lakhs was spent for establishing Drug Testing Centre. Some of the major equipments are Almesh Rotary Driver Apparatus, Almesh Absorption Column, Lab India UV Vis Spectrophotometer, Tablet Dissolution Test, Friability Tester, Disintegration Tester, PH Conductivity meter and Laminar Air flow Chamber (2N0).

During 2017 – 18, Rs.3 lakhs worth equipments were bought for Pharmacy laboratories. Some of the major equipments are PC Base Double Beam UV – VIS Spectro Photometer and three Microscopes.

During 2016 – 17, Cells pin ¼ Cytocentrifuge worth Rs.4 Lakhs and during 2017 – 18 Fort Gate 800 worth Rs12 lakhs, Fortalyzer 200D Appliances FL200D3A16001776 worth Rs.15 lakhs were bought for common use by different departments.

During 2015 – 16, Fermentor Variable Speed pump Autoclave worth Rs.3.5 lakhs was bought to Department of B.Tech Biotechnology.

Institution has formulated a well-defined Policy for Promotion of Research.

Research Advisory Committee has been constituted with sub committees such as Research Project Evaluation Committee, Research Guides Recognition Committee and Institutional Academic Integrity Committee.

1. Seed money is provided to the faculty members to get the research initiated.
2. Institution bears the cost of filing the patent.
3. Cash incentive awarded to faculty members who publish research papers in SCOPUS / Web of Science / UGC CARE Journals.
4. Registration fee and travel expenses are provided to the faculty members to attend Seminars / Conferences.
5. University Research fellowships are given to the meritorious Research Scholars.
6. Sabbatical leave provided to the faculty to pursue PDF.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 45.71

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
47.99	46.40	44.39	40.13	49.64

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 8.24

3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
64	8	4	70	5

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 403

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
17	42	77	216	51

File Description	Document
Institutional data in prescribed format	View Document

3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Upload any additional information	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 40

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

Response: 10

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research**3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).**

Response: 868.34

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
31.33	165.43	224.27	229.06	218.25

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 550.01

3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
148.61	190.30	133.26	30.07	47.77

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 15.29

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 1110

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 363

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

The Institute has created an ecosystem for innovation, creation, and transfer of knowledge by establishing Centers of excellence, Institute innovation Council, IPR cell, Entrepreneur development cell, Pre-Incubation, and Incubation centers to nurture innovative and Entrepreneurship mindset of students and faculty members. The Eco-System Framework of the Karpagam Academy of higher education is targeted to provide a technical solution to the societal challenges in an economically feasible manner. The process of Ideation, Conceptualization, Research, Traction, Refinement, and scaling are meticulously mentored with sufficient infrastructure and support mechanisms to evolve from an idea to a commercial product/service in the market.

The annual/biannual event **Pitch your idea** ignites the creative and innovative mindset of the students and mentoring faculty members to coin novel solutions to the societal challenges. Further, the ambiance created through the various centers of excellence and pre-incubation facilities provides space for conceptualization and research on the proposed ideation. Lateral thinking ability to shape up ideation into product/ service is inculcated through various training programmes, Value added courses, Industry visits, guest lectures, and elective courses. Making the students participate in various hackathons and inter-intra institution-level curricular/ co-curricular competitions are helping to tap the required talent of the students.

The Technology Business Incubation Centre (TBI) oversees all activities starting from ideation to the product/ service in the market place. TBI functions with the following objectives:

- To determine the innovative ideas and transform them into a Start-up or entrepreneur with necessary supplements.
- To assist the incubatees to curb the barriers in attaining the target.
- To serve entrepreneurs to leapfrog holistically with business expertise.
- To have a socio-economic transformation through innovative solutions to the societal challenges

TBI is governed by an Advisory Committee consisting of industrialists, successful entrepreneurs, venture capitalists, technical specialists, bankers, and MSME-DI, GoI.

A comprehensive organizational ecosystem has been established with the TBI, to nurture innovation by established companies and start-ups in collaboration with its faculty.

An area of 4352 sq. ft has been earmarked with basic infrastructural facilities like CEO's cabin, executive cabins, conference room, and co-working cabins with common facilities required for the laboratories. The TBI facilitates in Company Registration, providing office space, furniture, and Internet at free of cost.

As an outcome of the afore mentioned efforts, the following companies are being incubated with KAHE TBI as start-up companies.

1. Brightnest Technologies Private Limited
2. Sivam Watts Hybrid Systems LLP
3. Dhanvantri Drug Development Centre LLP
4. Charcosorb India Private Limited
5. Genomatics India Private Limited

Thus, the institute has established an adequate eco-system to ensure every innovative idea that is originated from the staff, students, and other stakeholders are successfully transferred as product/service.

File Description	Document
Upload any additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 312

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
121	56	61	45	29

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 312

3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
119	60	48	47	38

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document

3.4.3 Number of Patents published / awarded during the last five years.

Response: 95

3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
51	9	5	13	17

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 4.71

3.4.4.1 How many Ph.D's are awarded within last five years.

Response: 951

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 202

File Description	Document
Institutional data in prescribed format	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 4.98

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
779	298	303	247	199

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 2.58

3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
554	198	70	94	31

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response:

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response:

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

Faculty members of the Institution are encouraged to undertake the Institution supported Consultancy

assignments.

KAHE has a well-defined Policy on Consultancy. The main features of Consultancy Policy are;

Role of the Institution

- To bring out brochures / leaflets specifying the Consultancy potential of the Institution.
- To co-ordinate R&D projects between the Institution and Industries in the area of product / process development and technology transfer.
- To assist signing of MoU and development of IPR / Patents based on products and processes developed by the faculty members.
- To offer services of testing / material characterization and taxation

RULES OF CONSULTANCY

1. A request for Consultancy Services shall be received by the faculty member or department and forwarded to the consultancy cell for its recommendation.
2. Consultancy work/projects shall be undertaken only upon the approval of the Institution based on the recommendations of the Consultancy Cell.
3. All proposed consultancies involving the use of the Departmental equipments / facilities shall have the approval of the Institution.
4. MoU with Industries, governmental and non-governmental agencies can be entered by the consultants/faculty members upon prior approval by the Institution on the recommendations of the Consultancy Cell and the authorized signatory for all MoUs shall be Registrar, Karpagam Academy of Higher Education.
5. The sharing of Consultancy Charges received by the Registrar shall be apportioned as follows:

a) In case consultancy offered to external agencies with their facilities, the revenue sharing is 70:30 for faculty and Institution respectively

b) In case consultancy offered by the institution with institutional facilities, the revenue sharing is 60:40 for faculty and Institution respectively

Existing Area of Consultancy

Department of Civil Engineering

The consultancy involves soil testing, concrete cube testing, pipe pressure testing, road and construction projects of both Government and non-Government agencies. During the last five years, 264 consultancy projects were undertaken and rupees 18.89 lakhs was generated as revenue.

Department of Pharmacy

The Drug Testing Centre provides services to carry out the tests on Drugs and Pharmaceuticals, Active Pharmaceutical Ingredient (API) and intermediates used in manufacture of all scheduled Drugs. The centre has analyzed 310 samples within a period of one year and generated a revenue of Rs.3.0 lakhs.

Department of Chemistry

The department of chemistry which offers consultancy to battery manufacturing units in the areas of qualification of its accessories and designing of the battery. So far the centre has generated a revenue of rupees 1.2 lakhs.

Department of Mechanical Engineering

Tribology Centre supports the industry in finding solutions relating to wear, friction, lubrication and maintenance.

Department of Electrical and Electronics Engineering

The department offers consultancy services in the areas of power quality monitoring and power quality audit for various industries

Department of Computer Science and Engineering

The Department provides consultancy services in the areas of Website development, Mobile application development, and ERP Software for the industries.

A sum of Rs. 481.94 lakhs have been generated from consultancy services during the last 5 years.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 560.38

3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
164.76	119.95	108.92	96.14	70.61

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

Institution have done remarkable extension activities in nearby villages with special focus on its adopted villages.

Extension activities are undertaken either independently or along with Government agencies / NGOs. The Swachh Bharath Abiyan, Unnat Bharath Abhiyan and Swachh Pakwada Programmes of Government of India are given specific thrust.

Coimbatore City Municipal Corporation has under taken a survey of schools and hospitals for Swachh Survekshan Ranking 2018 in which 500 student volunteers of KAHE participated. The volunteers also formed Swachhata Committee and inspected the schools regarding their cleanliness, hygiene, water facility and waste management system.

- An awareness programme for water conservation, energy conservation, usage of renewable energy such as solar energy and Government subsidy available to use solar energy at home, offices and institutions are conducted in the adopted villages.
- The students cleaned the Government High School in an adopted village, white washed the class rooms, planted trees and totally changed the ambience of the school.
- NSS organized intermural sports competition at Government School in the adopted village.
- Students educated the rural people on the advantages of digital payments by providing them hands on experience.
- A good number of wards/spouses of many rural households are in overseas and to enable them to communicate with their wards, the households were given training on computer functional literary such as sending and receiving an email, communicating through skypes and in digital transaction.
- Various medical camps such as general medical camps, eye camps were organized along with government, private medical agencies. The camps also created awareness about prevention and protection from many communicable and non-communicable diseases of the rural people.
- Rural Sanitation and Hygiene.
- Social programmes.
- Education related programmes.
- Celebration of National and International Days.

Also, many social awareness programmes such as Tobacco-Free Village, Avoiding Open Defecation, Solid

Waste Management, Plastic Eradication, Tree Plantation, Rural Women's Day, International Women's Day, Indian Constitution Day, Poshan Abhiyan, Jal Sakthi Abhiyan and Organic Farming etc., were organized in the villages. Awareness Programmes conducted on Environmental Pollution and Its Control Measures, Child Obesity Prevention, Breast Cancer, Organ Donation, Sanitation and Legal Literacy.

Students voluntarily donated blood to the needy people in the government and private hospitals whenever they need. Volunteers also render their helping hand spontaneously at the time of emergency created by natural calamities such as Kaja Cyclone by free supply of material and food items.

The above extension activities in the adopted villages have created a positive impact on the community which is evidenced that a good number of people switched over to digital payment mode, many people are comfortable in computer system operation and a few have switched over to LED lights and a few for solar lights.

Similarly, the extension activities carried out by the students have created a powerful impact on their minds in developing and strengthening personal qualities such as concern for others, human values and societal obligations.

File Description	Document
Upload any additional information	View Document

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 499

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
299	50	47	99	4

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in

collaboration with industry, community and NGOs).

Response: 244

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc. (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs) year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
65	57	43	60	19

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 91.01

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
5875	5852	5792	5209	3764

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 142.2

3.7.1.1 Total number of Collaborative activities with other institutions / research establishment /

industry for research and academic development of faculty and students year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
148	117	175	124	147

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 130

3.7.2.1 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
57	13	28	15	17

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The facilities required for teaching-learning namely class rooms laboratories computing equipments for the Engineering and Technology, Architecture and Planning, Pharmacy, MBA and MCA programmes are as per the statutory requirements and facilities available are given below

Class - Rooms and Seminar Halls:

The institution has 152 class-rooms, 6 Seminar Halls for all the four faculty of studies such as faculty of Arts, Science and Humanities, Faculty of Engineering, Faculty of Architecture and Faculty of Pharmacy. The statutory bodies such as AICTE, Council of Architecture and Pharmacy Council of India have prescribed the size of class-rooms and seminar halls for their respective programmes and the actual size of class-rooms available with the institution are well above the prescribed size. All class rooms and seminar halls have ICT facilities. The entire campus is Wi-Fi enabled. 52 indoor and 28 outdoor Wi-Fi devices are installed with an internet speed of 1Gbps.

Laboratories and Work Shops:

Again the laboratories, workshops, drawing hall, machine room, equipments room and studio are also on par with the standards prescribed by the statutory bodies. At present, there are 106 laboratories in the institution.

Computing Equipments:

The size of the computer laboratory and the number and configuration of computing equipments available in all the four faculty of studies are adequate and as per the specifications of statutory bodies. In toto 1687 computing equipments are available. Average band width of internet connection: 600 mbps. The institution has separate language laboratory with 60 computers with necessary softwares.

A well-equipped Digital Library with 50 nodes is provided with high speed connectivity to help the researchers to access all the e-libraries of the world. Anti-plagiarism software Turnitin is installed to check the level of plagiarism in research articles and theses.

The Institution has a Media Centre 360° studio with all the high-end capturing devices and software for recording video lectures. So far 116 video lectures are produced and two proposals were published in the e-pathshala web portal. Two proposals each were sent to Consortium for Educational Communication (CEC) and UGC MOOCs (SWAYAM).

Besides, the above, the institution has 12 Specialty Centres such as Centre for Material Sciences, Centre for Advanced Battery Research, Centre for Cancer Research, Drug Testing Centre, Design and Development Centre, Centre for Sustainable Development Goals, Tribology Centre, Centre for Production

and Service Facility, Centre for IPR, Centre for Alternative Fuel, Engines and Emissions, Media Centre and Centre for Geotechnical Facility and Services which all have advanced Research equipments to undertake research in their respective domains.

File Description	Document
Upload any additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

Response:

Institution has adequate facilities for sports, games and cultural activities.

Sports and Games

The institution has spacious open grounds for outdoor sports and games such as basketball, football, ball badminton, cricket, kabaddi, volleyball, Handball, athletics etc. Similarly, a separate block is allotted for indoor games such as Table Tennis, Carrom, Chess, Judo and Wrestling practice. The Institution takes special interest and effort to promote Tamil Nadu's traditional martial art form Silambam. It is worth to mention that Institution provides training in Silambam to the Police official of the Government of Tamil Nadu.

Silambam, Volleyball, Handball and Kabaddi are four major sports in which the Institution has made a mark at the National and International levels.

During the last five years, students have secured 184 medals in various sports and events. Nearly 50 women students have secured medals in Kabaddi, Handball, Volleyball and Silambam at the National Level.

Gymnasium

The Institution has a well-established gymnasium with necessary equipment for benefit of students and staff. On an average 300 students use Gymnasium. Power Lifting, and Weight Lifting are also popular among the students.

Yoga Centre

There is a Yoga Center and regularly about 150 students practice yoga in the center.

Facilities for cultural activities

A two-day cultural fest "Pranaya", an Inter Institute and Intra- Institute cultural fest is celebrated every year. Students exhibit their talents in dance, music and other skills in cultural festivals.

A 3000 capacity open auditorium, 1500 capacity indoor auditorium and 300 capacity Ampitheatre are available for conduct of cultural programmes.

Besides, this main cultural festival, the Departments conduct special cultural festival aligning to their subjects. For instance, the Department of Architecture conducts 'Kural' a kolam event cum seminar / lecture series. Similarly, the Department of Languages conducts Bharathi Vizha and Ilakiya Kalai Vizha every year. Another cultural festival by name 'Sathur' is conducted, which is open to all students to exhibit their talents in any area in which they are interested.

The sports and cultural activities not only provide opportunities for the students to exhibit their talents but also help to cultivate the qualities of competitive spirit, team work and ethics.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document

4.1.3 Availability of general campus facilities and overall ambience

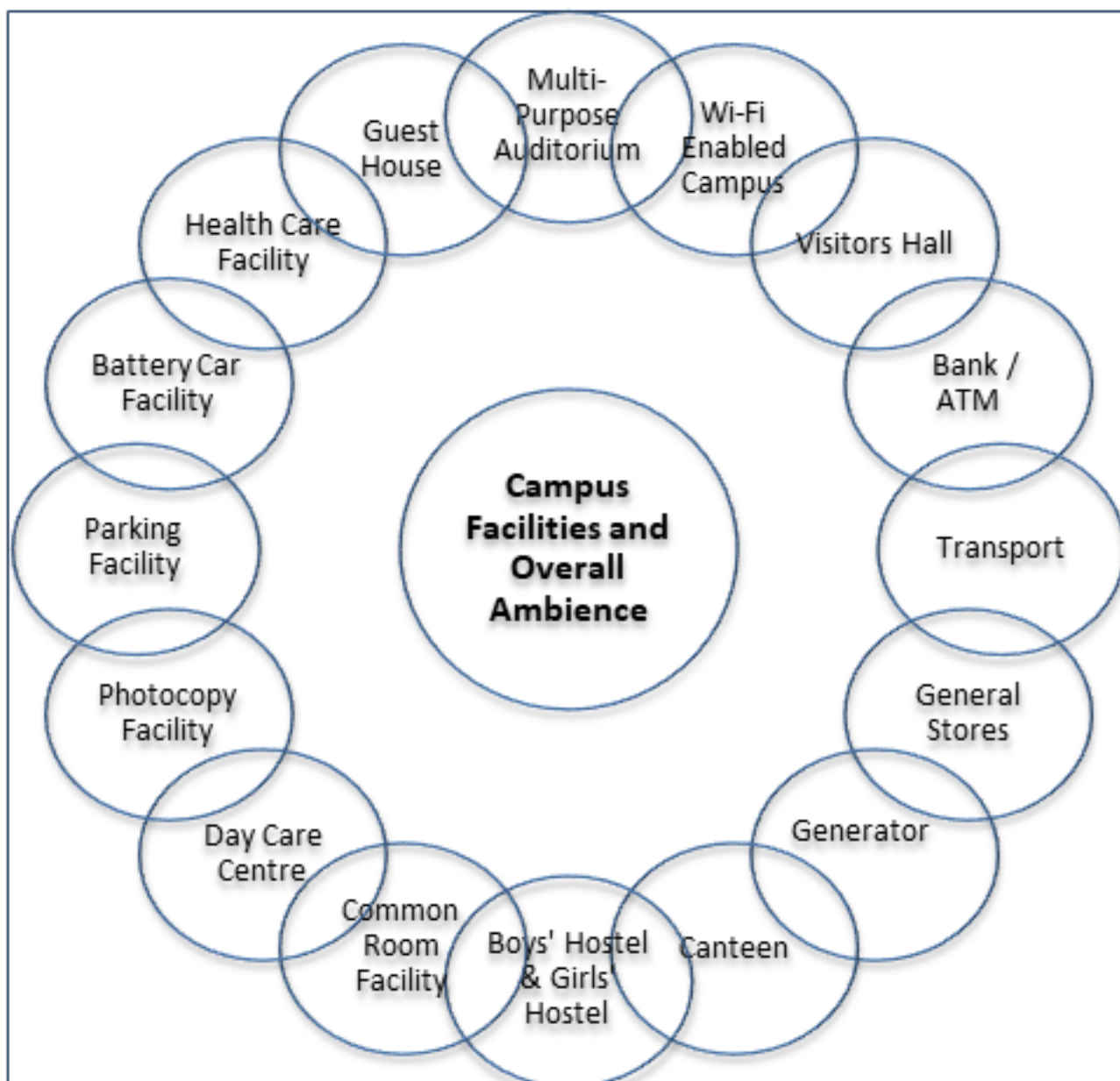
Response:

Auditorium / Seminar Halls

A 3000 seating capacity open auditorium is available to host several events on campus. It is a melting pot for students from within and outside the Institution. Another indoor auditorium with a seating capacity of 1500 and six seminar halls are available.

Wi-Fi Enabled Campus

KAHE is a fully Wi-Fi enabled campus. This facility allows students to access uninterrupted internet connectivity anywhere anytime in the campus including hostel.



Visitors Hall

Visitors hall is a glassed building located at the entrance of the campus and facilitates the visitors to wait till they complete their assignments for which they have come.

Hostels

Both boys and girls hostel rooms are furnished for the comfortable stay. The Institution has boys hostel with six blocks to accommodate 2000 inmates and a girls hostel with four blocks to accommodate 750 inmates. Modernized kitchens with attached dining halls available separately for boys and girls. The hostel mess has got FSSAI Approval.

Cafeteria

There are two cafeteria in the campus with a seating capacity of 150 each which are tidy, spacious, hygiene and serve wholesome food to the staff and students at the subsidized cost. The cafeteria have got FSSAI

approval.

Transport

Transport facility is provided to students, faculty and non-teaching staff in and around Coimbatore. It is also used for field visit and other academic related activities.

Besides, the following facilities are available in the campus

Health Care Centre

The Institution has a Health Care Centre with full time medical practitioner and paramedical staff to treat minor ailments and to provide first-aid / emergencies to the staff and students. Ambulance facility is also available. A full-fledged medical college hospital under the same management is nearby to provide medical facilities to the students and staff members at subsidised cost.

Common Room Facilities

The boys and girls students have separate common room with required facilities to enable them to relax and intellectually interact for their betterment.

Day Care Centre for the Children of Employees

As part of welfare measure to its employees, the Institution has a Day Care Centre for their children to accommodate about fifteen children and a baby sitter is available to take care of the safety of the children.

Guest House

The Institution has a well-furnished guest house with a dining hall and a drawing room.

General Facilities

Institution ensures safety of the students by installing CCTV at vital points and by engaging 24x7 security services. In addition, other facilities such as general stores, copier facility to cater to the needs of students and employees and sprawling parking facility available for two wheelers and four wheelers.

Overall Ambience

The Institution is an educational oasis located in a peaceful, pleasant sprawling, green and lush campus extending 26 acres with a highly architectural and aesthetically designed buildings offering a goldmine of opportunity to choose from a wide spectrum programmes and co-curricular choices that provide diverse intellectual and hands-on experience. The campus provides an environment that keeps the mind, body and soul happy and healthy.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 29.53

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
307	248	449	415	699

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

Learning Resources Centre

Library Management System (LMS) is a computerized system which helps user to manage the library daily activity in digital format. It reduces the paper work, space required, time consumption and helps in quick retrieval of data. Library can be accessed from any where and any time.

In the present scenario, libraries are facing huge challenges due to the high expectation of the users. People want to access all the resources of the libraries very swiftly and easily. Apart from the central library the institution has four other libraries in the department of Pharmacy, Architecture, Management and Computer Applications. To give wide knowledge to the students, research scholars and faculty members, the institution has enrolled membership in UGC-MHRD's National Digital Library (NDL) that provides free access to the students and faculty members. The institution has linkage with other library networks and databases such as Inflibnet, Delnet, Scopus and Knimbus. Web Online Public Access Catalogue (OPAC) facility is available through Library Management Software to get the information of availability of books, journals and periodicals.

Since 2011, a self-developed Online Library Management System Software is used in the Institution with Bar Code Technology. The software is user friendly for the librarians to maintain the books and records in the library. SQL database is used to upgrade the service of the ILMS automation software.

Currently, the central library and the department libraries are fully automated with the recent Web Version 2.0 which helps to search books, periodicals, Back Volumes, project reports, CDs and DVDs. The library is having access to e-resources of e-shodhsindhu (world e-book Library and South Asia Archive) consortium of INFLIBNET, where the users are given awareness and made to access browse and download e-books, e-journals, multimedia content, databases, etc. User orientation is provided at the beginning of the year regarding the various facilities and resources available in the library. It is provided with 24x7 Wi-fi facility. A separate user account is created for all library users and they can track their entire transactions from anywhere at any time by login into their account.

A well-equipped Digital Library with 50 nodes is provided with high-speed internet connectivity to help the researchers to access all the e-libraries of the world.

The library has 80 computers and part of the LAN, Internet and e-mail services (1 Gbps). Smart Entry Register is automated for Staff, Students and Research Scholars.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 46.28

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
44.10	41.76	65.67	46.62	33.26

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 41.89

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 2884

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 100

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 158

File Description	Document
Institutional data in prescribed format	View Document

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

The basic premises of IT policy of the Institution is that the rules, regulations and guidelines for proper usage and maintenance of the technological assets to ensure their ethical and acceptable use and assure health, safety and security of data, products and facilities as well as the staff and students using them.

Information Technology Policy of KAHE

1. To develop ICT infrastructure
2. To adopt ICT in Teaching – Learning and Evaluation.
3. To utilize ICT tool to provide skills and enhancing competency building of students.
4. To offer learning resources to faculty and students.
5. To provide effective support for Research / Business analytics.
6. To adapt digital technology by all staff and students.
7. To provide access for information quickly.
8. To maintain computer-students ratio at the level of 1:4 and computer-teacher ratio 1:1.
9. To build IT competency level of administrators.
10. To prepare faculty and students to participate creatively to the establishment, sustenance and growth of knowledgeable society.

The IT policy also include Network Policy, Firewall Policy, Password Policy and Electronic Data Disposal Policy.

Wi-Fi Facility

KAHE has 2139 computers in total connected with LAN facility. The entire campus is Wi-Fi enabled. 52 indoor and 28 outdoor Wi-Fi devices are installed in the campus with an internet speed of 1 Gbps for an uninterrupted connectivity.

IT Facilities

- To ensure a safe and secure atmosphere, a total of 284 CCTV cameras are installed all over the campus with its back up servers.
- An effective Firewall is built and maintained to prevent the cyber-attacks.
- Media Centre - A 360 degree studio is established for development of the e-content.
- Digitalization of administration, admission, examination and research is done.
- Students are given access to the Library Information System through Wi-Fi.
- Anti-Plagiarism software – Turnitin has been installed to check the level of plagiarism in research articles / thesis.

Expansion Plan

An extensive expansion plan is incorporated in the IT policy, in consonance with the increasing demand and requirement. An outline of the expansion plan is given below:

- The departments will be provided new systems with advanced configuration or the existing computer systems will be upgraded with new versions.
 - Similarly various software used are also upgraded with the latest versions periodically.
 - Improvements in the Data Management System.
1. To improve the speed of the rate of data transfer significantly the campus will be divided into two categories. One to deal with the data & internet and the other data from camera
 2. File servers are planned to upgrade the hardware to higher configuration for better performance capabilities.
 3. Network Attached Storage Boxes (NAS Box) will be installed for increased data storage, speed, accuracy and security.

Budgetary provisions made and utilized

An annual budget of Rs. 125 lakhs provided for IT infrastructure and on an average 95% of budgeted amount is utilized.

Replacement of 300 nodes with latest configuration. Adding 30 numbers of wifi access points. Renovation of labs by modern furniture, false ceiling and AC.

File Description	Document
Upload any additional information	View Document

4.3.3 Student - Computer ratio (Data for the latest completed academic year)

Response: 4:1

File Description	Document
Upload any additional information	View Document

4.3.4 Available bandwidth of internet connection in the Institution (Leased line)

Response: A. ?1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 22.36

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
415	334.66	324.33	314	291.20

File Description

Document

Institutional data in prescribed format

[View Document](#)

Audited statements of accounts

[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

Policy Details of Systems and Procedures for maintaining and utilizing physical academic and support facilities.

MAINTENANCE OF FACILITIES

Estate Maintenance

- A separate Estate Maintenance section with adequate support staff in place.

Functions of Estate Maintenance Section

- Estate Maintenance Section oversees the maintenance of civil, mechanical, electrical works and housekeeping relating to buildings, classrooms, laboratories, library, hostels, sewage treatment plants and gardens
- Adequate in-house manpower to maintain health hygiene cleanliness and infrastructure to provide congenial learning environment.
- **Maintenance of Buildings**
- Class-rooms and hostels repair works are undertaken annually during the vacation periods.
- Buildings are whitewashed once in three years and / or depending on the need.

- **Maintenance of the Furniture and Fittings**

The classroom and office furniture are either in wood and /or steel. The steel chairs / desks which are rusted are cleaned and repainted every year. Similarly the wooden items which are broken and need to be repaired are done every year during vacation period.

- **Garden**

- The Green cover of the campus is well maintained by the fulltime gardeners.
- Tree leaves and wooden logs are collected daily and taken to vermi composite yard for converting into manures.

- **Laboratory Equipments**

- Laboratory equipment are purchased depending on need and are calibrated periodically.
- Laboratory consumables are purchased basing on the indent submitted by the respective department.
- Condemned equipments and broken glass wares are disposed of through authorized agency.

- **Computer Systems Maintenance**

System Administrator maintains Central Computing Services Unit for the purpose of development implementation and maintenance of the security of the IT infrastructure of the Institution. It is an in-house servicing section for both software and hardware related issues. Network security is maintained and its services are upgraded periodically. Maintenance of services like ERP File server management Firewall maintenance and Wi-Fi services are carried out.

- **Sports Facilities Maintenance**

- The Institution has separate play grounds for different outdoor games and spacious rooms for conducting indoor games.
- Play grounds are maintained periodically as they are used continuously by the students.

- **Safety and Security**

- To ensure the campus safety and security through CCTVs cameras are installed.
- 24x7 security services provided through security guards.
- Fire safety equipments are installed in vulnerable areas and recharged as per the statutory requirements
- All the laboratories are provided with first aid kit
- Safe assembly points are earmarked

- **Maintenance of Library**

- Library Stock Register Book Accession Register Journal Register are maintained in the Library.
- Rare and costly books are classified and kept them as 'Reference books'.
- All the equipment available in the library are serviced regularly

- Stock Taking Procedure

1. Every department / section maintains a stock register for the office and laboratory equipment consumables and furniture.
2. Inspection and verification are done at the end of every year by the internal administrative audits.

3. In case of shortage the cost will be collected from person in-charge

- **Maintenance Procedure**

During the regular working days the Head of the Department / Section concerned submits a request to the Estate section mentioning civil or electrical defects identified in the prescribed proforma and the defect shall be rectified within 24 hours or immediately in the case of emergency and inform the action taken to the Registrar.

- **Annual Maintenance Contract (AMC)**

Optimum working conditions of all equipment is ensured through Annual Maintenance Contract wherever applicable. Maintenance of Generators /UPS servers all sensitive equipment in the laboratories Air Conditioners CCTV Cameras water purifier and Lifts come under the purview of AMC.

UTILISATION OF FACILITIES

Physical Facilities:

Class – Rooms:

The institution has allocated separate Blocks/ Buildings for the faculty of Arts and Science, Engineering, Pharmacy and Architecture considering their requirements. The Dean concerned allots classrooms to the different departments considering the requirement in terms of number of class rooms and the capacity to accommodate number of students.

Hostels:

The students are allotted to Hostels basing on the year of study. Separate hostels available for men and women. First year students are accomodated in a separte block.

Laboratories:

Every Science and Engineering departments have their own UG and PG laboratories. There are specialized laboratories for Cancer Research and Battery Research. Language laboratory which is common for students of different programmes and classes are allotted judiciously. Computer laboratories are used by more than one related departments and time table is framed in a such a way to utilize the lab to the optimum level.

Library:

There are separate libraries for Pharmacy, Management, Architecture and also a Central library. Besides, each department has a department library. The faculty–wise library and the Department libraries have subject-wise books and journals. The central library has both subject books, general books and journals.

The library has its own rules and procedures for lending books, reference books etc. The library is automated.

Sports Complex:

The institution has outdoor and indoor sports facilities. It has Football and Basket ball grounds, 2 Badminton courts, 2 Kabbaddi courts and 2 Volley ball court. In addition Fitness Centre and Yoga Centre are available. Indoor games such as Table Tennis, Carrom, Chess and Judo are also available. It is the responsibility of the Director, Physical Education to optimally use different sports infrastructure.

Auditorium/ Seminar Halls:

A 3000 capacity open auditorium, 1550 indoor auditorium and 300 capacity Amphitheatre are available for conduct of cultural programmes and other mega events. Six Seminar Halls are available for conduct of seminars and Conferences. The Establishment section judiciously allots these facilities for the departments.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 15.69

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) year wise during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

2019-20	2018-19	2017-18	2016-17	2015-16
1116	1173	997	863	478

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.

Response: 65.24

5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4857	4628	3526	2977	3062

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 66.01

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
17	6	22	4	1

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
24	9	29	6	2

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 60.41

5.2.2.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
1008	1190	1034	992	891

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 16.86

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 366

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response: 212

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
61	93	19	18	21

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

The Karpagam Academy of Higher Education has a vibrant Student Council

Aim of the Student Council

The aim of the Student Council is to protect the rights of the students in terms of meeting their needs related to education, health, sports and culture by taking the issues to administrative and academic authorities and to involve in the institutional development.

Constitution of Student Council

The Student Council comprises of Chairperson, Secretary and a representative from each department. The Council functions under the overall supervision of the advisor. The Dean, Student Affairs participates in

the meeting of Student Council as ex-officio. The eligibility criterion for nomination to Council includes regularity in attending the classes, a good record of conduct, academic excellence and participation in various departmental activities. It meets once in a semester and discusses issues of importance.

Functions of the Student Council relating to Curricular and Co-curricular activities

- The Student Council plays a major role in involving all the students in various programmes.
- The Council has representation in the Board of Studies where they give feedback on the existing curriculum and the areas to be included to update the curriculum.
- The Council involves in the functioning of various clubs such as media, literary, fine arts and eco club to encourage students to portray their latent talents.
- It plays an active role in support of sports and cultural activities in identifying the students talents and motivating them to take active part in such activities.
- It also has representative in the Library Advisory Committee to ensure adequate availability of books, periodicals and other resources in the library.

Role of Student Council in Extension Activities

The Student Council takes active part in Swachh Bharat and Unnat Bharat Abiyan Schemes for the development of the adopted villages in the area of environment cleanliness, child education, health and hygiene programmes. The Student Council members are in NSS, NCC, YRC, Red Ribbon Club, Blood Donors Club and involve in Road Safety Awareness Programme.

The Student Council has done an impressive job in Delta Region during Kaja Cyclone and got appreciation from District Administration and local people. The Council has collected and distributed free cloths to the affected people and conducted medical camp to treat the ailments caused due to the cyclone.

Activities relating to Student Welfare

- The Student Council monitors the hostel facilities and if there is any break-down / repair to be done it is brought to the notice of the administration through deputy warden.
- It supervises maintenance of hygiene, choice and quality of menu in canteen and mess.
- Transport facilities are scheduled as per the requirements of students as suggested by the Council.
- It plays an important role in University-Industry linkage for the benefit of the students in identifying the companies for their internship and for placement.

The student council is sensitive to the welfare of its peers as well as contributes significantly for the development of the institution.

File Description	Document
Upload any additional information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 44.4**5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
49	49	41	41	42

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement**5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.****Response:**

The Karpagam Academy of Higher Education has a vibrant Student Council

The Alumni Association of Karpagam Academy of Higher Education, registered under the Societies Act (Registration Number: Sl. No: 302/2017). It is vibrant and active and contributing in the following ways for the development of their alma mater.

Alumni Contribution

The Corpus Fund of Alumni Association is Rs.200.53 lakhs as on date

Executive Committee

The Alumni Association Executive Committee consists of 8 members - President, Vice- President, Secretary, Joint Secretary, Treasurer and three members. The term for the elected members is 3 years.

Annual Meeting

Every year alumni are meeting in the campus. Also, alumni meetings are conducted department wise and interact with the faculty and current students regarding their work experience and industries' expectation. After completing the department meeting, the alumni meet the Registrar and appraise the outcome of their discussion for the further consideration and implementation.

Academic Contribution of Alumni Association

Boards of Studies

Alumni are special invitees to the Meeting of the Boards of Studies in all the Departments. They share their industry / job experience and expectation to update the syllabus periodically matching with the latest requirements of the industry. They also give their feedback about the teaching methodology adopted by the faculty.

Guest Lectures

The departments maintain contact with their alumni and regularly invite them to the department to deliver guest lectures which will enable the current students to understand the latest developments taking place in the socio-economic and industrial scenario of the country. They deliver guest lectures in the area of time management, work life balance, use of social media etc., They also deliver lectures on the importance of developing various skill sets, updating the latest techniques, type of training required for the industries. During the last five years, 49 Alumni delivered guest lectures on different topics and another 32 delivered motivational talk.

Mock Interview

Alumni are invited by their respective departments to conduct mock interviews, which help the current students to face the interviews with confidence.

Support for Placement

A few Alumni take special care and include KAHE for recruitment of employees for their own establishments.

Support for Extension Activities

Some of the alumni working in corporates are getting support from their organizations to participate in the extension activities like, Health Awareness, Women Empowerment Programs and Computer Literacy Programmes.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: A. ? 100 Lakhs

File Description	Document
Any additional information	View Document
Link for any additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The Vision and Mission of Karpagam Academy of Higher Education are:

VISION

To impart value-based quality education, to undertake scientific, socially relevant research and instil creativity among learners, to enable, enlighten and enrich them to serve and lead the society.

MISSION

- Educating the learners to acquire latest knowledge and skills in their respective domain through e-platforms.
- Undertaking research in socially relevant, scientific and technology oriented projects.
- Empowering rural women and marginalised sections of the society.
- Imbibing the culture of creativity and innovation among learners.
- Making the learners to be self-reliant and moulding them as responsible citizens

The vision and mission of the Institution are reflected in the academic and administrative governance through the following.

Imparting Quality and Value Based Education

The academic governance ensures quality in curriculum development, teaching-learning and evaluation.

- The curriculum is designed in such a way that it is outcome based. The ‘desired outcome’ is identified first and then the curriculum, instructional materials and assignments are developed to achieve the intended outcome.
- Curriculum is being revised periodically to include latest developments taking place in the field based on the feedback given by the stakeholders.
- Socially significant issues such as environmental sustainability, gender sensitivity, professional ethics are integrated into curriculum.
- Experimental learning, participative learning are used for enhancing learning experiences.
- Field projects / internships are made mandatory for learners to get hands-on-experience.
- ICT enabled tools including online resources are used to make teaching-learning effective.

Instilling originality in the learning minds

- ‘Innovation Cell’ established to experiment the innovations.
- Training on creativity and IPR are given periodically.
- ‘Pitch your idea’ is an exclusive programme conducted for learners to come out with the

innovative ideas and they are rewarded for best ideas.

- Technology Business Incubator was established and 10 startups are functioning.

Research and Development

- The Institution is undertaking various socially relevant, scientific and technology oriented research projects by its own as well as in collaboration with national and international agencies
- It caters the needs of the society by offering consultancy in the socially relevant areas

Empowering Rural Women and Marginalized Sections of the Society

- Computer functional literacy to rural women
- Empowering rural women on digital transactions
- Educating women on menstrual hygiene, breast cancer, and organ donations
- Awareness programs on female foeticide
- Enlightening women on various Governmental support schemes available

Responsible Citizen

- Unnat Bharat Abhiyan and Swachh Bharat Abhiyan schemes are implemented to make the learners socially responsible.
- Educating the learners as law abiding citizens
- Making the learners to understand the human values, commitment and socially responsible by involving them during natural calamities and fight against social evils like corruption, drug and alcohol addition

The institution keeps in mind its vision and mission and ensures that academic and administrative governance fulfill its vision and mission.

File Description	Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The Vice-Chancellor is the Chief Executive Authority of the Institution and executes the directions issued by the Board of Management and Government agencies. The Board of Management is the highest decision making body and monitors the attainment of the vision, mission of the Institution by delegating and getting the things done by administrative / academic bodies with the overall direction by the Vice-Chancellor.

For effective and efficient management of the Institution, the Vice-Chancellor delegates and decentralizes some of his powers and authority to other officials of the Institution. Again, for taking effective decisions he practices participative management where the connected people are involved and it is a team which

takes decision.

Academic Domain:

There are four Faculty of Studies – (i) Arts, Science and Humanities, (ii) Engineering, (iii) Architecture and (iv) Pharmacy and each faculty is headed by a Dean. They develop common framework and within which the Departments under the respective faculty are advised to perform their academic activities. The Dean monitors the functioning of the Departments and report back to the Vice-Chancellor.

The Heads of the Department are given freedom to frame Regulations and Curricula, Teaching, Learning and Evaluation Process, Research and Student Support Activities and their effective implementation come under the overall guidance and supervision of respective Deans.

It is the responsibility of the teaching faculty to prepare lesson plan, teaching diary, maintaining log books, and to adopt suitable modern teaching methods including the use of ICT. The responsibility of the administration is restricted to provide necessary infrastructure, equipments, learning resources, and favourable environment.

Administrative Domain:

The overall Administration is delegated to the Registrar who is the custodian of all records / properties of the Institution.

The administrative wings of the Institution such as Establishment, Finance, Examination and Research are given administrative freedom in their respective domains. For instance, Establishment section takes care of appointment and service conditions of employees and deal with communication received from the UGC and other regulatory bodies. Again, the Finance section is vested with the responsibilities of preparation of annual budget, expenditure statements, financial audits and preparation of annual accounts report. The Examination section is given full autonomy to draw the examination schedule, conduct of examination and declaration of results. Likewise, the Research section admits students by conducting entrance test and also takes care of Doctoral Committee Meetings etc. In this way the functions of Examination section and Research section are decentralized.

In both academic and administrative domains, the decisions are taken democratically through participative management. For instance, in the Board of Studies, internal academic experts, external experts from academia, industries / professional bodies participate when deciding the curriculum. Student representatives are also invited as special invitees.

Similarly, the Academic Council has internal academic experts, representatives from industries / professional bodies and eminent academicians to deliberate the academic matters and takes decision. Thus, one could see the effective leadership of the institution is reflected in all the institutional practices.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

Karpagam Academy of Higher Education formulated Perspective Plan during 2014 which included 7 years Strategic Plan. The main aspects of the Strategic Plan are to establish:

- B.Pharmacy in 2015-2016
- B.E. Biomedical Engineering in 2016-2017
- B.Tech. Chemical Engineering in 2016-2017
- Media Centre - 360°Studio to record the video lectures in 2017
- Photovoltaic solar power plant to generate renewable energy in 2017
- Drug Testing Centre to carry out the tests on Drugs & Pharmaceuticals in 2018
- Design and Development Centre 2018
- Centre for Advanced Battery Research in 2019
- Technology Business Incubation Centre in 2019
- B.E. Artificial Intelligence and Data Science 2020-2021
- Centre for Material Science 2020
- Quality Management and Environment Management system and get ISO certification
- ISO certification 2020
- Centre for Cancer Research 2021

Drug Testing Laboratory – One of the successfully Implemented Activity

Establishment of the Drug Testing Centre is one of the aspects of Strategic Plan and the Laboratory was established in 2019. The laboratory has the state of art instruments such as High-Performance Liquid Chromatography, UV-vis Spectrophotometer, IR Spectrophotometer, Dissolution Apparatus, and Disintegration apparatus.

The Centre is approved by the Director of Drugs Control, Tamil Nadu. Within two years of its establishment, the centre has become vibrant in its functioning.

The centre provides services to carry out the tests on Drugs and Pharmaceuticals, Active Pharmaceutical Ingredient (API) and intermediates used in manufacture of all scheduled Drugs including C and C1, vitamins, antibiotics, cosmetics, Homeopathies etc., as per Indian Pharmacopoeia and Bureau of Indian Standards.

The Centre also carries out the test for pharmaceutical evaluation of tablets, capsules, syrups, ointments, suspension, and cosmetic evaluation for shampoos, soaps, creams, gels, dusting powders, facemask, hair oil and hair serum. It also conducts stability studies for cosmetics to determine the shelf life of the products.

The centre collaborates with the Department of Chemistry, Biochemistry and Biotechnology for performing HPLC analysis and UV analysis. The Life Sciences and Pharmacy Department undertake research in phytochemical and pharmacokinetics which require testing and authenticating by a certified centre and the lab provides such support. It provides training to students of various departments in HPLC,

UV, IR and required professional skill to the students of Faculty of Pharmacy. This Centre plans to expand current testing process into microbiological testing and to get accredited by NABL.

The Centre has provided services to Juicy Chemistry, Vilvah stores, Nano Remedies, Mediline Agencies, Mehta Herbs, Graphite Therapeutics, Kashvvi Life Sciences, Gencarb Ecotech and Karpagam LLP.

The centre has analyzed 310 samples within a period of one year and generated revenue of Rs.3.0 lakhs.

Similarly, other strategic plans are implemented as per the schedule.

The institution reviews the implementation of various components of strategic plan periodically and introduces modifications, if required.

File Description	Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

The Institution is functioning under the overall regulations of Memorandum of Associations / Rules as approved by the Statutory Bodies of the University.

The Institutional bodies such as Board of Management, Planning and Monitoring Board, Finance Committee, Academic Council and Board of Studies are constituted as per the UGC (Institution Deemed to be Universities) Regulations 2019. The members nominated to these bodies are well known for their academic eminence and with impeccable credentials.

Functioning of Institutional Bodies

- **Board of Management**

The Board of Management is the apex executive body in respect to academic, administrative, personnel, financial and development issues of the Institution. The Board has met 18 times during the last five years and have dealt with more than 200 academic and administrative issues for the development of the Institution.

- **Planning and Monitoring Board**

The Planning and Monitoring Board is the principal Planning Body and has prepared Perspective Plan of the Institution which include 5 year Action Plan and 7 year Strategic Plan for the overall development of the Institution. It meets once in a year with UGC nominee for its effective functioning.

- **Finance Committee**

The Finance Committee meets twice in a year – one in February/March to consider the budget and in September/October to revise the budget and to approve the audited financial statements of the previous year. The expenditure incurred are well within the budget and the Institution maintains good financial health due to its financial jurisprudence.

- **Academic Council**

The Academic Council is the principal academic body and responsible for the maintenance of standards of teaching, research and approval of curriculum. The council has approved the curriculum / modification of curriculum of 88 programmes. It met 15 times during the last five years.

- **Board of Studies**

Board of Studies is constituted for UG and PG programmes of every department and this body frames the Curriculum for each programme and recommends to the Academic Council.

It meets once in a year normally and includes representations from industry, society and alumni. So far curriculum was framed for 88 academic programmes.

Policies

A well-defined recruitment and promotion policy, Policy for Promotion of Research, Consultancy Policy, IT Policy, Research Ethics Policy, Students Grievance Redressal Policy and E-governance Policy are formulated by the Institution. These policies are approved by the relevant statutory bodies and implemented effectively.

Recruitment

The recruitment and promotion of teaching faculty is done as per the norms of the Regulatory bodies such as UGC / AICTE / CoA and PCI.

Service Rules

The Service Rules relating to probation, confirmation, leaves such as casual leave, on-duty leave, maternity leave, sabbatical leave and welfare measures such as Gratuity, PF are followed as per the Government norms.

The existing administrative set up, policies and procedures are the clear testimony of the effective and efficient functioning of the Institutional bodies.

File Description	Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

Performance appraisal system of teaching faculty is in place. Institution follows Academic Performance Indicator (API) given by UGC for performance appraisal of faculty at the end of every year. The performance is being measured against factors such as subject knowledge, use of ICT in teaching process, books / articles published, projects and consultancy services undertaken, involvement in extension activities and academic and other co-curricular activities.

The results of Performance Appraisal are the base for considering the teachers for their promotion and for the payment of incentives / increments.

The Performance Appraisal of teaching faculty is evaluated by means of –

1. Self-appraisal
2. Appraisal by HOD
3. Appraisal by Students
4. Appraisal by IQAC

The institution has developed a structured format for self-appraisal, appraisal by Head of the Department, Students and by IQAC. The reports collected are analyzed and action taken.

Action Taken

- The action taken may vary from giving advice to the faculty members to improve their performance on the deficiencies pointed out by the HoD / Students and IQAC.
- Deputing faculty to Faculty Development Programmes.

Performance Appraisal of Non-Teaching staff

Performance Appraisal of non-teaching staff is conducted periodically to assess their knowledge on office systems and procedures, computational, communication, drafting skills and the number of administrative training programmes attended.

The main objective is to identify their training needs and to decide payment of incentives / promotion.

PROMOTION

Teaching Staff

The teachers shall be considered for promotion from one Academic Level to another as per the Career Advancement Scheme of UGC.

Non-Teaching Staff

All promotions of non-teaching staff are made by selection based on merit cum seniority.

WELFARE MEASURES

The welfare measures provide better physical and mental health to employees and promote a healthy work environment. The welfare facilities provided to teaching and non-teaching staff are:

Teaching Staff

- General Provident Fund
- Group Gratuity Insurance
- Concessional transport facility
- Health benefits at Karpagam Medical College at subsidized cost
- Registration fee and travelling allowance to attend seminars and conferences
- Tuition fees concession to the wards of staff.
- Cash incentive to faculty who receive awards / recognition
- Cash incentive for their Research publications
- Registration fee for completing SWAYAM course
- Hostel accommodation
- Professional membership paid for the faculty
- Food at subsidized cost at the Institution hostel for inmates

Non - Teaching Staff

- General Provident Fund
- Group Gratuity insurance
- Concession in tuition fee to the wards of the staff
- Concessional transport facility

- Health benefits at Karpagam Medical College at subsidized cost
- Free coaching / training to upgrade the skill of the nonteaching staff such as training in tally and training in office administration
- Hostel accommodation

The Performance Appraisal of teaching faculty helps to improve their performance and the welfare measures motivate them to develop commitment and involvement.

File Description	Document
Link for Additional Information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 70.94

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
349	251	226	250	222

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document

Other Upload Files

1	View Document
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6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 44.4

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
44	42	44	43	49

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 98.94

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
363	357	385	373	336

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Karpagam Academy of Higher Education has in-built strategies for effective and efficient utilization of resources based on the principles of financial jurisprudence.

Resource Mobilization Policy of KAHE

- To mobilize required resources for attainment of its strategic plans and achievement of vision and mission of the Institution.
- To identify various sources of finance available for attainment of the policies and programmes.
- To allocate budget for various activities efficiently.

The Institution is the self-financed Deemed to be University and hence not getting any salary / development grants from government agencies.

The Institution generates its own resources through following sources:

1. Tuition fees.
 2. Funds from funding agencies DST/DBT/ICSSR/SERB/AICTE for specific projects.
 3. Funds from Agencies such as National Human Rights Commission and Entrepreneurship Development Institute for specific programmes.
 4. Donation from the philanthropists through creation of endowments.
 5. Alumni contribution
 6. Revenue through consultancy services.
- The institution collects tuition fees from the students of various programmes and this constitutes 92% of source of funds for the institution.
 - The institution has secured Rs.550.01 lakhs from funding agencies such as SERB/DST/DBT/NHRC/EDI for earmarked projects.
 - Donation from Philanthropists for creation of Endowments. 28 Endowments have contributed Rs. 28 lakhs which have been instituted by the philanthropists. This is the earmarked funds and the revenue generated are used for conducting specific endowment lectures and for the celebration of National and International Days.
 - Rs. 481.94 lakhs generated through Consultancy Services is shared between the Institution and the Consultants as per the Consultancy Policy norms.

Preparation of Budget

The individual academic departments and administrative sections shall be instructed to prepare and submit the budget for the next financial year to the Registrar. The budget is then prepared by the Finance Officer after consolidating the budget submitted by the individual Heads of the Departments and Section Heads basing on the availability of funds. The budget is, then, submitted to the Finance Committee which considers and approves the budget and recommends to the Board of Management for its approval.

Optimal utilization of resources

Being a self-financing institution, the salary of the teaching and non-teaching staff, expenses connected

with infrastructure augmentation and up gradation of laboratory are met out of tuition fee collected from the students.

The funds received from funding agencies are earmarked and fully utilized and utilization certificates are submitted to the funding agencies on time.

The interest accrued out of endowment funds is fully utilized for which the endowments have been instituted.

The contributions made by alumni are being spent for convening the meeting of alumni association and for organizing guest lectures.

The revenue generated out of consultancy services after paying 70% to the consultants is being spent for strengthening the laboratory of the departments which offer consultancy services.

Thereby, the institution optimally utilizes the funds, as much as 95% generated through various sources are being spent for the students, employees and for the overall development of the Institution.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 42.98

6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
4.80	17.43	0	0	20.75

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 300.3

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
67.24	45.19	51.13	41.71	95.03

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

KAHE conducts both internal and external audits regularly. The internal audit is done by internal auditors and the objections raised by the internal auditors are answered then and there and the accounts are finalized. The external audit is done within a period of six months of closing of the financial year by the external Statutory Auditor.

The details of audit objections raised in the last 5 years i.e. from 2015-16 to 2019-20 are nine and the mechanism of settling of objections are as follows.

Mechanism for settling audit objections:

The internal auditors check and verify the accounts continuously as and when the accounts files are submitted to him by the Finance Officer. The internal auditor scrutinizes every item of purchase made, documents relating to quotations called, quotation documents, copy of comparative statements, minutes of the purchase committee, copy of the order placed, invoice, corresponding stock entries etc.

Similarly, the details of advances paid for different purposes such as conduct of seminars / conferences, club and cell activities, sports and cultural activities and other academic and administrative related activities, settlements of advance within the reasonable period etc.

Again the auditors check all the documents relating to building constructions, payment made to the contractors and also documents relating to the payment made to the service providers such as 'security services', 'transport services', 'canteen services' and 'cleaning services'.

The auditors will also check up the qualification of the teaching staff appointed, order of appointment and scale of pay fixed.

Similarly all accounts details pertaining to funds received from funding agencies for research, accounts relating to seed money given, expenditure details, utilization certificate issued etc. will also be scrutinized by the auditors.

After checking and scrutinizing the documents the internal auditor will ask for the details, any clarification if required and if the answers / documents provided by the Finance Section are satisfactory, he will approve the accounts, then and there and it is a process of continuous audit.

The external auditor will scrutinize all the transactions and accounts statements submitted by the Finance Section after completion of financial year. After scrutinizing the accounts, the external auditor shall submit 'statement of audit objections' for which the Finance Section has to submit the answers / compliance within reasonable time. If the answer provided by the Finance Section is satisfactory the external auditor shall drop the objections. On an average, the two or three objections in each year are raised by the auditor in the last five years and all those objections are satisfactorily answered and the objections were dropped.

The audited financial account statements and Auditor Report shall be submitted to the Finance Committee for its consideration and then taken to the Board of Management for approval.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

The IQAC of Karpagam Academy of Higher Education (KAHE) is taking all efforts to institutionalize the Quality Assurance Strategies to enhance the academic performance since inception. The following two strategies are adopted by IQAC

1.Relevance of Teaching Learning modalities for the diverse group

One of the strategies taken up by the IQAC is, to ensure that the Teaching Learning modalities are relevant for the diverse group of students like slow and advanced Learners, Rural/Urban and Physically Challenged. Bridge Courses are conducted for the students who lack the minimum knowledge required to understand a course at the beginning of the Course. By this, students feel comfortable and are enabled to enhance their learning level.

IQAC has formed an Internal Committee for the disabled students to cater to the needs of the physically challenged. The Committee interacts with the students with disabilities to understand their needs and take necessary action to fulfill the same.

Different teaching methodologies need to be used by the faculty members to enable the diverse group of

students to get involved in the teaching learning process and thereby improving their academic performance. It has been made mandatory to record the teaching methods in the Course Log Book by the faculty members. The IQAC reviews the log book, course file and other documents once in a semester in each department and initiates action plan by the concerned. The IQAC receives feedback from the stakeholders on curriculum, analyses and advises the respective departments for appropriate action.

2. Technology enabled teaching and learning

The Institution has taken initiative to deploy ICT enabled teaching on continuous basis. The open source LMS software MOODLE has been customized to the institution's academic requirements and the course materials are loaded in MOODLE by the faculty members for the courses handled by them. Google Classroom application is also used to enable the students to access the course material at any point of time and location.

MOOCs is yet another source of learning for both students and faculty members. Two Coordinators were identified at the institutional level and they disseminate the information related to SWAYAM/NPTEL Courses to the Department Coordinators, who in turn coordinate with the students and faculty members right from the registration to the publication of results. Faculty members are motivated to study the online courses offered in SWAYAM Portal to enrich their knowledge. A few of the faculty members achieved higher rankings (toppers) and special awards at the national level. IQAC closely monitor this.

Further, e-content development facility has been established to record the lectures delivered by the faculty members. So far 2970 E-content lectures have been developed. IQAC has taken steps to establish a Media Centre (360 degree studio) in the campus and made arrangements to take audio, video lectures in Swayam and E-Pathasala Portal.

IQAC interacts with the concerned and ensures that all the above methods are practiced regularly.

File Description	Document
Any additional information	View Document

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Link for Additional Information	View Document
Paste web link of Annual reports of University	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

IQAC has been established as a post accreditation initiative to improve the quality of education in KAHE. It is headed by Director and supported by Co-coordinator and a team of 16 members. The following initiatives were taken at different point of time to sustain and improve the quality in various aspects.

1. Choice Based Credit System (CBCS) has been implemented from 2015 as per the guidelines issued by UGC with letter and spirit.
2. UGC and AICTE model curriculum is followed for Science, Management and Engineering Programmes and Curriculum suggested by Council of Architecture and Pharmacy Council of India are followed for Architecture and Pharmacy Programmes respectively.
3. UGC (Minimum Standard for M.Phil. and Ph.D. degree) Regulations 2009, 2016 and 2018 are followed in admission procedure, conduct of the programme and evaluation of M.Phil. and Ph.D. Programmes.
4. For effective teaching-learning process, academic schedule, log books and course files are prepared by the faculty which is verified by the HOD/Dean concerned.
5. Depending on the nature of programme / course any one or more of the following activities are adopted by the faculty.
 1. Student projects / internships in industries or relevant professional bodies.
 2. Industrial visits / field visits / Hands on training / Studio work for exponential learning by students.
 3. Seminars / workshops to equip the students to know latest developments that have taken place in the respective domains / critical analysis of systems and procedures followed and / or new systems, innovations that could be attempted.
6. Training and Placement Cell has been strengthened. Students are given training in communication skills, general knowledge and in developing positive attitude.
7. Coaching is given by Career and Guidance Centre to students for taking competitive examinations such as NET/SET/ Civil Services/ Banking / GMAT etc., to find better placement. As of now 60.41 percent of outgoing students got placement through campus interviews and opportunity for higher education.
8. As part of quality initiative, faculty members are motivated to publish besides UGC CARE journals, in SCOPUS and Web of Science indexed journals. As a result, 2500 articles have been published in the above journals.

9. The Institution has established strong linkages with industry. It offers industry specific curriculum and training programs through tie-ups with institutions like Tata Consultancy Services, Infosys, Insurance Institute of India, C-DAC, Micro, Small and Medium Enterprises (MSME), BSNL, Aqua sub Engineering and Sriram Engineering.
10. The Institution has entered into MoUs / Collaborative Agreements with 180 institutions / industries both at the National and International levels. IQAC ensures that all these MoUs are functional.
11. IQAC coordinates with departments in consultancy activities.
12. IQAC is instrumental in organising faculty empowerment programmes for both teaching and non-teaching staff.
13. IQAC is instrumental in submission of institutional AISHE, NIRF and AQAR data and data sought by other statutory agencies on time.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender Sensitization through education can be an effective and primary tool to bring change in thought process of students. The main focus is to break the stereotypes and mindset related to gender prevalent in the society. Gender sensitization helps to empower women in developing a strong progressive society.

In the beginning of the academic year, induction programmes for freshers are organized by all the departments and one of the areas dealt with in the induction programme is Gender Equality and Gender Sensitization.

As per the guidelines of UGC on Gender Champions to the educational institutions, about thirty Gender Champions were selected and guided through workshops and guest lectures on Gender Equity. Gender Champions in turn propagated the same to their peers.

Gender Sensitization Cell organizes and conducts special lectures, competitions and awareness throughout the year. Eminent social activists in the area of Gender Equality deliver special lectures.

It is important for the women to have economic freedom for which self-employment provides a greater scope. Hence, the Institution regularly organizes programmes on specific entrepreneurship opportunities available to women students in the Pharmacy, Life Sciences, Engineering and Commerce and Management programmes. In the last five years, 932 women students have participated in such Entrepreneurial Development Programmes.

The institution has both men and women wing in NCC and the cadets have participated in National level events and received awards and certificates. Self-defense training programmes in Silambam, Judo and Karate are organized exclusively for women students. The Institution encourages and organizes various sports activities and yoga for both the gender.

Women Development Cell conducts programmes periodically for empowering women. Women's Day is conducted in a grand scale. Gender positive materials and modules form an integral part of FDPs.

One-third representation is offered to women in various statutory bodies like Board of Studies, Board of Management, Academic Council, Planning and Monitoring Board, Finance Committee and other non-statutory Committees.

Safety and Security are more important for the students and faculty and for this purpose the entire campus is connected through CCTV cameras. Security guards are posted for 24 hours.

A well experienced and qualified counselor is regularly interacting with students to sort out their psychological problems. Mentor-Mentee system is existing from the inception of the institution to provide better guidance to the students.

Gender sensitization through education can be an effective and primary tool to bring change in thought process of students. The main focus should be on breaking the stereotypes and mindset related to gender prevalent in the society. Gender sensitization helps to empower women in developing a strong progressive society.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The institution effectively manages degradable and non-degradable wastes such as Solid Waste, Liquid Waste, E Waste and Waste Recycling System. Institution is not using Biomedical, Hazardous and Radioactive materials.

Solid Waste Management

Solid wastes refer to waste paper, old answer scripts, old newspapers, broken glassware and condemned laboratory equipment, plastics and construction debris.

Solid wastes such as construction materials including broken bricks, cement blocks, iron rods, shuttering wastes which form the major part are cleared by the building contractor as the entire construction related works are outsourced. The Institution does not deal with such type of solid wastes on its own.

Old newspapers are disposed to the newspaper supplier as per the prevailing market rate. Used answer scripts are shredded and sold to waste paper merchants.

Tree leaves, wooden logs are used for vermi-compositing periodically. The obtained manure is used as organic manures for trees, shrubs, grass and in herbal garden within the Institution. Apart from these manures are distributed to needy people in adopted villages also.

Liquid Waste Management

The Institution has constructed and erected two Sewage Treatment Plants (STP) with 3.5 lakhs litre capacity. Liquid wastes such as kitchen waste, dining hall waste, canteen liquid waste and sewage from hostels are collected through pipeline to sewage treatment plant for treatment. This treated water is used to irrigate the garden and trees sprinklers are used for watering of the landscaping. Solid wastes generated in the STP are disinfected and used as manure.

The institution is always using non-hazardous chemicals for the laboratory use. The used chemical liquid wastes are pre-treated before connecting to the sewage treatment plant for further treatment. The microbiological wastes are segregated into contaminant and non-contaminant wastes. The contaminant wastes are disposed by autoclaving method. The non-contaminant wastes are disposed by chemical disinfectants methods.

E-Waste Management

Electronic Wastes such as computer peripherals, cables, small circuits, are sold to Green Era Recyclers which is authorized by the Pollution Control Board under MoU signed between the Institution and Green Era Recyclers. The computer systems which are used for more than three years are given to suppliers while buying new systems under buy back scheme.

Waste Recycling System

Waste materials iron rods, iron sheets, plywood are collected and used in the centre for production and service facility which also helps the students for their mini projects. Architecture department also using this waste material for their construction lab activities.

Scientific and systematic management of degradable and non-degradable wastes have enabled the Institution to keep its campus clean, healthy and pleasant environment.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit

- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Disabled-friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

KAHE has taken the following initiatives for inclusive environment

- 1.Creating data base pertaining to diversity and inclusion.

2. Creating conducive environment to provide greater access, inclusion, visibility, safety, support and resources for diversity and inclusion.
3. Conducting training / professional development programmes relating to diversity and inclusion.
4. Conducting programmes and events those propagate and educate diversity and inclusion.
5. Providing adequate financial resources in the form of scholarships to under-represent identities.

Institutional efforts to provide inclusive environment

- International students from Sudan, Uganda, Ethiopia and from other Indian states like Kerala, Karnataka, Andhra and North India are enrolled in different programmes in addition to students from Tamil Nadu.
- The Institution does not discriminate students and faculty members based on their language, religion, caste, state and country.
- All the students are given equal importance and opportunities in the selection of curricular, co-curricular and extra-curricular activities of their choice. Students of diverse religions and languages remain coexist and provide better harmony. The AICTE recently sent students from Jammu and Kashmir to study various degree courses throughout India to bring harmony at national level and under this scheme one J & K student is studying in KAHE.
- National, cultural and religious festivals like Republic Day, Pongal, Onam, Ramzan and Christmas are jubilantly celebrated and all the students and the faculty participate to demonstrate their harmony, inclusiveness and togetherness.
- To bring harmony among the students, National Level Cultural competition in the name of “Pranaya” is celebrated every year. In this cultural competition, students from various States participate to show their talents. Similarly, mother tongue day is celebrated.
- Anti-Discrimination Cell organizes lectures, poster presentation events to spread the message of Anti-discrimination among the students and faculty.
- Students are motivated to organize department and institution level programmes to have harmony in working as a team with other gender /communal /regional /language students.
- Students are involved in extension activities through Swatch Bharat Abhiyan to mingle with the local community to understand their living conditions. This experience creates humility among the students in adjustability and adoptability in their life.
- To improve the social forestry in the villages, more tree saplings are planted. The rural people are encouraged to plant the tree saplings to produce more oxygen and to bring more rain in their villages.
- Awareness programmes and training are given to the village people for digital literacy by using their mobile phone, computers etc., Programmes about the use of digital payment methods are also conducted for the benefit of the rural people and vendors.
- A program on Menstrual Health Hygiene is regularly conducted for adolescent girls. The NSS team has distributed sanitary items.

From the above, it could be seen that constructive efforts are taken by the Institution to provide inclusive environment in the campus thereby the values of tolerance and harmony are imbibed in students.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

KAHE has undertaken various activities to sensitise students and employees of the Institution to the constitutional obligations such as values, rights, duties and responsibilities.

Activities Relating to Values:

Values are nothing but principles of standards of behavior. The students and employees are sensitized to the values such as social, cultural, spiritual, moral / ethical and aesthetic.

Social values: Social values are inculcated by making it an integral part of the students in the class room and in teaching. For instance, students are educated about good manners, courtesy and etiquettes while talking to a teacher, parent and friend.

Ethics, more specifically, professional ethics which include honesty and integrity are part of curriculum in all the professional programmes.

Students are sensitized to understand the dignity of labour and educated to respect hostel workers, security personnel, sweepers etc.,

Gender sensitization programmes are conducted to sensitise students on gender equality and respect women. Women students are sensitized, through conduct of women empowerment / development / entrepreneurship programmes.

Students are involved in Swachh Bharat Abhiyan and Unnat Bharat Abhiyan Schemes. They show their concern towards the public by donating blood and spreading the importance of organ donation during the extension activities. This helps them to understand the importance of human values.

Cultural values: These are the core principles and ideals upon which the entire community exists. This includes custom which are traditions, rituals and beliefs. It also refers to art and architecture, language, costume etc.,

The institution has defined dress code to students to follow. To understand the value of customs, traditions and rituals, festivals like Saraswathi Pooja, Pongal, Christmas, Onam, Deepavali and Holi are celebrated. This also imbibes spiritual values among students.

A National Level 'PRANAYA' cultural programme is conducted every year which depicts classical / modern dances, songs etc.

Aesthetic values: The students of Architecture are taken to different places / countries to understand the value of heritage, temple architecture and other traditional and modern architectures to imbibe aesthetic values.

Fundamental Rights and Duties:

Independence Day, Republic Day and Constitution day are celebrated every year to sensitize the students and staff on fundamental duties and responsibilities of every citizen.

The fundamental rights such as Rights to Equality, Freedom, Religion are imbibed by admitting students of different religions / community, freedom. Rights to equality among students are ensured by establishment of various cells like Anti-discrimination Cell and Gender Sensitization Cell. Rights to protect the environment are also imbibed.

To cherish and follow the noble ideas which inspired national struggle for freedom, the Institution celebrates commemorative days of great freedom fighters like Mahathma Gandhi, Jawaharlal Nehru and Dr. Ambedkar. To develop scientific temper among students National Science Day is celebrated.

Further, NCC/NSS/RRC/YRC are in place to train the students to be responsible citizens and to make them responsible to protect the environment by making Environmental Education compulsory.

The above activities / programmes have greatly sensitized students and employees to constitutional duties, thereby to become responsible citizens.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and

festivals (within 500 words).

Response:

Celebration gives immense happiness and blissful life to the students and faculty in the Institution. National and International days are occasions to educate and enlighten student community and the general public on issues of concern, and to mobilize resources to address global problems and to celebrate and reinforce achievements of humanity. Institution celebrates these days as spring board for creating awareness on various important themes.

COMMEMORATIVE DAYS

Commemorative Days are celebrated to remember past historical events, national, freedom leaders to sow the seed of patriotism among students. 11 Commemorative Days are celebrated in a year.

The following Commemorative Days are celebrated in the Institution.

- Swami Vivekanda's Birthday (12th January)
- Non-Violence day –Mahathma Gandhi Martyrs Day (30th January)
- Republic Day (26th January)
- National Science Day – Dr.Sir.C.V. Raman (28th February)
- Dr.B.R. Ambedkar birthday to honor on drafting Indian Constitution (14th April)
- Independence Day (15th August)
- Teachers Day – Dr. Radhakrishnan Birth Day (5th September)
- Mahatma Gandhiji Birthday (2nd October)
- National Education Day – Maulana Abul Kalam Azad (12th November)
- Indian Constitution Day (26th November)
- National Mathematics Day –Sir.Ramanujan (22nd December)

EVENTS

17 Event days are celebrated in the Institution to provide knowledge on important global themes to the students.

- International Mother Language Day (21st February)
- Zero Discrimination Day (1st March)
- International women's Day (8th MArch)
- World Water Day 22ns March)
- World Intellectual Day (26th April)
- Organ Donation Day (6th June)
- World Productivity Day (20th June)
- International Day of Yoga (21st June)
- Engineeris Day (15th September)
- World Pharmacist Day (25th September)
- World Standards Day (14th October)
- World Student's Day (15th October)
- World Food Day (16th October)
- World Internet Day (29th October)

- World Quality Day (14th November)
- Universal Children's Day (20th November)
- World Humans Rights Day (10th December)

FESTIVALS

The main reason for celebrating festivals is because of the majority of them are more or less religiously centered. They also give a sense of enjoyment, relaxation and offer time needed to bond with family members / friends. They act like stress relievers and help to balance their emotions.

Life is a mixture of customs, traditions, moral values, beliefs and ideals which are passed on from one generation to another.

The following festivals celebrated in the Institution are Pongal, Onam, Deepavali, Christmas, Ramzan, Tamil New Year, Telugu New Year and Holi.

The above commemorative days, events and festivals are conducted every year. In addition, some event, personality specific days are celebrated on the specific direction from the Government.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

BEST PRACTICE -I

Title of the Practice

Appraisal of Research Scholars' progress through Timeline Presentation and Annual Research Congress.

Preamble

The institution is adopting the UGC Regulations in toto for offering PhD programmes. The PhD registered candidates are allotted to the recognized research guides and the research candidates have to attend

Doctoral Committee Meetings (DCM) twice in a year. The first meeting is conducted within six months of Registration. Normally, the title and course work are finalized in the first meeting. After the completion of the course work in the subsequent meeting materials and methods and statistical tools to be adopted are decided. In the next two DCMs progress of the research work including publications is assessed. In the fifth DCM, the paper publication status will be reviewed, and recommended for Pre-submission presentation.

However, the institution has additional quality initiatives in convening meeting of Timeline Presentation and Annual Research Congress. In the Timeline Presentation other Research Guides of the same department are also involved in assessing the Research Progress of the Scholars. The research scholars at different stages of research works with their guides are present wherein the junior level research scholars are getting more input for their research work. In fact, this is a joint-exercise of all the Research Guides and Scholars.

Annual research Congress is an extension of the same methodology except the academic experts of different subjects across the state are also involved to review and fine-tune the entire research work. Thus, it is an additional quality initiative over and above the normal practice. Hence, construed as the Best Practice.

Objectives

The objectives of Timeline Presentation and Annual Research Congress are

1. to ascertain the status of the research work of the scholars
2. to find out whether the scope of the research area chosen addresses the current issues and needs of the society
3. to fine tune the research title, objectives and methodology to be adopted
4. to critically evaluate the quality of their research work and publications

The Context

It is not practically possible to foresee the problems that may be encountered by the research scholars during the course of their research work. Such problems really act as a hurdle for the scholars and may find it difficult to show the progress of their research work. Timely availability of advice and proper guidance from the academic experts over and above the guidance given by the Research Guides will certainly keep the research scholars on track. Thus, apart from organizing routine Doctoral Committee Meetings, the Institution organizes Timeline Presentation and Annual Research Congress chaired by the Head of the Department and expert members from the respective field to offer suitable guidance and suggestions to the scholars, paves a way to complete the research working a scientific and systematic manner.

The Practice

The Institution takes necessary steps for arranging Timeline Presentation and Annual Research Congress every year. Timeline presentation is arranged in the month of June / July. Research section sends advance notification to the research scholars, respective guides and the Heads of the Department concerned about the schedule of Timeline Presentation. The research section also forwards a Power Point Template specifying the contents to be covered during the course of their presentation. The Head of the Department

will act as a Chairperson for the Timeline presentation. All the research scholars along with their respective guides and faculty members of the department will attend the presentation. The forum offers an opportunity for research scholars to present their research problem in detail, progress and status of their research work, future plan and probable time period required for completing the research work. Based on research scholar's presentation, the observers comprising of Head of the Department, Guide and faculty members of the department give feedback and suggestions to the scholars to fine tune their research work in the right direction and to complete the research work on time.

Every year Annual Research Congress is organized in the month of December. A one-month advance notification is issued to the Research Scholars, Respective Guides and Heads of the Department about the schedule of Annual Research Congress. Sufficient instructions and suitable template are given to research scholars for preparing their Power Point Presentation. Scholars shall prepare the extended abstract of their research work and present them. External experts are invited as Chairperson for Annual Research Congress and Heads of the Department act as a co-chairperson. Research scholars are permitted to present their research work in detail in the presence of external expert, co-chairperson, guide, faculty members of the department and research scholars. Based on his / her presentation, external expert fine-tunes his / her research problem, objectives, appropriate methodology and also clarifies the doubts and offers necessary guidance for the progress of their research work. It is also a practice that the extended abstracts of the scholars are released as a Congress Proceedings.

During the last five years, 5 Time-line Presentations and 5 Annual Research Congress were conducted. Altogether 1381 Scholars participated in Time-line Presentation and 1210 Scholars participated in Annual Research Congress. 96 subject experts were invited from various disciplines.

Evidence of Success

In each and every Timeline Presentation as well as in Annual Research Congress, feedback is obtained from the external experts about the progress of research work of the scholars. The Research Scholars emotionally responded that through the research congress they learned a lot and it helped them to improve the quality of research work and gave them self-confidence to rectify nuances of their research work. External experts and guides strongly feel that it is highly an intellectual exercise and polish their research bent of mind also. The positive feedback received from the research scholars, academic external experts and research guides thus, are clear testimony for the success of this practice. Further, the positive comments given by the external examiners who evaluated the thesis confirm the success of the practice.

Problem Encountered and Resources Required

Occasionally, a few problems erupted on arranging and organizing Annual Research Congress. Few of the academic expert's time-schedule do not coincide with programme schedule, as they held up with their own academic assignments. Further, few experts who initially accepted to act as a resource person later on decline due to unexpected important official assignments in their own institutions. In such cases, Institution has to choose an alternative expert to act as a Chairperson.

Concluding Notes

Considering the evidence of success, "Annual Research Congress" proves to be one of the best practices and quality research initiatives of institution, which other higher educational institution may emulate in their institution. Timeline presentation and Annual Research Congress offer a platform for research

scholars for improving their presentation skills and have a chance to interact with a senior academic experts and peer researchers for properly drafting their research problem, objectives and methodology of the study. Further, these events provide an opportunity to identify the progress of research works of scholars and to receive fruitful guidance from academic experts for timely completion of their research work. Also due to this practice the scope for the publication of research papers in quality journals gets increased.

BEST PRACTICE –II

Title of the Practice

Professional Hands-on-Experience to students of Civil Engineering on testing Road/ Construction Projects of both Government and Non- Government agencies.

Objectives

- To train them professionally with real-time projects.
- To involve and train the students of Civil Engineering Department Professionally through Hands on Experience.
- To practice different types of testing, such as soil testing, concrete cube testing, water sample testing, pipe pressure testing and road inspection.
- To expose them in different fields of the Civil Engineering.

The Context

The Government of Tamil Nadu is sanctioning crores of rupees to Municipal Corporations, Government Departments and Town Panchayats for the construction of buildings, roads, bridges, culverts and for laying down pipes for water supply. Central Government is also sanctioning many projects like smart city and NH road. These government departments execute the work by allotting the work to contractors after following due tender process. These contractors complete their work and claim funds allotted for the project.

Before making the payment, the Government Departments have to ensure that the work executed by the contractors meet the standard set so they go for testing the quality of work in terms of its strength, stability and the quality and quantity of materials used. For this purpose, the Government departments engage external Certified Civil Engineers. Five faculty members of the Civil Engineering Department are Government approved Engineers to certify. These faculty members take the students of Civil Engineering to observe, understand and train them in the field, thereby the students become really professional. Students are made to work independently. Under this context, the above practice assumes significance.

The Practice

Step 1

The faculty members are specialized under various streams like Structural, Water Resources, Geo – Technical, Environmental, Remote Sensing in the Department of Civil Engineering and who are registered professional engineers of the Government and their services are made available to the Municipal Corporations and Government Departments.

Step 2

The Government Departments and private sectors which have ongoing building construction and / or road projects, bridge/culvert projects, water supply through the contractors shall be contacting the approved engineers who are also faculty members of the Department of Civil Engineering.

Step 3

The Government agencies shall issue work order specifically mentioning the nature, testing and investigation to be done and the quantum of fees payable to them for the specific task.

Step 4

Once the work order is received by the Department of Civil Engineering, they will take required number of Civil Engineering students for the testing work and provide hands on experience to the students by involving them in the work.

Step 5

The faculty members and the students shall carryout the specific work allotted to them and in this process the students observe, understand the work, methodology of conducting the tests and its importance. When the students are directly involved in the testing process under the direct supervision and guidance of their faculty members they acquire clear and precise professional expertise.

Step 6

After completing specific assignments the faculty members submit the test report to the Government /non-government Department which has assigned the work to the Institution.

This is the best practice followed by the Institution in providing hands-on-training to the students in addition to the faculty members extending their professional expertise to the Government Projects.

Evidence of Success

The above practice is followed by the Department of Civil Engineering since 2015. So far, approximately 600 students of Civil Engineering have acquired the practical skill of assessing the quality of the civil work of different nature.

The Institution has generated a revenue of around Rs. 22 lakhs through the above assignment. The revenue is shared between the faculty and the Institute in the ratio of 70:30, as a sort of incentive/recognition. This is yet another best practice, within this main practice.

There is also a steady increase in the number of Government organizations approaching the Institution for different type of testing of civil work. New assignments, new type of testing and advanced tools and technological developments provide insight to the teaching faculty and exposure to the students, which otherwise, would not be possible.

This has proved to be successful practice in skilling the students of Civil Engineering and exposing them to

latest technologies in construction domain.

Problem Encountered and Resources Required

Selection of students according to their subject knowledge, specific interest in a particular area is an important task for the faculty members. To organize and safely escort the students to the field is a challenging task.

The Institution has to arrange transport facility to take the students, provide snacks & lunch during the investigation and testing processes. The resource that are required to carry out to accomplish the given task are to be arranged by the Department.

Concluding Remarks

This is a unique practice followed in the Civil Engineering Department in the Institution and this practice could be executed by the other Engineering Departments also. The opportunity available to the Civil Department is beneficial not only to the department and staff, but also to make the students to get hands-on experience. This practice helps the students to gain practical knowledge in specific area. The students are the most benefited, when they stepped out after their engineering programme, they can easily involve in their interested field with full confidence. Through this experiential learning, they can shine as a better engineer / practitioner. On seeing the success of the project by Civil Engineering, the students of Electrical and Electronics Department assemble LED lights and supply the same to the Institution and to others at a cost price. The Department has come forward to do energy audit. To begin with faculty of EEE are becoming Chartered Engineers of India Energy Bureau and eligible to conduct energy audit.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

ENVIRONMENTAL MANAGEMENT – A HOLISTIC APPROACH BY KAHE

Preamble

KAHE is innate and spiritually attached to nature and committed to provide healthy environment to its staff and students from its inception in 1995 and continued till now. At the time of inception, the area in which this Institution was built was a barren land with hard rock and construction of building itself was challenging, leave alone making it green. Still, the Institution determined to make it green and planted trees

by drilling the rock and watering the plants through trucks as there was no ground water. The process was done for two decades and at present, the Institution presents an enviable green campus which is eco-friendly with dense flora and fauna with 96 species and 624 trees. These trees, besides providing good shadow and pure air to the inmates has become a home for thousands of birds and the chirpings sound by the birds gives a pleasant environment particularly in the early morning and evening.

Now, providing healthy environment to the people has become the hot topic of the whole world and it has assumed such a great significance that “Environmental Protection” is considered to be a fundamental duty of every citizen of this country under Article 51-A(g) of Indian Constitution. Having understood the legal, social and moral importance of providing healthy environment to the staff, students and the society, the Institution has taken a Holistic Approach to Environmental Management which comprises of;

- 1.Environmental Aspects in Curriculum
- 2.Environmental Awareness
- 3.Green Buildings
- 4.Air Quality Management
- 5.Water Quality Management
- 6.Renewable Energy Management
- 7.Toxic Substances and Hazardous Waste Management
- 8.Solid & Liquid Waste Management
- 9.Environmental Research
- 10.Environmental Audit

Environmental Aspects in Curriculum

To enlighten students on environmental issues, the Institution has introduced a course on ‘Environmental Studies’ in all UG programmes and certain specific courses such as ‘Design of Environmental Engineering Structure’, ‘Environmental Geo Technology’, ‘Environmental Quality Management’, and ‘Environmental Health and Safety in Industries’ are offered under various programmes.

Environmental Awareness

Environmental Awareness is to understand the fragility of environment and the importance of its protection. To sensitize students on Environmental issues seminars / guest lectures and camps are organized and environment related activities are undertaken through NSS volunteers in the adopted five villages to sensitize the rural people. Environment Protection Day is celebrated on November 26th every year.

Green Buildings

The building materials such as asbestos, lead based paint, lead pipes are not used as they are harmful to the environment . The institution has a good indoor environmental air quality .

Air Quality Management

Vehicle Emission Checking Camp is conducted every year for the students and staff members and to the general public to check the emission level of their vehicles. To reduce air pollution the trees in the campus help to reduce heat generated by the sun and nearby industries and filter harmful dust and pollutants and

absorb 95.39 lakhs kg of CO₂ per year.

Water Quality Management

Pollution Control Board conducted test of water quality and indicated high level water pollution in Coimbatore. As against, the acceptable limit of 500 mg / L and permissible limit of 2000 mg /L for total dissolved solids, the reading showed 3936 mg/L.

The Institution has taken all precautions to provide purified drinking water to all the inmates by installing water purifiers in 16 locations and supply 5000 liters approx. per hour.

Renewable Energy Management

In a few buildings, 'Solar Panels' with a capacity of 50 kw are installed to generate solar power and planned to increase capacity to 1 mw.

Toxic Substances and Hazardous Waste Management

The Institution pre-treats the chemical liquid wastes before mixing with effluent treatment. The contaminant wastes are disposed by autoclaving method. The non-contaminant wastes are disposed by chemical disinfectants. The campus is totally tobacco and plastic free. However, our institution not using hazardous substances.

Solid and Liquid Waste Management (STP)

The Institution has installed two STP with 3.5 lakhs liter capacity. This treated water is supplied through pipes to irrigate the garden. Solid wastes generated are disinfected and used as manure

Environmental Research

Air Pollution Detection and Mitigation Device

This device has been developed by the Institution in **collaboration with IIT, New Delhi and Anna University, Chennai with financial support from DST** to detect and mitigate the air pollution after various testing procedures. Two types of 'Air Purifiers' have been installed; one is for Bus stop and another for Public, Chowki. The Delhi Administration has initiated steps to install the Air purifiers in all the Bus stops in New Delhi and the trials are going on.

Menstrual Hygiene Management Centre

The Centre is established in collaboration with UNICEF, KIDI, MSSR Foundation and Government of Tamil Nadu. Under this centre biodegradable sanitary napkin technology is developed.

Advanced Battery Research Centre

It is established to undertake research to design battery as an alternative to gas-emission fuel vehicles a step towards environmental protection. Equipments imported at a cost of Rs. 50 lakhs.

Environmental Audit

This is done to measure the impact of certain activities on the environment against set standards. The Institution has engaged authorized agency M/s. RM. Mayileru & Co., Coimbatore to conduct environmental audit and agency has submitted its report. The recommendations are carefully considered and implemented.

Considering the above measures, the Institution has been certified with ISO 14001-2015 for its Environment Management System.

Conclusion

The Institution's holistic approach to Environmental Management is a way of thinking and changing students and faculty members environment in many different areas and contexts and accordingly, the teaching-learning and research activities of the Institution are designed. Above all, the noble idea behind the holistic approach is not only providing healthy environment but also make them understand the value behind the environmental protection for sustainable development. To achieve this, the action must start from the individual level and spread through people and the organization to guarantee healthy environment to present and future generations.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

KAHE has established the following Specialty Centres

Drug Testing Centre

Centre is established to carry out the tests on drugs and Pharmaceutical APIs and intermediates used in the manufacture of all schedule drugs. It has got approval from Drug Controller of India.

Tribology Centre

Tribology Centre supports the industry in finding solutions related to wear, friction, lubrication and maintenance and educate the students in the tribological aspects.

Centre for Production and Service facility

Central fabrication facility was established with an objective of skill development by providing hands on training on commercial aspects of design manufacturing and selling of electrodes and fluxes which they have created.

Centre for Advanced Battery Research

Centre is catering to all automotive, motive power, energy storage, micro hybrid to EV and deep cyclic applications such as Golf cart, E-rickshaw, E-Auto etc”.

Centre for Cancer Research

Cancer Research Centre is established with cell cultures, synthesis and evaluation laboratories to develop medicine to cure different types of cancers.

Centre for Sustainable Development Goals

Centre for Menstrual Hygiene Management was established in collaboration with UNICEF, KIDI, MSSR Foundation and Government of Tamil Nadu to educate the women on their menstrual related issues.

Centre for IPR

Centre is engaged in creating awareness about IPR and supporting the faculty to file the Patents and Copy rights.

Design and Development Centre

Learning product design through advanced engineering and technology concepts is the basic purpose of the center.

Centre for Alternative Fuels, Engines and Emissions

Centre was established to create awareness on alternative fuels, particularly usage of bio fuels to tackle the environmental pollution caused by automobile vehicles.

Centre for Material Science

Centre is conducting research on the design and control of the processes that lead to the required structure or properties in materials

Media Centre

Centre acts as a platform to engage the creative passions for faculty and students. Further, the video lectures of faculty are recorded regularly.

Centre for Geotechnical Facility and Services

Centre undertakes research and consultancy assignments in the area of geotechnical investigations for road highways.

Concluding Remarks :

Conclusion

Karpagam Academy of Higher Education provides required knowledge and comprehension in the core area of its 85 academic programmes. The curriculum is constantly updated and the focus is Outcome Based Education. The multi-faculty enable to offer inter-disciplinary and conduct research. This led to research publications in high impact factor journals and resulted in filing of patents. This has, further led to strong university-industry linkage for the mutual benefit in the form of exchange of ideas and to come out with innovative, cost-effective, products.

The strong academic and research output has resulted in the establishment of specialty centres. These specialty centres focus on researches to meet the current issues such as battery research, Cancer research and developing vaccines for new diseases. The laboratories have state of art scientific equipments. These centres not only help the Institution but also provide support to other Institutions to test and validate their findings/products.

Consultancy is significant in the Department of Civil Engineering, Mechanical Engineering, Chemistry, Computer Science Engineering, Life Sciences, and Pharmacy. The academic and physical infrastructures are strong. The institution provides required students support services such as placement, coaching for competitive examinations and so on. Alumni Association and Student council are vibrant.

The best practices tested and validated help other Institutions to emulate. The distinctive activity of the institution is a Holistic Approach to Environmental Management because of its commitment in the environmental awareness, environmental education and environmental protection.

The functioning of all the departments of Faculty of Engineering, Science and Pharmacy in tandem explicates clearly the effective functioning of Karpagam Academy of Higher Education in teaching, research and

extension in consonance with its vision and mission.

NAAC