



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	Karpagam Academy of Higher Education
• Name of the Head of the institution	Prof. S. Sudalaimuthu
• Designation	Vice-Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	04222980011-14
• Mobile no	9442601377
• Registered e-mail	vc@kahedu.edu.in
• Alternate e-mail address	info@kahedu.edu.in
• City/Town	Coimbatore
• State/UT	Tamil Nadu
• Pin Code	641021
2.Institutional status	
• University	Deemed
• Type of Institution	Co-education
• Location	Rural

• Name of the IQAC Co-ordinator/Director	Dr. S. Ravi				
• Phone no./Alternate phone no	04222980011				
• Mobile	9047174142				
• IQAC e-mail address	naaciqac@kahedu.edu.in				
• Alternate Email address	iqac@kahedu.edu.in				
3.Website address (Web link of the AQAR (Previous Academic Year))	https://kahedu.edu.in/n/wp-content/uploads/2022/07/AQAR-2019-2020.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://kahedu.edu.in/academic-calendar/				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A+	3.33	2021	06/12/2021	05/12/2026
Cycle 1	B	2.1	2015	16/11/2015	15/11/2020
6.Date of Establishment of IQAC			11/01/2016		
7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		
9.No. of IQAC meetings held during the year			4		
• The minutes of IQAC meeting and compliance to the decisions have been			Yes		

uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> If yes, mention the amount 	
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
Thrust on Outcome Based Education.	
Data collection and drafting of SSR for the second cycle Assessment and Accreditation by NAAC.	
Training for non-teaching staff.	
Setting benchmark for the quality parameters.	
Focus on student centric teaching methods.	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year	
Plan of Action	Achievements/Outcomes
Focused approach towards implementation of Outcome Based Education (OBE)	Appropriate training was organized for the faculty members and made them ready to focus on OBE.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Academic Council	08/03/2022

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No
15. Whether institutional data submitted to AISHE	
Year	Date of Submission
2020	28/02/2020
16. Multidisciplinary / interdisciplinary	
<p>Multidisciplinary / Interdisciplinary</p> <p>KAHE is a multidisciplinary campus comprising of Faculty of Arts, Science, Commerce & Management, Faculty of Engineering, Faculty of Architecture, Design and Planning, Faculty of Pharmacy and Faculty of Health Sciences. "A holistic and multidisciplinary education is aimed at KAHE to develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, and moral - in an integrated manner. This will help to develop well-rounded individuals that possessing capacities in fields across the arts, humanities, languages, sciences, social sciences, health sciences and Engineering, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion, and debate; and rigorous specialization in a chosen field or fields.</p> <p>Further, KAHE encourages to engage with research questions that cut across disciplinary approaches or which require a multidisciplinary approach, and to facilitate unconventional research collaborations between disciplines. It is working out research problems in the Institutional level and not at the unit level. In an effort to go further it has established several Centres of Excellence like Centre for Multidisciplinary Research, Cancer Research Centre, Drug Testing Laboratory, Advanced Battery Research Centre, Material Science Centre. Further it is in the process of establishing some more centres in this category like Material Chemistry Centre, Centre for Bioresearch and Centre for Drug Discovery oriented towards attaining the Sustainable Development Goals of our country.</p>	
17. Academic bank of credits (ABC):	
<p>Academic Bank of Credits</p> <p>As per National Education Policy 2020, the Academic Bank of Credits (ABC) has been designed to facilitate the academic mobility of students with the freedom to study across Higher Education</p>	

Institutions in the country with an appropriate "Credit Transfer" mechanism from one program to another, leading to the attainment of a Degree/Diploma/PG-diploma, etc.

KAHE always encourages and enable student mobility, academic flexibility and also allows students to choose their own learning path. In this efforts Academic Bank of Credits facilitates to store the academic credits earned by students. In this process the following efforts has been made.

KAHE has registered its name on the official website of ABC under the DigiLocker framework

Arrangements are in process to upload data of student credits obtained during or after the academic year 2021-22.

Awareness has been given to the faculty members and students about the ABC facility and also informed that in due course they need to open Academic Bank accounts on the ABC portal.

A Nodal officer has been deputed for implementing ABC and reflecting their details on their websites.

Students were encouraged to do courses from SWAYAM, NPTEL and such other schemes who are also eligible to avail the facilities provided by Academic Bank of Credits.

18.Skill development:

Skill Development

Emerging challenges in the society demand appropriate skills and competencies on the part of students to prepare and shape their life to take on these challenges. To ensure holistic development of the students, KAHE has made efforts to reorient the teaching pattern with focus on all types of courses in the UG programme: Core courses, Elective Courses, Supportive Courses – in soft skills and life skills including communication and personality development and Social orientation courses – that provide value addition to the students' livelihood, such as courses in Environmental Education, Human Rights Education, Value and Ethics Education and the spirit of innovation/entrepreneurship. KAHE has gone beyond mere language skills – involving things as critical reading, making inferences in reasoning, justifying claims, and so on. A number of skill oriented value-based courses were offered by Departments for the students across the Institution for the development of latest skills required

by the Industries.

To create a vibrant local innovation ecosystem, the Institution's Innovation Council of KAHE, conducted various innovation and entrepreneurship-related activities prescribed by Central MIC in time bound fashion. It organizes periodic workshops/ seminars/ interactions with entrepreneurs, investors, professionals and create a mentor pool for student innovators.

To promote high-order thinking skills such as analysis, synthesis, evaluation, and creativity, UGC has framed subject-wise documents on LOCF for undergraduate education. It also follows the AICTE recommended syllabi in engineering courses. To prepare the students for immediate employment KAHE has fulfilled the expectations of industry and prepare employable and skilled graduates. It regularly conducts Hand's on training programmes, workshops, seminar and conferences. It also intensified university-industry interaction to identify the core knowledge and skills that students need to enhance their employability. Laboratories and research facilities including the centre for excellences have been strengthened and faculty were encouraged by providing seed money to take up innovative R&D-related to social needs to create an entrepreneurial ecosystem in the campuses.

Independent Learning abilities of the students were developed by motivating students to do courses under MOOCS platform, and also KAHE is helping students to develop the capacity to integrate knowledge across disciplines and domains thereby helping students to acquire specialized research capabilities in the major domains of academia.

19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Appropriate integration of Indian Knowledge system

In line with the National Education Policy 2020, KAHE aims to give importance to the framework of Indian Knowledge System and thereby rejuvenating Indian languages, arts and culture. Therefore, it has slightly redesigned its activities and oriented towards the Indian culture, traditions, customs, language, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning. In its undergraduate courses of Faculty of Arts, Science, commerce and management it is having a course on the local language "Tamil" and teaches the Indian culture and Human values.

KAHE is always looked up to for its spiritual and transcendental elevation. Seminars on "Panniru Thirumarai" has been conducted in the last Saturdays and Sundays of alternate months throughout the year to a good number of people.

Yoga has the power to calm the mind and strengthen the body. Yoga is now a popular form of exercise around the world. Very often Yoga has been thought to the students by the People involved in Physical Education and practiced in KAHE.

Silambam is a Indian martial art originating in South India in the Indian subcontinent. This style is mentioned in Tamil Sangam literature. It is an important Physical Education activity in KAHE and good number of students participate and practice Silambam. They participate in competitions conducted throughout India in the National and won prizes.

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Focus on Outcome Based Education

In gearing up students with the requisite skills demanded by professions, efforts have been made to design the curriculum that moves towards being student-oriented from the traditional teacher-oriented. All the programme's educational objectives and programme outcomes stem from the vision and mission statements of KAHE.

Currently in the curriculum followed for all the programmes have well defined programme objectives, programme outcome and programme specific outcomes. All the courses also have their own course outcomes. The activity of all the courses has been mapped against the programme outcomes to determine the attainment of the expected programme outcome.

To implement the aspirational statements of NEP 2020 and to strengthen further to attain the desired outcome, efforts are being made to prepare quality learning materials and are made available to the students through LMS platform. Attention is focused on students' learning outcomes and aligning teaching and assessment with the intended learning outcomes. The classroom activities were made student centric by following experiential learning (like laboratory experiments, industrial visits, hands on training, workshops), participative learning and problem solving methods. The continuous assessment of the students has been monitored through Continuous Internal Assessment (CIA) tests, Assignments and seminars. Question papers for CIA and final examinations were prepared based on Blooms

taxonomy with appropriate rubrics.

For the students doing project work in their final semesters, they have been taught and trained to clearly articulate research questions, identify the central claims of an article/paper/thesis, provide rational justification (proof/arguments/evidence) for the claims, deduce logical consequences, come up with alternative explanations and to integrate concepts across domains.

The faculty members and students were motivated to do online courses from MOOC's platform to acquire the desired outcome in the respective courses. A couple of training programmes were conducted to the faculty members on the significance of Outcome based education.

21.Distance education/online education:

Distance Education/Online education

As per NEP 2020, the Online (OL) and Open Distance Learning (ODL) is one of the ways to pursue Dual Degree simultaneously. In this regard, Karpagam Academy of Higher Education (KAHE) has applied to Distance Education Board (DEB) for approval for offering programmes in the Academic Year 2022-2023. Other related work is under progress.

In this aspect, KAHE has established a Media Centre -Studio 3600 with all the facilities required for the development of e-Content in the form of Video Lectures following the four-quadrant approach consisting of video, text, self- assessment and learn more.

Also, the students and faculty members are encouraged to do online courses through SWAYAM platform. Further, the institution is exploring the mechanism for offering Twinning programme, joint degree, and dual degree in association with the partnering Overseas Universities.

Extended Profile	
1.Programme	
1.1 Number of programmes offered during the year:	52
1.2 Number of departments offering academic programmes	24
2.Student	
2.1 Number of students during the year	7208
2.2 Number of outgoing / final year students during the year:	1807
2.3 Number of students appeared in the University examination during the year	6692
2.4 Number of revaluation applications during the year	0
3.Academic	
3.1 Number of courses in all Programmes during the year	2003
3.2 Number of full time teachers during the year	389
3.3 Number of sanctioned posts during the year	389
4.Institution	
4.1 Number of eligible applications received for admissions to all the	8573

Programmes during the year	
4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	2613
4.3 Total number of classrooms and seminar halls	158
4.4 Total number of computers in the campus for academic purpose	1687
4.5 Total expenditure excluding salary during the year (INR in lakhs)	1512.84

Part B

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 University

In Karpagam Academy of Higher Education (KAHE), the curricula are developed considering the local, regional, national and global needs and the requirements of industry, society and employers. The feedback on curriculum is collected from the stakeholders 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.

CDC provides a structural framework specifying Bloom's Taxonomy of Educational Objectives namely 'remember', 'understand', 'apply', 'analyze', 'evaluate' and 'create'. The individual programmes and courses have well defined Programme Educational Objectives (PEOs), Programme Outcomes (POS), Programme Specific Outcomes (PSO), Course Objectives and Course Outcomes to meet the local, national, regional and global needs.

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	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

30

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

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

1988

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

298

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

52

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

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

The teaching and non-teaching faculty members are given gender sensitivity education during Faculty Development Programmes, enabling them to develop a desirable attitude towards male and female students. It is ensured that unbiased participation of both genders in the learning process such as fieldwork and internships and extracurricular activities such as sports, games and cultural activities.

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.

A separate course on "Professional Ethics" is included in the Curriculum of Pharmacy, Engineering and integrated into other programmes of Arts and Science.

A course on Environmental Studies is included in all undergraduate programmes. Certain courses such as Design of Environmental Engineering Structure, Environmental Geo Technology, Environmental Quality Monitoring, and Environmental Health and Safety in industries are also included in the curriculum of Engineering programmes.

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

51

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

3749

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

1617

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni

- All 4 of the above

File Description	Documents
Upload relevant supporting document	View File

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

- Feedback collected, analysed and action taken and feedback available on website

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

3769

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

2613

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

KAHE assesses the learning levels of the students based on the continuous observation by the teacher and Bloom's Taxonomy. Based on

the assessment, students are classified as Slow learners and Advanced learners. Students who complete the first two levels are considered Slow Learners and who complete all the six levels are considered 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 classroom discussion.

Special Programmes for Advanced Learners:

Students are encouraged to present papers in the Seminars / Conferences organized by other institutions and make poster presentations at national-level competitions. Assignments on advanced topics are given. Mini projects are given and the results are published in papers. Hands-on training on sophisticated instruments is given. Also, they are motivated to participate in competitive examinations like GATE, GMAT, TANCET, CSIR-NET, Civil Services, etc. and in NPTEL / SWAYAM Courses.

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

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	Nil

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
7208	389

File Description	Documents
Upload relevant supporting document	View File

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

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

Experiential Learning

Experiential learning is adopted, for instance, in the Faculty of Architecture, departments of life sciences, basic sciences and pharmacy in which students are taken out to the fieldwork, laboratories and industries as the case may be. Department of Electrical and Electronics Engineering have experiential learning in Renewable Energy by harnessing solar energy using a single solar cell. The students of Civil Engineering are taken to the field to study, observe and carryout various testing activities.

Participative Learning

All the Departments follow participative learning methods such as Group discussion, Role Play, Seminars and group projects. 'Pitch your Idea' is another major event conducted by the Faculty of Engineering to make the students come out with new innovative ideas and the best team/ students are awarded prizes and certificates.

Problem Solving Methods

Departments of Commerce and Management adopt the 'Case Study Method' where specific business/finance cases are discussed by the students and possible solutions to the problems arrived at. In Engineering, problem-solving tools are used in designing and developing products. All these involve the problem-solving method of teaching.

File Description	Documents
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

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.

Institution Learning Management System (ILMS) / Moodle

Learning materials for 920 courses including Question Bank and MCQs have been uploaded in the current year in the ILMS and shared to the students.

Google Classroom

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..

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.

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.

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year**2.3.3.1 - Number of mentors**

389

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality**2.4.1 - Total Number of full time teachers against sanctioned posts during the year**

389

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

222

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.3 - Total teaching experience of full time teachers in the same institution during the year**2.4.3.1 - Total experience of full-time teachers**

2008

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

32

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

11

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 year

11

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

0

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

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

- Self-registration by students for examinations.
- Payment of examination 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.

- 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.
- Payment of remuneration to invigilators and examiners.
- Barcoding system in evaluation.
- Ph.D. viva-voce through video-conferencing.

Examination Reforms:

Arrear examinations are conducted during weekends from the beginning of the subsequent semester to avoid exam pressure on students, if the arrear exam is taken along with ESE. IT-enabled system makes it easy to keep track of year-wise number of applications, results, revaluation details and the performance of the students. Above all, the IT integration system becomes robust, transparent, quick and authentic. These help the Institution to increase its reputation and image among the public. Particularly during COVID-19 pandemic, Information Technology has played a major role in teaching-learning and evaluation system and has grown to its full proportion due to necessity.

File Description	Documents
Upload relevant supporting document	View File

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

A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

The institution follows Learning Outcomes-based Curriculum Framework (LOCF) while designing a curriculum under which the 'desired

outcome' is defined within the Framework of Choice Based Credit System (CBCS).

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.

Assessment Methods

Programme outcomes and course outcomes are measured both directly and indirectly. Direct assessments involve 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 behavioural modification are made in an oral examination, and their behavioural 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 the '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 on the institution's website and through other modes such as

- Faculty Orientation Programmes,
- Induction Programme for first-year students, and
- Mentor-Mentee Meetings.

File Description	Documents
Upload relevant supporting document	View File

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

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

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.

- Core Programme Knowledge
- Problem Analysis
- Design/development of solutions
- Conduct investigations of complex problems
- Modern tool usage
- The engineer and the society
- Environment and sustainability
- Ethics
- Individual and teamwork
- Communication
- Project management and finance and
- Lifelong learning

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

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

1746

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

<https://kahedu.edu.in/n/wp-content/uploads/2022/01/Student-Satisfaction-Survey-2020-2021.pdf>

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

The institution has formulated a well-defined Policy for the 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. The following initiatives are put into practice for the promotion of research.

The research facilities are upgraded by adding new equipment. In the Department of Electronics and Communication Engineering, S-Box LCD 3D Printer worth Rs. 1.15 lakhs, and in the Department of Biotechnology, Fluorescent Microscope worth Rs. 7.71 lakhs were added. Also in the Department of Civil Engineering, instruments worth Rs. 0.4 lakhs were added.

- Seed money is provided to the faculty members to get the research initiated.
- The institution bears the cost of filing the patent.
- Cash incentive awarded to faculty members who publish research papers in SCOPUS / Web of Science / UGC-CARE Journals.
- Registration fees and travel expenses are provided to the faculty members to attend Seminars / Conferences.
- University Research Fellowships are given to the meritorious Research Scholars.
- Sabbatical leave is provided to the faculty members to pursue PDF.

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

14.64

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research
Central Instrumentation
Centre Animal House/Green House Museum
Media laboratory/Studios Business Lab
Research/Statistical Databases Moot court
Theatre Art Gallery

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 year (INR in Lakhs)

0.52

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

335.38

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

0.03

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

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, PreIncubation, and Incubation centres to nurture the innovative and entrepreneurship mindset of students and faculty members. 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 societal challenges. 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 marketplace.

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 Company Registration, providing office space, furniture, and Internet free of cost.

File Description	Documents
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

209

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

209

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

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

59

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

A. All of the above

File Description	Documents
Upload relevant supporting document	View File

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

D. Any 1 of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.3 - Number of Patents published/awarded during the year**3.4.3.1 - Total number of Patents published/awarded year wise during the year**

80

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.4 - Number of Ph.D's awarded per teacher during the year**3.4.4.1 - How many Ph.D's are awarded during the year**

162

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

0.86

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year**3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year**

94

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS	D. Any 2 of the above						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Upload the data template</td> <td>View File</td> </tr> <tr> <td>Upload relevant supporting document</td> <td>View File</td> </tr> </tbody> </table>	File Description	Documents	Upload the data template	View File	Upload relevant supporting document	View File	
File Description	Documents						
Upload the data template	View File						
Upload relevant supporting document	View File						
3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed							
<table border="1"> <thead> <tr> <th>Scopus</th> <th>Web of Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">364</td> <td style="text-align: center;">264</td> </tr> </tbody> </table>	Scopus	Web of Science	364	264			
Scopus	Web of Science						
364	264						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Any additional information</td> <td style="text-align: center;">No File Uploaded</td> </tr> <tr> <td>Bibliometrics of the publications during the year</td> <td>View File</td> </tr> </tbody> </table>	File Description	Documents	Any additional information	No File Uploaded	Bibliometrics of the publications during the year	View File	
File Description	Documents						
Any additional information	No File Uploaded						
Bibliometrics of the publications during the year	View File						
3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University							
<table border="1"> <thead> <tr> <th>Scopus</th> <th>Web of Science</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">901</td> <td style="text-align: center;">495</td> </tr> </tbody> </table>	Scopus	Web of Science	901	495			
Scopus	Web of Science						
901	495						
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File Description	Documents						
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File						
Any additional information	No File Uploaded						
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							
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 the Consultancy Policy are;

Role of the Institution

- To bring out brochures/leaflets specifying the Consultancy potential of the Institution.
- To coordinate R&D projects between the Institution and Industries in the area of product/process development and technology transfer.
- To assist in 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 equipment/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.

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

31.58

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 year

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

In the current year, focus was given to Corona Virus related activities. In total, five extension programmes covering the awareness of the disease, need for administering vaccination, use of masks, use of sanitiser and frequent washing of hands.

The welfare schemes of the Government of India like Suganya Samriti, Pension Scheme and Pradhan Mantri Awas Yojana were informed to the residents of the adopted villages.

Tree plantation activity was taken up under the Green Initiative and 500 saplings were planted in the Malumichampatti village. Camps on Health and Hygiene and Medical support and Voter Awareness Programme were conducted in Bodipalayam village. Special Camp under the theme, "Youth against Dirt and Diseases" given by the Ministry of Youth Affairs and Sports.

File Description	Documents
Upload relevant supporting document	View File

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 year

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

211

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

46

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

2470

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

135

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 year

19

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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.

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

Classrooms and Seminar Halls:

The institution has 152 classrooms and 6 Seminar halls. The statutory bodies such as AICTE, Council of Architecture and Pharmacy Council of India have prescribed the size of classrooms and seminar halls for their respective programmes and the actual size of classrooms available with the institution are well above the prescribed size.

Laboratories and Workshops:

Again the laboratories, workshops, drawing hall, machine room, equipment 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 Equipment:

The size of the computer laboratory and the number and configuration of computing equipment available in all the four faculty of studies are adequate and as per the specifications of statutory bodies. In total, 1687 computing equipment are available. Average bandwidth of internet connection is 600 Mbps. The institution has separate

language laboratory with 60 computers with necessary software.

File Description	Documents
Upload relevant supporting document	View File

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

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

Gymnasium

The institution has a well-established gymnasium with the necessary equipment for benefit of students and staff. On 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 centre.

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 the conduct of cultural programmes.

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

Auditorium / Seminar Halls

A 3000 seating capacity open auditorium and an 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 which facilitates students to access uninterrupted internet connectivity anywhere anytime in the campus including the hostel.

Visitors Hall

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

Hostels

Both boys and girls hostel rooms are furnished for a 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.

Cafeteria

There are two cafeterias 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 a subsidized cost.

Transport

Transport facility is provided to students, faculty and non-teaching staff in and around Coimbatore.

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.

File Description	Documents
Upload relevant supporting document	View File

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

922.86

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2 - Library as a Learning Resource

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

Learning Resources Centre

Library Management System (LMS) is a computerized system which helps the user to manage the library daily activity in digital format. Apart from the central library, the institution has four other libraries in the department of Pharmacy, Architecture, Management and Computer Applications.

Web Online Public Access Catalogue (OPAC) facility is available through Library Management Software to get the information on the 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 and is provided with a 24x7 Wi-Fi facility.

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	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

53.25

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

2251

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

158

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

Information Technology Policy of KAHE

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

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

Expansion Plan

- To improve the speed of the rate of data transfer significantly the campus will be divided into three categories. One to deal with the data & internet and the other data from the camera.
- File servers are planned to upgrade the hardware to a higher configuration for better performance capabilities.
- Network Attached Storage Boxes (NAS Box) will be installed for increased data storage, speed, accuracy and security.

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
7208	1687

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

- ?1 GBPS

File Description	Documents
Upload relevant supporting document	View File

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

A. All of the above

File Description	Documents
Upload relevant supporting document	View File
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year**

260.28

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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.

A separate Estate Maintenance section with adequate support staff in place ant it oversees the maintenance. Laboratory equipment are purchased depending on need and are calibrated periodically. Condemned equipmentand broken glass wares are disposed of through an authorized agency.

Central Computing Services Unit 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.

Maintenance of Library: Library Stock Register, Book Accession Register and Journal Register are maintained in the Library. All the equipment available in the library are serviced regularly.

Playgrounds are maintained periodically as they are used continuously by the students. Fire safety equipment are installed in vulnerable areas and recharged as per the statutory requirements. All the laboratories are provided with a first aid kit. Safe assembly points are earmarked.

Optimum working conditions of all equipment are ensured through Annual Maintenance Contract wherever applicable.

The institution has allocated separate Blocks/ Buildings for the faculty of Arts and Science, Engineering, Pharmacy and Architecture considering their requirements.

The students are allotted to Hostels based on their year of study.

File Description	Documents
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

383

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

5740

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution
Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene)
Awareness of trends in technology

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

• All of the above

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

12

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

521

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

227

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 year**

17

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

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 of Student Affairs

participates in the meeting of the 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 a semester and discusses issues of importance.

The Student Council plays a major role in involving all the students in various programmes. 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 an active part in such activities. It also has a representative in the Library Advisory Committee to ensure adequate availability of books, periodicals and other resources in the library.

The Student Council takes an active part in Swachh Bharat and Unnat Bharat Abiyan Schemes for the development of the adopted villages in the area of environmental cleanliness, child education, health and hygiene programmes.

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

29

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 during the year

The Alumni Association of Karpagam Academy of Higher Education is vibrant and active and contributing in the following ways to the development of their alma mater.

Every year alumni are meeting in campus. Also, alumni meetings are

conducted department-wise and interact with the faculty and current students regarding their work experience and industries' expectations.

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. 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 also deliver lectures on the importance of developing various skill sets, updating the latest techniques, type of training required for the industries.

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

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

File Description	Documents
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

A. ? 5Lakhs

File Description	Documents
Upload relevant supporting document	View File

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

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

The curriculum is designed in such a way that it is outcome-based. Socially significant issues such as environmental sustainability,

gender sensitivity and professional ethics are integrated into the curriculum. Experiential learning and 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. 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 the best ideas. The Institution is undertaking various socially relevant, scientific and technology-oriented research projects on its own as well as in collaboration with other agencies. It caters for the needs of society by offering consultancy in socially relevant areas.

Empowering rural women on digital transactions, educating women on menstrual hygiene, breast cancer, and organ donations, making awareness of female foeticide and enlightening women on various Governmental support schemes are carried out.

Unnat Bharat Abhiyan and Swachh Bharat Abhiyan schemes are implemented to make the learners socially responsible.

File Description	Documents
Upload relevant supporting document	View File

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

The Vice-Chancellor is the Chief Executive Authority of the Institution and executes the directions issued by the Board of Management and Government agencies.

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 decisions.

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 a common framework within which the Departments under the respective faculty

are advised to perform their academic activities. The Heads of the Department are given the freedom to frame Regulations and Curricula, Teaching, Learning and Evaluation Process, Research and Student Support Activities.

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. In both academic and administrative domains, the decisions are taken democratically through participative management.

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The establishment of the Drug Testing Centre is one of the aspects of the Strategic Plan and the Laboratory was established in 2020. 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 the 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 the 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 and are supported by this centre.

File Description	Documents
Upload relevant supporting document	View File

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.

The Board of Management is the apex executive body with respect to academic, administrative, personnel, financial and development issues of the Institution. The Planning and Monitoring Board is the principal Planning Body and has prepared a Perspective Plan of the Institution which include five years Action Plan and seven years Strategic Plan for the overall development of the Institution. The Finance Committee meets twice 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 Academic Council is the principal academic body and is responsible for the maintenance of standards of teaching, research and approval of curriculum. 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.

The recruitment and promotion of teaching faculty are done as per the norms of the regulatory bodies such as UGC, AICTE, CoA and PCI.

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 and PF are followed as per the Government norms.

File Description	Documents
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations**6.2.3.1 - e-governance is implemented covering following areas of operation**

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

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

A performance appraisal system for teaching faculty is in place. The Institution follows the 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 the 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 the payment of incentives/increments.

The institution has developed a structured format for self-appraisal and the reports collected are analyzed and action taken.

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

The welfare facilities provided to teaching and non-teaching staff are:

General Provident Fund, Group Gratuity Insurance, Concessional transport facility, Health benefits at Karpagam Medical College at a 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 and for research publications, registration fee for completing SWAYAM courses, professional membership paid for the faculty, Food at subsidized cost at the Institution hostel for inmates.

File Description	Documents
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

12

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

146

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization

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

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 resources through the following sources:

- Tuition fees.
- Funds from funding agencies DST/DBT/ICSSR/SERB/AICTE for specific projects.
- Alumni contribution.
- Revenue through consultancy services.

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 consolidated budget is then submitted to the Finance Committee which considers and approves the budget and recommends it to the Board of Management for its approval.

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

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	Documents
Upload relevant supporting document	View File

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

6.38

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

35

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.4 - Institution conducts internal and external financial audits regularly

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 the documents relating to purchase, contracts, salary, funds, expenditure details, utilisation certificates, etc.

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, the auditor 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 the financial year and submit 'statement of audit objections' for which the Finance Section has to submit the answers/compliance within a reasonable time. If the answer provided by the Finance Section is satisfactory the external auditor shall drop the objections. 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.

KAHE conducts both internal and external audits regularly and the objections raised by the internal auditors are answered then and there and the accounts are finalized.

File Description	Documents
Upload relevant supporting document	View File

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

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. Through this, students feel comfortable and are enabled to enhance their learning level.

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 a semester in each department and initiates an action plan by the concerned. The IQAC receives feedback from the stakeholders on curriculum, analyses and advises the respective departments for appropriate action.

The Institution has taken initiative to deploy ICT enabled teaching on a continuous basis. The open-source LMS software MOODLE has been customized to the institution's academic requirements. Google Classroom is also used to enable the students to access the course material at any point of time and location.

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

File Description	Documents
Upload relevant supporting document	View File

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and

A. Any 5 or all of the above

students Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

The following quality enhancement initiative was taken by IQAC.

Benchmarking of Quality Parameters

Benchmarking was done for the academic activities at the Institutional and department levels considering the quantitative metrics of the Seven Criteria given in the NAAC Manual for Self Study Report. Quality Parameter has been identified for each academic activity and benchmarking was done. The average of the data for the previous five years was taken as the basis for setting the targets.

This was communicated to all the departments for implementation. The departments were asked to send the performance report to IQAC on monthly basis.

IQAC has issued templates for submitting the numerical data in one report called Cumulative Academic Performance Report (CAPR) and the details of the academic activity carried out in the report called Monthly Activity Report (MAR). Both the reports submitted by the departments were verified by IQAC and feedback are given. The cumulative performance of the department could be self-evaluated by the departments at any point of time and plan for improvement.

Besides IQAC reviewed the performance with the respective Heads of the Departments and suggestions were given for achieving the targets.

File Description	Documents
Upload relevant supporting document	View File

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 year**

At 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 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.

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-defence 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 gender.

Women Development Cell conducts programmes periodically for empowering women. Women's Day is conducted on 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 the Board of Studies, Board of Management, Academic Council, Planning and Monitoring Board, Finance Committee and other non-statutory Committees.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://kahedu.edu.in/AQAR2021/C7/Website_Link/7.1.1womenplan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://kahedu.edu.in/AQAR2021/C7/Website_Link/7.1.1womensafety.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institution effectively manages degradable and non-degradable wastes. The institution is not using biomedical, hazardous and radioactive materials.

Solid Waste Management

Solid wastes like construction materials, cement blocks and iron rods are cleared by the building contractor. Old newspapers and answer scripts are disposed to old paper agents. Tree leaves and wooden logs are used for vermi-compositing periodically.

Liquid Waste Management

The Institution has constructed two Sewage Treatment Plants (STP) with 3.5 lakhs litre capacity, where kitchen waste, dining hall

waste, etc. are collected and treated. This treated water is used to irrigate the garden and trees. The microbiological wastes are segregated into contaminant and non-contaminant wastes. The contaminant wastes are disposed by autoclaving and non-contaminant wastes are disposed by chemical disinfectant methods.

E-Waste Management

Electronic Wastes such as computer peripherals, cables and 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.

Waste Recycling System

Waste materials iron rods, iron sheets and plywood are used by the students for their mini-projects. 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	Documents
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**

A. Any 4 or All of the above

5. Landscaping

File Description	Documents
Upload relevant supporting document	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

<p>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities 	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Upload relevant supporting document	View File

<p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</p>	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Upload relevant supporting document	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

Students from other Indian states like Kerala, Andhra and North India are enrolled in different programmes in addition to students from Tamil Nadu.

The Institution does not discriminate against 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.

National, cultural and religious festivals like Independence and Republic Day, Pongal, and Christmas are jubilantly celebrated and all the students and the faculty participate to demonstrate their harmony, inclusiveness and togetherness. 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.

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

File Description	Documents
Upload relevant supporting document	View File

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

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

Social values are inculcated by making them an integral part of the students in the classroom and in teaching. Ethics, more specifically, professional ethics are part of the curriculum in all the professional programmes. Gender sensitization programmes are conducted to sensitise students on gender equality and respect for women.

Cultural values: The institution has a defined dress code for students to follow. To understand the value of customs, traditions and rituals, festivals like Saraswathi Pooja, Pongal, Christmas and Deepavali are celebrated.

Fundamental Rights and Duties:

Independence Day, Republic Day and Constitution day are celebrated to sensitize the students and staff on the fundamental duties and responsibilities of every citizen. Rights to equality among students are ensured by the establishment of various cells like the Anti-discrimination Cell and Gender Sensitization Cell. To cherish and follow the noble ideals which inspired the national struggle for freedom, the Institution celebrates commemorative days of great freedom fighters like Mahatma Gandhi and Dr. Ambedkar.

The above activities/programmes have greatly sensitized students and employees to constitutional duties, thereby becoming 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. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

Any 2 of the above

File Description	Documents
Upload relevant supporting document	View File

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

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

Commemorative Days

- Independence Day
- Gandhi Jeyanthi
- SardarVallabhbhai Patel Birthday
- National Education Day
- Indian Constitution Day
- National Mathematics Day - Sir Ramanujan
- Republic Day
- National Science Day - Dr. Sir C.V. Raman
- Dr. B.R. Ambedkar Birthday

Events

- International Day of Yoga
- World Tourism Day
- World Standards Day
- International Day for Rural Women
- World Students Day
- World Food Day
- National Unity Day
- International Day of Tolerance
- Universal Children's Day
- International Day for Elimination of Violence against Women
- World Aids Day
- World Computer Literacy Day
- Anti Corruption Day
- International Mother Language Day
- International Women's Day
- Consumer Rights Day
- International Water Day
- World Health Day

Festivals

- Diwali
- Christmas
- Pongal
- Tamil New Year

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

Title of the Practice

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

Preamble

The institution convene meeting of Timeline Presentation and Annual Research Congress to review and fine-tune the entire research work.

Objectives

The objective of this practice is to ascertain the status of the research work of the scholars.

The Context

It is required to identify the problems that may be encountered during the research work really.

The Practice

Timeline presentation is arranged in the month of June/July and the Research Congress in December/January. Feedback and suggestions are given to the scholars to fine tune their research work in the right direction and to complete the research work on time.

Evidence of Success

The positive feedback received from the research scholars, academic external experts and research guides are clear testimony for the success of this practice.

Problem Encountered and Resources Required

Few of the academic expert's time-schedule do not coincide with programme schedule. In such cases, Institution has to choose an alternative expert to act as a Chairperson.

Concluding Notes

Timeline presentation and Annual Research Congress prove to be one of the best practices and quality research initiatives of

institution.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

ENVIRONMENTAL MANAGEMENT - A HOLISTIC APPROACH BY KAHE

KAHE is innate and spiritually attached to nature and committed to providing a healthy environment to its staff and students from its inception in 1995 and continued till now.

The Institution has taken a Holistic Approach to Environmental Management which comprises of:

- Environmental Aspects in Curriculum
- Environmental Awareness
- Green Buildings
- Air Quality Management
- Water Quality Management
- Renewable Energy Management
- Toxic Substances and Hazardous Waste Management
- Solid & Liquid Waste Management
- Environmental Research
- Environmental Audit

Considering the above measures, the Institution has been certified with ISO 14001-2015 for its Environment Management System.

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 a healthy environment but also making them understand the value of 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 a healthy environment to present and future generations.

7.3.2 - Plan of action for the next academic year

- To strengthen Battery Research Centre.
- To strengthen UBA/SBA Schemes in the adopted villages.
- To establish Advanced Cancer Research Centre.
- To strengthen CDIO (Conceive, Design, Implement and Operate) framework of teaching methodology.

NAAC