



## YEARLY STATUS REPORT - 2021-2022

### 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
- Mobile no 9384172220
- 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/2022/12/AQAR-2020-2021.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
<b>Cycle 1</b>	<b>B</b>	<b>2.1</b>	<b>2015</b>	<b>16/11/2015</b>	<b>15/11/2020</b>
<b>Cycle 2</b>	<b>A+</b>	<b>3.33</b>	<b>2021</b>	<b>06/12/2021</b>	<b>05/12/2026</b>

**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
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>

**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**

**3**

- 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)

- (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**

- If yes, mention the amount

**11. Significant contributions made by IQAC during the current year (maximum five bullets)**

Awareness programme on NEP-2020.

Monitoring academic performance against the benchmark set.

Systematic review of the research activities.

Training programmes for non-teaching staff.

Internal academic audit on curriculum development, curriculum enrichment and teaching-learning processes.

**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
To enhance the effectiveness of the teaching-learning process.	The teachers implemented Student Centric Methods to enhance the learning level of the students.
To enhance the research activities.	The Centre of Excellence in Material Science was established. More funded projects were received from government and non-government agencies.

**13. Whether the AQAR was placed before statutory body?** **Yes**

- Name of the statutory body

Name	Date of meeting(s)
Academic Council	13/12/2022

**14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?** Yes

**15. Whether institutional data submitted to AISHE**

**Part A****Data of the Institution**

<b>1.Name of the Institution</b>	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
• Mobile no	9384172220
• 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
<b>2.Institutional status</b>	
• 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	<a href="mailto:iqac@kahedu.edu.in">iqac@kahedu.edu.in</a>				
<b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>	<a href="https://kahedu.edu.in/n/wp-content/uploads/2022/12/AQAR-2020-2021.pdf">https://kahedu.edu.in/n/wp-content/uploads/2022/12/AQAR-2020-2021.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://kahedu.edu.in/academic-calendar/">https://kahedu.edu.in/academic-calendar/</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.1	2015	16/11/2015	15/11/2020
Cycle 2	A+	3.33	2021	06/12/2021	05/12/2026
<b>6.Date of Establishment of IQAC</b>			11/01/2016		
<b>7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			Yes		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		
<b>9.No. of IQAC meetings held during the year</b>			3		
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)			Yes		

<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>	
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
Awareness programme on NEP-2020.	
Monitoring academic performance against the benchmark set.	
Systematic review of the research activities.	
Training programmes for non-teaching staff.	
Internal academic audit on curriculum development, curriculum enrichment and teaching-learning processes.	
<b>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</b>	
Plan of Action	Achievements/Outcomes
To enhance the effectiveness of the teaching-learning process.	The teachers implemented Student Centric Methods to enhance the learning level of the students.
To enhance the research activities.	The Centre of Excellence in Material Science was established. More funded projects were received from government and non-government agencies.
<b>13. Whether the AQAR was placed before statutory body?</b>	Yes
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name	Date of meeting(s)
Academic Council	13/12/2022

<b>14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?</b>	<b>Yes</b>
<b>15. Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2021	31/03/2022
<b>16. Multidisciplinary / interdisciplinary</b>	
<p>KAHE is a multidisciplinary campus comprising the following faculties:</p> <ul style="list-style-type: none"> <li>• Faculty of Arts, Science, Commerce and Management</li> <li>• Faculty of Engineering</li> <li>• Faculty of Architecture, Design and Planning</li> <li>• Faculty of Pharmacy</li> </ul> <p>A holistic and multidisciplinary education is aimed at KAHE to develop capacities of human beings - intellectual, aesthetic, social, physical, emotional, and moral - in an integrated manner. This will help to develop well-rounded individuals that possess 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, debate and rigorous specialization in a chosen field or fields. Further, KAHE encourages students to engage with research questions that cut across disciplinary approaches or that require a multidisciplinary approach and to facilitate unconventional research collaborations between disciplines. It is working out research problems at 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 Interdisciplinary Research, Cancer Research Centre, Drug Testing Laboratory, Advanced Battery Research Centre, and Centre for Material Science. 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>	
<b>17. Academic bank of credits (ABC):</b>	
As per National Education Policy 2020, the Academic Bank of Credits (ABC) has been introduced to facilitate the academic	



mobility of students with the freedom to study across higher educational institutions in the country with an appropriate "Credit Transfer" mechanism from one programme to another, leading to the attainment of a Degree/Diploma/PG Diploma, etc. KAHE always encourages and enables student mobility, academic flexibility and also allows students to choose their own learning path. In these efforts, the Academic Bank of Credits facilitates the transfer of the academic credits earned by students. In this process, the following efforts have been made: KAHE has registered its name on the official website of ABC under the Digi Locker framework. Arrangements are in process to upload data on student credits obtained during or after the academic year 2021-2022. Awareness has been given to the faculty members and students about the ABC facility, and they have also been informed that, in due course, they need to open Academic Bank accounts on the ABC portal. A nodal officer has been deputed to implement ABC. Students were encouraged to do courses from SWAYAM, NPTEL and such other schemes who are eligible to avail the facilities provided by the Academic Bank of Credits.

**18.Skill development:**

Emerging challenges in society demand appropriate skills and competencies on the part of students to prepare and shape their lives to take on these challenges. To ensure holistic development of the students, KAHE has made efforts to reorient the teaching pattern with a 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 such as critical thinking, making inferences in reasoning, justifying claims, and so on. A number of skill-oriented value-based courses were offered by departments to students across the Institution for the development of the latest skills required by industries. To create a vibrant local innovation ecosystem, the Institution's Innovation Council of KAHE conducted various innovation and entrepreneurship-related activities prescribed by the MoE's Innovation Cell (MIC) in a time bound fashion. It organizes periodic workshops, seminars and interactions with entrepreneurs, investors, professionals and creates 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 syllabus for engineering courses. To prepare the students for immediate employment, KAHE has fulfilled the expectations of industry and prepared employable and skilled graduates. It regularly conducts hands-on training programmes, workshops, seminars, 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 Center for Excellence, have been strengthened and faculty have been encouraged by providing seed money to take up innovative R&D related to the needs of society to create an entrepreneurial ecosystem on campus. Independent learning abilities of the students were developed by motivating them to do courses under the MOOCS platform, and KAHE is also helping students to develop the capacity to integrate knowledge across disciplines and domains, thereby helping them 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)**

In line with the National Education Policy 2020, KAHE aims to give importance to the framework of the Indian Knowledge System and thereby rejuvenates Indian languages, arts and culture. Therefore, it has redesigned its activities and oriented them towards Indian culture, traditions, customs, language, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning. In its undergraduate courses in the Faculty of Arts, Science, Commerce, and Management, it offers a course on the local language, Tamil and teaches Indian culture and human values. KAHE is always looked up for its spiritual and transcendental elevation. Seminars on "Panniru Thirumarai" have been conducted on the last Saturday and Sunday of alternate months throughout the year for 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 taught to the students by the people involved in physical education and practised in KAHE. Silambam is a South Indian martial art that originated on 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 practise silambam. They participated in competitions conducted throughout India at the national level and won prizes.

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

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 programmes' educational objectives (PEOs) and programme outcomes (POs) stem from the vision and mission statements of KAHE. Currently, the curriculum followed for all the programmes have well-defined programme objectives, programme outcomes and programme specific outcomes (PSOs). 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 them further to attain the desired outcome, efforts are being made to prepare quality learning materials that are made available to the students through the 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 the CIA and final examinations were prepared based on Bloom's 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 integrate concepts across domains. The faculty members and students were motivated to do online courses on MOOC's platform to acquire the desired outcomes in the respective courses. A couple of training programmes were conducted for the faculty members on the significance of outcome-based education.

**21.Distance education/online education:**

As per NEP 2020, Online Learning (OL) and Open Distance Learning (ODL) are the ways to pursue a dual degree simultaneously. In this regard, Karpagam Academy of Higher Education (KAHE) has planned to get the approval from the Distance Education Board (DEB) to offer programmes in the academic year 2022-2023. Other related works are in progress. In this aspect, KAHE has established a media centre, Studio 360, 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, students and faculty members are encouraged to take online courses through SWAYAM platform. Further, the Institution is exploring the mechanism for offering a twinning programme, a joint degree, and a dual degree in association with the partnering overseas universities.

## Extended Profile

### 1.Programme

1.1 55

Number of programmes offered during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

1.2 23

Number of departments offering academic programmes

### 2.Student

2.1 8262

Number of students during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 2085

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 7962

Number of students appeared in the University examination during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.4 0

Number of revaluation applications during the year

### 3.Academic

3.1 2338

Number of courses in all Programmes during the year

File Description	Documents
Data Template	<a href="#">View File</a>

3.2 455

Number of full time teachers during the year

File Description	Documents
Data Template	<a href="#">View File</a>

3.3 455

Number of sanctioned posts during the year

File Description	Documents
Data Template	<a href="#">View File</a>

### 4.Institution

4.1 11178

Number of eligible applications received for admissions to all the Programmes during the year

File Description	Documents
Data Template	<a href="#">View File</a>

4.2 3106

Number of seats earmarked for reserved category as per GOI/  
State Govt. rule during the year

## Extended Profile

### 1.Programme

1.1 55

Number of programmes offered during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

1.2 23

Number of departments offering academic programmes

### 2.Student

2.1 8262

Number of students during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 2085

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 7962

Number of students appeared in the University examination during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.4 0

Number of revaluation applications during the year

### 3.Academic

3.1 2338

Number of courses in all Programmes during the year						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
3.2	Number of full time teachers during the year	455				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
3.3	Number of sanctioned posts during the year	455				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
<b>4.Institution</b>						
4.1	Number of eligible applications received for admissions to all the Programmes during the year	11178				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
4.2	Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	3106				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
4.3	Total number of classrooms and seminar halls	162				
4.4	Total number of computers in the campus for academic	1900				

purpose	
4.5	2378
Total expenditure excluding salary during the year (INR in lakhs)	

## 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

The needs at the local, regional, national and global levels are always kept in mind while developing the curriculum for all the programmes. The guidelines of regulatory bodies such as UGC, AICTE, the Council of Architecture and the Pharmacy Council of India are also considered appropriately. The feedback of the stakeholders (student, teacher, alumni and employer) are given importance in designing the curriculum.

Considering the above, the Curriculum Development Cell provides a structural framework based on which syllabi are framed by the departments for the programmes they offer.

The individual programmes and courses have well-defined Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSO), Course Objectives and Course Outcomes (COs) that reflect in the learning levels as per Bloom's Taxonomy.

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

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



File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

15

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

2257

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

697

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

55

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

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

Teaching and Non-Teaching Staff are given gender sensitivity education during faculty development and administrative training programmes, respectively, which enable them to develop a desirable attitude towards male and female students. It is ensured that both genders participate equally in the learning process, such as through fieldwork, internships and extracurricular activities such as sports, games, cultural activities, etc.

A course on "Human Values" which deals with the qualities of honesty, sincerity, kindness and commitment, is included in the curriculum. These values are imbibed in 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 the other programmes of Arts and Science.

A course on "Environmental Studies" is included in all under-graduate programmes. Certain specific courses, such as "Design of Environmental Engineering Structure", "Environmental Geo Technology", "Environmental Quality Monitoring", "Environmental Health and Safety in Industries" and "Disaster Management" are also included in the curriculum of the programmes offered.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

59

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

7390

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

6323

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>

**1.4.2 - Feedback processes of the institution**

- Feedback collected, analysed

<b>may be classified as follows</b>	<b>and action taken and feedback available on website</b>
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Demand Ratio</b>	
<b>2.1.1.1 - Number of seats available during the year</b>	
<b>3544</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>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)</b>	
<b>2.1.2.1 - Number of actual students admitted from the reserved categories during the year</b>	
<b>3106</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>2.2 - Catering to Student Diversity</b>	
<b>2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners</b>	
<p>The learning levels of the students are assessed by the teacher's continuous observation and their performance in the tests conducted. Based on the assessment, students are classified as slow learners and advanced learners and accordingly, special programmes are organized and support is provided for them.</p>	

**Programmes for Slow Learners:**

Remedial classes are conducted beyond working hours 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.

**Programmes for Advanced Learners:**

Students are encouraged to present papers in seminars and conferences organized by other institutions and to make poster presentations at national level competitions. Assignments on advanced topics are given. Mini-projects are given and the results are published in journals. 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. In few cases, they are encouraged and guided on a continuous basis to publish research papers.

Experience has shown that special programmes organized for slow and advanced learners to enrich their level of learning and boost the confidence.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link For Additional Information	<a href="https://kahedu.edu.in/AQAR2022/C2/2.2.1.pdf">https://kahedu.edu.in/AQAR2022/C2/2.2.1.pdf</a>

**2.2.2 - Student - Full time teacher ratio during the year**

Number of Students	Number of Teachers
8262	455

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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 Institution focuses on Student Centric Methods (SCM) by making more faculty members conceive, design and adopt experiential learning, participative learning and problem-solving methodologies to enhance the learning experiences of the students.

#### Experiential Learning

The faculty members conceive the SCM unit-wise at the time of preparing the lecture plan itself. As planned, at the time of teaching a particular topic, the method is executed and properly recorded in the course log.

Experiential learning, in which students are taken out to the field work, laboratories or industries as the case may be, is adopted across the Institution. Suitable experiments are given to the students and by doing them, they can relate to the content of the syllabus and understand it well. In the case of Computer Science, students also use various software programmes to gain programming skills.

All the departments follow participatory learning methods such as group discussion, role play, seminars and group projects in which the students actively participate and learn.

A few departments, like Commerce and Management adopt the case study method, where specific business / finance cases are discussed by the students and possible solutions to the problems are worked out, thereby developing the students' analytical thinking and decision-making abilities.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

In addition to the regular learning resources, the following ICT tools, including online resources, are used by the teachers for an effective teaching-learning process.

#### Institution Learning Management System (ILMS)

Learning materials for the courses being provided, including a question bank and MCQs, are uploaded to Moodle and shared with

the students.

#### Google Classroom

Online classrooms are created through Google Classroom, where the students can join and access the learning materials and PowerPoint presentations. Also, the students can view the supporting material posted and comment on or respond to the work assigned. Online assignments and tests are conducted and evaluated.

#### SWAYAM

Students are encouraged to study online courses through SWAYAM platform. Teachers also make use of the video lectures available on this platform while teaching.

#### Social Media (Mobile Networks and YouTube)

To send information or learning materials quickly, social networks like WhatsApp, Telegram are widely used. In each class, students themselves create WhatsApp groups for interactions relating to academic and co-curricular matters. E-contents are developed by the teachers and uploaded on YouTube.

#### SMART Board

To enable visual learning and understanding of the subjects, smart boards are used to teach them 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 using all the online services to enrich their skill set.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.3.3 - Ratio of students to mentor for academic and other related issues during the year

#### 2.3.3.1 - Number of mentors

414

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>2.4 - Teacher Profile and Quality</b>	
<b>2.4.1 - Total Number of full time teachers against sanctioned posts during the year</b>	
<b>455</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>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</b>	
<b>229</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>2.4.3 - Total teaching experience of full time teachers in the same institution during the year</b>	
<b>2.4.3.1 - Total experience of full-time teachers</b>	
<b>1981</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>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</b>	
<b>71</b>	



File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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

12

#### 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

12

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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	<a href="#">View File</a>

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 through online mode only.
- Transfer of Continuous Internal Assessment marks to the Examination Section.
- Generation of hall tickets.
- Generation of the fee challan.
- Generation of the examination timetable.
- Depository of lists of question paper setters and

examiners.

- Appointment of question paper setters and examiners.
- Examination for Part A, as it is of the objective type.
- Processing of results.
- Publication of results.
- Printing of mark statements.
- Printing of the consolidated mark sheet.
- Printing of provisional and degree certificates.
- Payment of remuneration to invigilators and examiners.
- Barcoding system in evaluation.
- Ph.D. viva-voce through online mode.

#### Examination Reforms:

Arrear examinations are conducted on 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 systems make it easy to keep track of the 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. Technology has played a major role in teaching-learning and evaluation systems and has grown to its full proportion due to necessity.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 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	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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

Institution follows Outcome Based Education (OBE) with an

anagogical approach. Systematic procedures are followed to frame the vision, mission, Course Outcomes (COs), Programme Educational Objectives (PEOs), Program Specific Outcomes (PSOs). The Learning Outcome Based Curricular Framework (LOCF) is implemented to predetermine the learning outcomes within the framework of a choice-based credit system.

The POs aligned with the graduate attributes measure the knowledge gained, skills acquired, values imbibed and attitude developed at the end of the programme. POs are assessed based on cognitive, affective and psychomotor skills through CIA, practicals, projects, research, internships, co-curricular and extra-curricular activities. In order to cater the specific needs and unique requirements of each programme, the PSOs are framed with reference to inputs from relevant professional societies such as ASME, ASCE, IEEE, CSI, BIO, etc.

COs are domain-specific, covering all modules of the syllabus. The course articulation matrix maps the correlation of COs with POs and PSOs and is included in the lecture plan. The learning outcomes are assessed through formative and summative assessments.

KAHE ensures that POS, PSOs, and COs are intelligently interconnected, integrated and intertwined with assessment methods to attain the desired outcomes.

POs and COs are published through the institution's website, academic calendar, course file, student lab records, etc.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

The assessment methods used to evaluate the attainment of Course Outcomes are elucidated using direct assessment methods. The target and rubric level for attainment of the course outcomes are decided in the Department Advisory Committee meeting. The CO assessment for each course is carried out by the respective course faculty, reviewed by the HoD and approved by the Dean during semester completion.

Direct Assessment of POs and PSO

The attainment of POs and PSOs are obtained through the calculation of COs for all courses.

- A correlation matrix of COs for each course with POs and PSOs are mapped with appropriate levels: 3-high, 2-medium, and 1-low.
- The direct attainment of each POs and PSOs are calculated using the correlation matrix of COs to POs and PSOs.
- After mapping POs and PSOs with COs, the average of POs and PSOs are derived.

The PO and PSO attainment levels are calculated as follows:

POs and PSOs attainment level = (Attainment level of CO) x (Level of PO mapped with CO)/3

Indirect Assessment of POs and PSOs

Indirect assessment is done through exit surveys and employer surveys.

Overall attainment = 0.8 (Attainment through direct assessment) + 0.2 (Attainment through indirect assessment)

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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

2085

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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/2022/12/SSS->

[Report-2021-2022.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. The Research Advisory Committee has been constituted with sub-committees such as the Research Project Evaluation Committee, the Research Guides Recognition Committee and the Institutional Academic Integrity Committee. The following initiatives are put into practice for the promotion of research:

- Upgradation of research facilities: Equipment worth Rs. 243.55 lakhs have been procured for the various laboratories.
- The Center for Material Science has been established as a Centre of Excellence to promote research.
- It was decided to celebrate Research Day on the last Saturday of February every year and the first Research Day celebration was celebrated on February 26, 2022, to reward the faculty members who have been awarded or recognized for research. Also, the faculty members who have published research articles in Scopus / Web of Science journals, patents, books and book chapters were rewarded.
- Seed money was provided to the faculty members to get the research initiated.
- The Institution bears the cost of filing the patent.
- Registration fees and travel expenses are provided to the faculty members to attend seminars and conferences.
- University Research Fellowships are given to meritorious research scholars.
- Sabbatical leave is provided to the faculty members to pursue PDF.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

23.14

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

39

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

70

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>

### 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	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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)**

**26.32**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

**857.49**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

**0.60**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

**An ecosystem has been created for innovation by establishing**

Centers of Excellence, Institution Innovation Council, IPR Cell, Entrepreneur Development Cell, Pre-Incubation and Incubation centers to nurture the innovative and entrepreneurial mindsets of students and faculty members. The centres and cells organize various events/programmes for the benefit of the students and teachers to encourage and motivate them. Students participate in competitions to showcase their innovative capabilities both inside and outside the campus.

A Technology Business Incubation (TBI) Centre has been established with basic infrastructural facilities like CEO's cabin, executive cabins, conference room and co-working cabins, as well as the common facilities required for the laboratories. The TBI facilitates company registration, providing office space, furniture, and internet at free of cost. TBI has become a member of the Indian Step & Business Incubators Association (ISBA). Ambassadors for TBI activities have been appointed from all the departments to coordinate student-related work.

The business ideas being submitted by the students and the teachers are scrutinized and submitted for the approval of the Steering Committee and so far two ideas have been incubated. One idea from an alumnus was also incubated. Over 20 innovative ideas have been passed the first level of screening and are waiting for the next level of screening.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

178

#### **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**

178

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>



### 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

73

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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	<a href="#">View File</a>

##### 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

A. All of the above

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

73

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

70

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

1

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

929

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>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</b>	<b>C. Any 3 of the above</b>
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed</b>	
Scopus	Web of Science
<b>4.52</b>	<b>5.44</b>
File Description	Documents
Any additional information	<b>No File Uploaded</b>
Bibliometrics of the publications during the year	<a href="#">View File</a>
<b>3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University</b>	
Scopus	Web of Science
<b>21</b>	<b>21</b>
File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
Any additional information	<b>No File Uploaded</b>

### 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

KAHE has a well-defined policy on consulting. The main features of the consultancy policy are:

#### Role of the Institution

- To bring out brochures / leaflets specifying the consulting potential of the Institution.
- To coordinate R&D projects between the institution and industry in the areas of product / process development and technology transfer.
- To assist in the signing of the MoU and the development of IPR / patents based on products and processes developed by the faculty members.
- To offer services of testing / material characterization.

#### 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 with the approval of the Institution based on the recommendations of the consultancy cell.
3. All proposed consultancies involving the use of departmental equipment / facilities shall have the approval of the Institution.
4. MoUs with industries, governmental and non-governmental agencies can be entered by the consultants/faculty members upon prior approval by the Institution and the authorized signatory for all MoUs shall be the Registrar of Karpagam Academy of Higher Education.

Faculty members of the Institution are encouraged to undertake the institution supported consultancy assignments.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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)****54.18**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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

In addition to classroom learning, students are given the opportunity to get engaged with society through various extension activities in the villages nearby, including the five adopted villages. The contact and interaction with the public improve the interpersonal, communication and leadership skills of the students, and lead to their holistic development, which classroom teaching alone could not provide.

In the case of tree plantation programmes, students are not only involved at the time of planting the saplings but also given the responsibility to nurture them for one year, which compels them to learn the techniques of growing the plants and trees. A sense of involvement and commitment is imbibed through this practice.

While conducting awareness programmes on the ban on plastics, they are sensitized about the harmful effects of plastics. Students are given the responsibility of bringing the public to blood donation camps, which enhance their sense of responsibility.

Students are encouraged and motivated to donate blood whenever a need arises or as a routine, which gives them a sense of sacrifice and service to humanity and saves the lives of many people.

Students teach the benefits of millets to the school students highlighting the ill effect of junk food.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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

243

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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)

60

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

7471

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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**

**184**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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**

**36**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## **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, Design 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 157 classrooms and five 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 at the institution is well above the prescribed size.

**Laboratories and Workshops:**

Further, 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 123 laboratories, including 38 computer laboratories in the Institution.

**Computing Equipment:**

The size of the computer laboratory and the number and configuration of computing equipment available in all four faculties of studies are adequate and as per the specifications of statutory bodies. In total, 1900 computing equipment are available. The average bandwidth of an internet connection is 600 MBPS. The institution has a separate language laboratory with 60 computers and the necessary software.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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 necessary equipment for the benefit of students and staff. On average, 300 students use the gymnasium. Power lifting and weight lifting are also popular among the students.



## Yoga Centre

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

### Facilities for cultural activities

A two-day cultural fest "Pranaya", an inter-institute and intra-institute cultural fest, is celebrated every year. Students exhibit their talents in dance, music and other skills at cultural festivals.

A 3000-capacity open auditorium, a 1500-capacity indoor auditorium and 300-capacity amphitheater are available for the conduct of cultural programmes.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 4.1.3 - Availability of general campus facilities and overall ambience

A 3000-seat open auditorium, an indoor auditorium with a seating capacity of 1500 and five seminar halls are available. KAHE is a fully Wi-Fi enabled campus, which facilitates students to access to uninterrupted internet connectivity anywhere, anytime, on the campus, including the hostel. The visitors' hall is a glassed-in building located at the entrance of the campus and facilitates the visitors waiting until they complete the work for which they have come.

Both boys and girls hostel rooms are furnished for comfortable stay. The Institution has a boy's hostel with six blocks to accommodate 2000 inmates and a girl's hostel with four blocks to accommodate 750 inmates. There are two cafeterias on campus with a seating capacity of 150 each that are tidy, spacious, hygiene and serve wholesome food to the staff and students at a subsidized cost.

Transport facility is provided to students, faculty and non-teaching staff in and around Coimbatore. The Institution has a health care centre with a full-time medical practitioner and paramedical staff to treat minor ailments and provide first aid / emergency care to the staff and students.

A full-fledged commercial bank is housed on campus for the

convenience of students and faculty members.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

1802

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

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

The Library Management System (LMS) is a computerized system that helps manage the library's daily activities in digital format. It reduces paper work, space, time and helps in the quick retrieval of data.

Apart from the central library, the Institution has five other libraries in the departments of Engineering, Pharmacy, Architecture, Management and Computer Applications. The Institution has links with other library networks and databases such as Inflibnet, Delnet, Scopus, Springer and Knimbus. The web Online Public Access Catalogue (OPAC) facility is available through Library Management Software to get the information of availability of books, journals and periodicals.

Since 2011, a self-developed online Library Management System software has been used in the Institution with bar code technology.

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.

A well-equipped digital library with 50 nodes is provided with high-speed internet connectivity to help the researchers access

all the e-libraries in the world.

The library has 80 computers and part of the LAN, internet and e-mail services (1 GBPS). The smart entry register is automated for staff, students and research scholars.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>

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

55.10

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

3700

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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**

162

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

1. To develop ICT infrastructure.
2. To adopt ICT in teaching-learning and evaluation.
3. To utilize ICT tools to provide skills and enhance competency building for students.
4. To offer learning resources to faculty and students.
5. To provide effective support for research / business analytics.
6. To adapt digital technology for all staff and students.
7. To provide access to information quickly.
8. To maintain the computer-student ratio at 1:4 and the computer-teacher ratio at 1:1.
9. To build the IT competency level of administrators.
10. To prepare faculty and students to participate creatively in the establishment, sustenance and growth of a knowledgeable society.

The IT policy also includes a network policy, firewall policy, password policy and electronic data disposal policy.

#### Expansion Plan

1. To improve the speed of data transfer significantly, the campus will be divided into three categories.
2. File servers hardware are planned to upgrade to a higher configuration for better performance capabilities.
3. Network Attached Storage Boxes (NAS Box) will be installed for increased data storage, speed, accuracy and security.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
<b>8262</b>	<b>1900</b>

<b>4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)</b>	<ul style="list-style-type: none"> <li>• <b>1 GBPS</b></li> </ul>
--	---

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<b>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</b>	<b>A. All of the above</b>
---	----------------------------

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Upload the data template	<a href="#">View File</a>

#### **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**

**500**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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 is in place and it oversees the maintenance of buildings and classrooms in all aspects by undertaking repair works regularly and during vacation, depending on the extent of the requirement. The requirements given by the various departments and sections are properly attended by the staff concerned and records are maintained.**

Laboratory equipment are purchased depending on need and calibrated periodically. Condemned equipment and broken glassware are disposed through an authorized agency.

The 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.

The 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 statutory requirements. All the laboratories are provided with a first aid kit. Safe assembly points are earmarked.

Optimum working conditions for all equipment are ensured through an annual maintenance contract, wherever applicable.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 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)**

**4993**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

8046

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>

## 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**

20

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

947

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

197

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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

79

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

The Student Council consists of a chairperson, a 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 meetings of the Student



Council as an ex-officio member. The eligibility criteria for nomination to Council include regularity in attending 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 is involved 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 supporting sports and cultural activities by identifying the students' talents and motivating them to take active part in such activities. It also has a representative on the Library Advisory Committee to ensure adequate availability of books, periodicals and other resources in the library.

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

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

58

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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

With a total strength of 43 in 1998, the KAHE alumni count has crossed 30,000. As an initiative to gear up alumni activities, an Alumni Relations Office was established by the Institution. In the academic year 2021-2022, 66 alumni interaction and mentorship programmes were conducted. Eminent alumni in

different fields delivered talks in their niche areas. Apart from disseminating information on current trends, they also motivated our students to aim high and achieve big.

The Alumni Relations Office also organized three alumni reunions during this academic year. In addition, it is also planned to set up chapters in Chennai and Bengaluru. The Alumni Relations Office has acquired alumni management software, Vaave, to optimize alumni engagement. This software offers a closed portal with a host of services for alumni engagement. Our future plans consist of opening chapters in places with high alumni density and unleashing our alumni's potential in mentorship, placement, internships, and funding. Alumni are special invitees to the meetings of the Board of Studies in all the departments. They share their industry / job experience and expect to update the syllabus periodically to match the latest requirements of the industry.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**5.4.2 - Alumni contribution during the year (INR in Lakhs)**      A. ? 5Lakhs

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 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 its 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 participatory learning are used to enhance 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 is given periodically. "Pitch your idea" is an exclusive programme conducted for learners to come up with 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 to 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, raising awareness on female foeticide and enlightening women on various government support schemes are carried out.

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

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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. The Board of Management is the highest decision-making body and monitors the attainment of the vision and mission of the Institution by delegating and getting things done by administrative / academic bodies under the overall direction of the Vice-Chancellor.

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

The deans of the respective domains develop a common framework within which the departments are advised to perform their academic activities. The heads of the department are given freedom to frame regulations and curricula, teaching, learning, and evaluation processes, research and student support activities.

The overall administration is delegated to the Registrar, who is the custodian of all records / properties of the institution.

In both academic and administrative domains, decisions are taken democratically through participatory management. Thus, the effective leadership of the Institution is reflected in all the institutional practices.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic plan is effectively deployed

The establishment of the Centre for Material Science (CMS) is one of the aspects of strategic planning and was inaugurated in H-204 at UE Block on August 25, 2021, by the Vice-Chancellor, Dr. S. Sudalaimuthu.

#### Vision

To be a Centre of Excellence in Advanced Materials and Processing

#### Mission

- To empower students and professionals with state-of-the-art knowledge and technological skills.
- To enable industries to adopt effective solutions in advanced materials processing areas through research and consultancy.
- To evolve appropriate, sustainable technologies for rural needs.
- To undertake collaborative projects with academia and industries.

The objective of the centre is to focus on the field of materials and manufacturing. It consists of three key individual laboratories: material testing and characterization, corrosion and surface engineering and functional materials.

The thrust areas of the centre are the development of alloys and composites, materials characterization, heat treatment, corrosion and wear.

The major equipment installed in the Centre are:

1. Universal Testing Machine
2. Stir Casting
3. Optical Microscope
4. Vickers Hardness
5. Electrochemical Workstation
6. Pin on Disk Tribometer
7. Hot Corrosion Machine
8. High Energy Ball Mill
9. High-Temperature Vacuum Furnace

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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 for the Institution, which includes a 5-year action plan and a 7-year strategic plan for the overall development of the Institution. The Finance Committee meets twice a year: once in February or March to consider the budget and again in September or October to revise the budget and 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. A Board of Studies is constituted for UG and PG programmes in every department and this body frames the curriculum for each programme and recommends it to the Academic Council.

The recruitment and promotion of teaching faculty are done as per the norms of 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 gratuities and provident funds are followed as per the government norms.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

The performance appraisal system for teaching faculty is in place. The Institution follows the Academic Performance Indicator (API) given by UGC for the 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 the performance appraisal are the basis for considering the teachers for promotion and for the payment of incentives or increments.

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

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

Selection is based on merit and seniority for all non-teaching staff promotions.

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 subsidized cost, registration fee and travelling allowance to attend seminars and conferences, concession in tuition fees to the wards of staff, registration fee for completing SWAYAM course and professional membership paid for the faculty.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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

351

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

46

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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)

427

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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 self-financed and deemed to be a University, hence not getting any salary or development grants from government agencies.

The Institution generates its own resources through the following sources:

1. Tuition fees
2. Funds from funding agencies DST/DBT/ICSSR/SERB/AICTE for specific projects
3. Alumni contribution
4. 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 on convening the meetings of the alumni association and organizing guest lectures.

The revenue generated from consultancy services after paying 70% to the consultants is being spent on strengthening the laboratories of the departments that offer consultancy services.

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



File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 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)

8.62

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 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)

46.83

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 6.4.4 - Institution conducts internal and external financial audits regularly

The internal auditors check and verify the accounts continuously as and when the account files are submitted to them by the Finance Officer. The internal auditor scrutinizes the documents relating to purchases, contracts, salaries, funds, expenditure details, utilisation certificates, etc.

After checking and scrutinising the documents, the internal auditor will ask for the details and any clarification if required. If the answers or documents provided by the Finance Section are satisfactory, internal 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 account statements submitted by the Finance Section after the completion of the financial year and submit a "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	<a href="#">View File</a>

## 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

The Internal Quality Assurance Cell (IQAC) is constantly implementing new quality assurance strategies to improve the performance of the teaching-learning process by bringing in changes in the related systems and procedures or new ones.

The student-centric method was taken up as the focus area in the teaching-learning process. Teachers choose the appropriate teaching method for a particular topic and through active participation, students learn it. It has been made mandatory to record the teaching methods adapted in the course logbook by the teachers. The IQAC reviews the logbook, course file and other documents periodically and gives feedback/suggestions for improvement.

The IQAC also monitors the academic performance of the departments by receiving Monthly Activity Reports (MAR) in the template it has developed. The departments must submit the reports on or before the fifth of every month. The report is reviewed and feedback is given for correction. Along with the MAR, the Cumulative Academic Performance Report (CAPR) is also submitted by the departments to IQAC.

Once a semester, the review is conducted with the head of the department in the presence of the dean concerned to know the

status of performance by the respective department and based on the feedback, an action plan is drawn for improvement.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

A. Any 5 or all of the above

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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 initiatives were taken by IQAC:

Internal academic audits were conducted on teaching-learning and curriculum enrichment processes to ensure that all the quality requirements were met. Interactive sessions were conducted with the coordinators, who are responsible for the submission of Monthly Activity Reports to improve the quality.

A new template in Microsoft Excel format that is user-friendly with mistake-proof features was developed and training was given to the concerned to enhance the quality of documentation.

An orientation programme on NEP 2020 was conducted for the faculty members to get familiarized with the requirements for implementation. Training programmes were organized for the non-teaching staff to enhance their skills in communication and the

use of Microsoft Office software.

To improve the performance in the publication of research articles and patents, Research Day was celebrated on February 26, 2022, and cash awards and/or certificates were given to the faculty members who have published in quality journals. It was an initiative to motivate them to publish more articles and that too in quality journals. Also, it was decided to continue to celebrate it on the last Saturday of February every year.

An initiative was taken to establish one Centre of Excellence every year to enhance the performance of research.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 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 the UGC on Gender Champions for educational institutions, about thirty Gender Champions were selected and guided through workshops and guest lectures on gender equity. Gender Champions, in turn, propagated the same to their peers.

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

The Institution has both men's and women's wings in the 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 female students. The Institution encourages and organizes various sports activities and yoga for both genders.

The Women Empowerment Cell conducts programmes periodically to

empower 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, the Board of Management, the Academic Council, the Planning and Monitoring Board, the Finance Committee and other non-statutory committees.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Annual gender sensitization action plan(s)	<a href="https://kahedu.edu.in/AQAR2022/C7/7.1.1/plan.pdf">https://kahedu.edu.in/AQAR2022/C7/7.1.1/plan.pdf</a>
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	<a href="https://kahedu.edu.in/AQAR2022/C7/7.1.1/safety.pdf">https://kahedu.edu.in/AQAR2022/C7/7.1.1/safety.pdf</a>

**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	<a href="#">View File</a>

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. Institution is not using biomedical, hazardous and radioactive materials.**

**Solid Waste Management**

**Solid wastes like construction materials, cement blocks, iron rods are cleared by the building contractor. Old newspapers and**

answer scripts are disposed to the old paper agents. Tree leaves, 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 method and non-contaminant wastes are disposed by chemical disinfectants methods.

#### E-Waste Management

Electronic Wastes such as computer peripherals, cables, small circuits are sold to Green Era Recyclers which is authorized by the Pollution Control Board under MoU signed between the Institution and Green Era Recyclers.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>

#### 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

A. Any 4 or All of the above

<b>4. Ban on use of plastic</b>	
<b>5. Landscaping</b>	
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution</b>	
<b>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</b>	<b>A. Any 4 or all of the above</b>
<ol style="list-style-type: none"> <li>1. Green audit</li> <li>2. Energy audit</li> <li>3. Environment audit</li> <li>4. Clean and green campus recognitions/awards</li> <li>5. Beyond the campus environmental promotional activities</li> </ol>	
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>7.1.7 - The Institution has a disabled-friendly and barrier-free environment</b>	<b>A. Any 4 or all of the above</b>
<b>Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms</b> <b>Signage including tactile path lights, display boards and signposts</b> <b>Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc.</b> <b>Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</b>	
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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 Pradesh 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 Day, Republic Day, Pongal, Onam, and Christmas are jubilantly celebrated and all the students and faculty participate to demonstrate their harmony, inclusiveness and togetherness.

Students are motivated to organize departmental and institution-level programmes to have harmony in working as a team with other gender, community, regional or language students.

Students are involved in extension activities through Swatch Bharat Abhiyan to mingle with the local community and understand their living conditions. This experience creates humility among the students in adjustability and adoptability in their lives.

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

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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' lives 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 ideas that inspired the national struggle for freedom, the Institution celebrates commemorative days of great freedom fighters like Mahatma Gandhi and Dr. Ambedkar.

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

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

All of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

**Celebration gives immense happiness and a blissful life to the**

students and faculty of the institution. National and international days are occasions to enlighten the student community and the general public on issues of concern, mobilize resources to address global problems and celebrate and reinforce the achievements of humanity. Institution celebrates these days as a springboard for creating awareness about various important themes.

#### Commemorative Days

- Independence Day
- Gandhi Jayanthi
- Sardar Vallabhbhai Patel's 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's 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 the 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	<a href="#">View File</a>

## 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 presentations and the annual research congress.

### Preamble

The institution convenes a meeting for the 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 scholars' research work.

### The Context

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

### The Practice

The timeline presentation is arranged in June or July, and the research congress is in December or 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 is thus a clear testimony to the success of this practice.

### Problems Encountered and Resources Required

A few of the academic expertsschedules do not coincide with the programme schedule. In such cases, the Institution has to choose an alternative expert to act as chairperson.

### Concluding Notes

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

KAHE is innately and spiritually attached to nature and has been committed to provide a healthy environment to its staff and students since its inception in 1995 and has continued to do so till now.

The Institution has taken a holistic approach to environmental management, which comprises:

1. Environmental Aspects in the Curriculum
2. Environmental Awareness
3. Green Buildings
4. Air Quality Management
5. Water Quality Management
6. Renewable Energy Management
7. Toxic Substances and Hazardous Waste Management
8. Solid and Liquid Waste Management
9. Environmental Research
10. 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 environments 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 to not only provide a healthy environment but also make people understand the value of

environmental protection for sustainable development. To achieve this, action must start at the individual level and spread through people and organization to guarantee a healthy environment for present and future generations.

#### 7.3.2 - Plan of action for the next academic year

- To establish the Saiva Siddhanta Chair.
- To establish the following Centre of Excellence.
  - Energy and Environment
  - Material Chemistry
  - Commercial, Secretarial and Professional Courses
- To accelerate the activities of the skill development centre.
- To open alumni chapters in Chennai, Calicut and Bengaluru.
- To sustain the activities related to the Institution Innovation Council (IIC).
- To speed up the National Education Policy (NEP) implementation.
- To accelerate the filing of patents through the Kalam Program for IP Literacy and Awareness (KAPILA).
- To enhance collaborations with foreign universities.