



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	Karpagam Academy of Higher Education
• Name of the Head of the institution	Prof. Dr. B. Venkatachalapathy
• 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
Cycle 1	B	2.1	2015	16/11/2015	15/11/2020
Cycle 2	A+	3.33	2021	06/12/2021	05/12/2026
6.Date of Establishment of IQAC			11/01/2016		
7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		
9.No. of IQAC meetings held during the year			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)	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> If yes, mention the amount 	
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
<p>* Systematising the conduct of Value-Added Courses. * Industrial training to the faculty members under the Faculty Immersion Programme. * Inclusion of NEP 2020 elements in the curriculum of 2023-2024. * Coordination for seed money projects. * Support for enhancing the performance of the departments.</p>	
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
Strengthening of Teaching Learning Process	The quality of teaching-learning process has been enhanced as the most of the faculty members deployed the Student Centric Methods.
Enhancing the academic performance of the Departments	Benchmark values were set for the quality metrics and the same could be achieved by the departments.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name	Date of meeting(s)
Academic Council	23/12/2023

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

No

15. Whether institutional data submitted to AISHE

Year	Date of Submission
2022	15/02/2023

16. Multidisciplinary / interdisciplinary

KAHE's vision is "To impart value-based quality education, to undertake scientific, socially relevant research and instil creativity among the learners, to enable, enlighten and enrich them to serve and lead the society" which portrays that the value based education, socially relevant research and instilling creativity are possible only through a multidisciplinary institution. We have programmes in

1. Faculty of Arts, Science, Commerce and Management (FASCM)
2. Faculty of Engineering (FoE)
3. Faculty of Pharmacy (FoP)
4. Faculty of Architecture, Design and Planning (FADP)

In all our engineering programs, in the first year, 16 courses on Science and Humanities and 4 courses on Management are offered. In the programs offered by the FASCM, professional ethics is in the Management Program, four courses are in the language of Tamil, i.e., Language I - IV in the first four semesters, which consist of Indian Knowledge System and morale values. English language papers I to IV have been integrated into the syllabi. Further, the course on Environmental Sciences is common to all the programs. In all the curricula, we have credit based open electives which are from all the disciplines, projects, internships and skill enhancement courses. FADP is offering courses in which community engagement is a part.

We adopt multiple entry in the engineering academic programs by permitting students in the second year of programme as lateral entry. Multiple exit provisions are in the FASCM, permitting them to leave the programme in the third year by offering a degree. Centres of Excellence have been established to do research in

multidisciplinary fields that can solve societal problems.

The FADP offers a range of multidisciplinary courses, such as Urban Economics within the field of Economic Studies, and Project Formulation and Implementation, which are associated with the MBA program. Building services such as plumbing and electrical work involve the mechanical and electrical disciplines, respectively. A course on Survey Data Decoding and analysis in conjunction with the statistic department. For Urban Studies, Social Works Department is involved in carrying out a household and demographic survey. As part of this survey, Focus Groups on social mobility were also conducted. Architecture, being a multidisciplinary field, covers various subjects and they are offered in collaboration with the departments concerned.

17.Academic bank of credits (ABC):

The initiatives of Karpagam Academy of Higher Education to fulfil the requirements of the Academic Bank of Credit (ABC) are:

1. An awareness programme about the key features of ABC was organised for the faculty members, who in turn trained and familiarised the students with the ABC Portal.
2. ABC IDs were created by the students. In the academic year 2022-2023, 7500 IDs have been created.
3. The mark list of the students for the odd semester of the academic year 2021-2022 have been published in the ABC Portal.
4. The administrators and the faculty members involved in the ABC have attended the awareness and training programmes organised by NAD. The institution has registered in the ABC Portal, and the ID number is NAD010352.

The Office of International Affairs was established to facilitate and operationalize effective approaches towards the internationalisation of higher education. In accordance with NEP 2020, Karpagam Academy of Higher Education (KAHE) strategically collaborates with over 80 international universities, including esteemed institutions like the University of Malaya and Asia University, fortifying its global presence. The Outbound Student Exchange Programme, involving over 75 students in diverse activities like internships in Taiwan and project assignments in Malaysia and South Korea, reflects KAHE's dedication to internationalization. Notable initiatives such as the 3+2 programme in Taiwan and a semester exchange in Poland underscore KAHE's commitment to innovative global academic practices.

Harmonising with the Faculty Exchange Programme, 50 faculty members actively engage in collaborative efforts, aligning with NEP 2020's emphasis on global academic collaboration. KAHE's commitment to inclusivity is evident through the Bon Voyage scholarship, which benefits 21 financially disadvantaged students. The institution's proactive stance is highlighted in 60 facilitated meetings with global partner universities, emphasising MoU negotiations and collaborative research discussions, aligning with NEP 2020's vision for international collaboration. Additionally, KAHE's foreign language classes, student engagement initiatives, and study abroad events resonate with NEP 2020's goals of fostering a holistic, globally oriented education. Active participation in external events, including the IDP Global event, underscores KAHE's dedication to providing students with a comprehensive international educational experience, aligning with the transformative objectives outlined in the New Education Policy 2020.

The Curriculum Development Cell is vested with the responsibility of framing the guidelines for curriculum development in alignment with NEP 2020. Based on the guidelines, the curriculum is developed, and the syllabus for the courses is prepared by the respective course teacher. The selection of text books, reading material, allotment of assignments, and setting of question papers are done by them. Freedom is given to select and use appropriate teaching methods both within and outside the classroom. Faculty members are encouraged to take the students outside for industrial or field visits to enhance their level of learning. The capacity building of the faculty members is focused, and training is provided in the form of the Faculty Induction Programme, refresher courses, orientation programmes, NPTEL courses, distinguished lectures, special lectures, workshops, and training in industries under the name "Faculty Immersion Programme".

18.Skill development:

The vision statement of the institution itself is a testimony for the importance given for the value-based quality education to the learners. The value-based courses are embedded into the curriculum. In the Faculty of Arts, Science, Commerce and Management, the skill-oriented courses are grouped into the categories namely Skill Enhancement Courses, Ability Enhancement Courses, Soft Skill Development, Internship and Project Work with 36 credits out of 144 credits. That is 25% of the credits are from skill -oriented courses. The Tamil language is taught in the first four semesters. The Tamil Literature dated back to 300 BC to 300 AD called as Sangam Literature is included in the syllabus. Through Sangam Literature

(which depicted the ancient culture), the universal human values of truth, righteous conduct, peace, love and non-violence are inculcated to the students. The syllabus includes the Post Sangam Literature which depicts ethics and moral values. Various life skills are provided by the departments both in the class room and outside the class room through events and activities. .

A dedicated Centre for Skill Development with a Head, 6 Nos. of overall Coordinators and 24 Nos. of Department Coordinators has been established to provide skills in various areas. Total of 36 number of skill-oriented courses/programmes related to Health, Environment, Computer Science and Engineering were conducted for the benefit of 2617 students in the year under consideration. The experts from the industry/field concerned were involved as the resource persons for the courses to share their experience with the students. The Workshops and Hands-on Training programmes enable the students to enhance their learning by doing. The students of Computer Science discipline are provided with the software "Skill Rack" to develop their programming skills. The knowledge and creativity skills of the students in the field of Architecture are enhanced by offering additional skills beyond theoretical and studio courses. It is achieved through collaboration with industries and experts to provide classes on drawing software such as AutoCAD, Sketchup, and animation software like MAYA, 3Ds Max, and Lumion. Furthermore, workshops are conducted on furniture making, weaving, pottery, and steel fabrication, as well as in rammed earth masonry. Additionally, the institution offers various value-added courses to foster students' multidisciplinary skills.

The Institution Innovation Council (IIC) of the institution is dynamic and provides platform for the students to bring out their innovative and critical thinking capabilities. Students are trained through various programmes and encouraged to participate in Hackathons which give them an opportunity to develop and enhance their problem -solving skills.

The dedicated Centre for Entrepreneur Development is functioning in the institution to inculcate the entrepreneur skills to the students. Awareness programmes on the entrepreneurship were conducted. The students who are interested in starting their own business are supported in the form of Start-Ups. The Karpagam Innovation and Incubation Council (KIIC) provides opportunity for the students to utilize the facilities available in the Incubation Centre and come out with the Start-Ups. In the year 2022-2023 ,7 student Start-Ups started functioning under KIIC.

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

The institution takes initiatives to include the Indian Knowledge System (IKS) in the curriculum. In the Tamil language courses being offered in 4 parts, that is Language I to IV, the moral values, life skills, principles of dharma, non-violence, divinity, culture and traditions of our ancestors are taught to the students.

In the programmes offered by the Faculty of Architecture, Planning and Design, the study of History of Architecture serves as a fundamental course for students to gain knowledge about the historical and traditional progression of Indian cities and their growth. It focuses on the significance and transformation of temples, as well as the mythology associated with each temple in various regions of India. It is crucial for students to understand the construction techniques, distinct spaces, and the historical development of different temple styles observed in Indian cities. Vastu Sastra is a traditional mythological system in Indian Knowledge that is believed to provide the fundamental principles of design and measurement for buildings. The course on Vernacular Architecture teaches the traditional construction styles and typology of houses and temples in India. It focuses on categorizing architectural designs that utilize locally available resources and traditions to meet local building and design requirements.

Students will be investigating the process of Village evolution. The study of the settlement history, culture, and traditions of the village and older settlements with a strong historical basis is a unique subject for students. As part of this, students have the opportunity to study several weaving villages in Dindugal district in Tamil Nadu and Artisan communities in Chettinad and Zamins of Pollachi among others. Just like heritage towns and colonial temple towns in India, this area of study provides valuable insights into the historical development of settlements. It greatly contributes to understanding the traditional Indian Knowledge System used in town and village planning, the evolution of these settlements, and the construction techniques employed in building houses and other structures.

The technique of Photogrammetry is used as a means to study and comprehend the depiction of the exteriors or facades of historical buildings and structures especially Temples of South India, specifically for the purpose of documenting and preserving a valuable resource as reference for future generations to learn.

In the programmes offered by the Faculty of Pharmacy, both the theory and practical courses on Pharmacognosy and Phytochemistry, Herbal Drug Technology and Pharmacognosy & Phytopharmaceuticals are included. Research in traditional medicines is also pursued.

A Yoga Centre is functioning in the institution to teach Yoga to the students and faculty members. Silambam, an Indian Martial Art originated in Tamil Nadu which is mentioned in Tamil Sangam Literature is taught to the students under physical education. Students are allowed to take part in the competitions to enhance their skills further. The institution takes initiatives to teach the school children as a step to carry forward Indian tradition to the future generation. Both the Yoga and Sports will be included in the Curriculum from the Academic Year 2023-2024.

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

The institution implements the curriculum recommended by the respective statutory body with changes to the extent permitted by them. The Learning Outcomes- based Curriculum Framework (LOCF) notified by UGC and the Model Curriculum of the regulatory bodies AICTE, CoA and PCI are implemented in letter and spirit. The curriculum is designed keeping the Outcome Based Education (OBE) as the focal point. The vision of the institution is percolated down in the form of Programme Educational Objectives (PEO), Programme Outcomes, (PO)Programme Specific Outcomes (PSO)and Course Outcomes (CO). The syllabus is framed in line with OBE and contains Course Objectives and Course Outcomes. The teaching learning process is also modified to include innovative teaching methods to meet the requirements of OBE. It is also emphasised and ensured that the Student Centric Methods are adopted while teaching by periodical reviews and audits. At the time of preparing the lecture plan the faculty members have to identify the Student Centric Method for the topic chosen. During execution of the lecture plan, the method planned has to be implemented as planned. Both the plan and the execution have to be recorded in the log book. This practice has been implemented across the institution. The institution has taken efforts to implement Student Centric Methods in a focused manner. Appropriate training on Bloom's Taxonomy, PEO,PO,PSO,CO and their mapping, setting question papers based on Bloom's Taxonomy, measurement of attainment of outcomes and student centric methods are given to the faculty members.

The learning level of the students is assessed on continuous basis in the form of observation, class room interaction and internal assessment tests. Based on the learning level, slow learners and

advanced learners are identified. They are given adequate support to enhance their learning level.

21.Distance education/online education:

The Institution has already started deploying Student Centric Methods including the ICT enabled tools in teaching learning process and the faculty members are sensitised about this regularly. The lecture notes are uploaded in the MOODLE platform and are accessed by the students. Google Class Room is used for sharing the notes, assignments and reference material.

The students are encouraged to study NPTEL courses and the credits earned are transferred. Online examination is conducted for 20 marks in the End Semester Examinations.

The institution has a Media Centre to develop e-content of the lectures. In the Academic Year 2022-2023, 242 videos have been recorded for e-Pathasala. 71 video lectures of 42 faculty members also have been recorded. In due course, the video lectures will be made accessible to the students to learn at their own pace.

Extended Profile

1.Programme

1.1	56
Number of programmes offered during the year:	

File Description	Documents
Data Template	View File

1.2	22
Number of departments offering academic programmes	

2.Student

2.1	9226
Number of students during the year	

File Description	Documents
Data Template	View File

2.2	2516
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Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.3		8859
Number of students appeared in the University examination during the year		
File Description	Documents	
Data Template	View File	
2.4		0
Number of revaluation applications during the year		
3.Academic		
3.1		2418
Number of courses in all Programmes during the year		
File Description	Documents	
Data Template	View File	
3.2		468
Number of full time teachers during the year		
File Description	Documents	
Data Template	View File	
3.3		468
Number of sanctioned posts during the year		
File Description	Documents	
Data Template	View File	
4.Institution		
4.1		10870
Number of eligible applications received for admissions to all the		

Programmes during the year		
File Description		Documents
Data Template		View File
4.2	Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	3366
File Description		Documents
Data Template		View File
4.3	Total number of classrooms and seminar halls	169
4.4	Total number of computers in the campus for academic purpose	1900
4.5	Total expenditure excluding salary during the year (INR in lakhs)	2682
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		
<p>In Karpagam Academy of Higher Education, the curriculum development process duly considers and complies with the model curriculum or the guidelines given by the regulatory bodies such as UGC, AICTE, Council of Architecture and Pharmacy Council of India. To the extent of the flexibility provided by the respective regulatory body, needs at the local, national, regional and global level are taken care of. Considering the above, the Curriculum Development Cell provides a structural framework based on which syllabus is framed by the Departments for the programmes offered by them.</p> <p>In the case of the industry supported programmes, due consideration is given to the input given by the respective industry</p>		

representative in the BoS meeting during curriculum development process.

Input from Academic Council which consists of Academic and Industry and the feedback of the stakeholders (Student, Teacher, Alumni and Employer) are also given equal importance in designing the curriculum.

The individual programmes and courses have well defined Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Course Objectives and Course Outcomes reflecting the learning levels as per Bloom's Taxonomy. The curriculum is evaluated in terms of attainment of course outcome and based on the evaluation of outcome, curriculum is subsequently revised, if necessary.

In the Academic Year 2022-2023 implementation of the NEP 2020 has been initiated and interdisciplinary and multidisciplinary courses were introduced.

File Description	Documents
Upload relevant supporting document	View File

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

37

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

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

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

2418

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

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

484

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

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

56

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

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

The curriculum basically addresses the needs of the students such as Knowledge and Skills while catering to the needs at the local, national, regional and global levels. At the same time the Attitude/character is an yet another and important aspect of the students which is addressed through enrichment of curriculum by the integration of cross cutting issues such as gender sensitivity, environment and sustainability, human values and professional ethics into the curriculum which will lead to the holistic development of students.

A course on "Human Values" which deals with qualities like honesty, sincerity, kindness and commitment is included in the Curriculum. These values are imbibed by the students when they are made to involve in the activities which are connected socially to the public through extension programmes.

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

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

File Description	Documents
Upload relevant supporting document	View File

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

54

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

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

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

8282

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

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

4163

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

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	<ul style="list-style-type: none"> • All 4 of the above 						
<table border="1"> <thead> <tr> <th data-bbox="76 306 550 376">File Description</th> <th data-bbox="555 306 1476 376">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 376 550 483">Upload relevant supporting document</td> <td data-bbox="555 376 1476 483" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Upload relevant supporting document	View File			
File Description	Documents						
Upload relevant supporting document	View File						
1.4.2 - Feedback processes of the institution may be classified as follows	<ul style="list-style-type: none"> • Feedback collected, analysed and action taken and feedback available on website 						
<table border="1"> <thead> <tr> <th data-bbox="76 654 550 723">File Description</th> <th data-bbox="555 654 1476 723">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 723 550 831">Upload relevant supporting document</td> <td data-bbox="555 723 1476 831" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Upload relevant supporting document	View File			
File Description	Documents						
Upload relevant supporting document	View File						
TEACHING-LEARNING AND EVALUATION							
2.1 - Student Enrollment and Profile							
2.1.1 - Demand Ratio							
2.1.1.1 - Number of seats available during the year							
3612							
<table border="1"> <thead> <tr> <th data-bbox="76 1196 550 1265">File Description</th> <th data-bbox="555 1196 1476 1265">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1265 550 1335">Upload the data template</td> <td data-bbox="555 1265 1476 1335" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 1335 550 1429">Upload relevant supporting document</td> <td data-bbox="555 1335 1476 1429" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Upload the data template	View File	Upload relevant supporting document	View File	
File Description	Documents						
Upload the data template	View File						
Upload relevant supporting document	View File						
2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)							
2.1.2.1 - Number of actual students admitted from the reserved categories during the year							
3366							
<table border="1"> <thead> <tr> <th data-bbox="76 1686 550 1756">File Description</th> <th data-bbox="555 1686 1476 1756">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1756 550 1825">Upload the data template</td> <td data-bbox="555 1756 1476 1825" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="76 1825 550 1933">Upload relevant supporting document</td> <td data-bbox="555 1825 1476 1933" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Upload the data template	View File	Upload relevant supporting document	View File	
File Description	Documents						
Upload the data template	View File						
Upload relevant supporting document	View File						
2.2 - Catering to Student Diversity							
2.2.1 - The institution assesses the learning levels of the students and organises special Programmes							

for advanced learners and slow learners

The learning levels of the students are assessed by continuously observing their performance/response during the teaching- learning process and their outcome in the tests conducted. Based on the assessment, Slow Learners and Advanced Learners are identified and accordingly special programmes are organized to provide suitable support for them.

Special Programmes for Slow Learners:

Remedial classes are conducted beyond the 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 class-room discussion.

Special Programmes for Advanced Learners:

Students are encouraged to present papers in the Seminars / Conferences organized by other institutions and make poster presentations at national level competitions. Assignments on advanced topics are given. Mini projects are given and the results are published in journals. Hands-on training on sophisticated instruments is given. Also they are motivated to participate in competitive examinations like GATE, GMAT, TANCET, CSIR-NET and Recruitment Examinations like UPSC,SSC,TNPSCand also in NPTEL / SWAYAM courses for academic credits.Industrial visits are arranged in general for all the students andfor the Advanced Learners visit to specialised areas of the industries are arranged.The special programs organized for slow and advance learners help them to enrich their level of learning.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://kahedu.edu.in/AOAR2023/C2/2.2.1.pdf

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
9226	468

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

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

The institution focuses on Student Centric Methods (SCM) by encouraging the faculty members to conceive and adopt different teaching methods like experiential learning, participative learning and problem-solving methodologies to enhance the learning experiences of the students.

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 visits, laboratories, industries (as the case may be) is adopted across the institution. Suitable experiments are given to the students and by doing them students can relate to the content of the syllabus. In the case of Computer Science, software is also used by the students to gain programming skills.

All the Departments follow participative learning methods such as Group discussion, Role Play, Seminars and group projects in which students actively participate and learn.

A few Departments like Commerce and Management adopt 'Case Study Method' where specific business / finance cases are discussed by the students and possible solutions to the problems are arrived by which their analytical thinking and decision taking abilities are enhanced.

File Description	Documents
Upload relevant supporting document	View File

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

In addition to the regular learning resources, the following ICT Tools including online resources are used by the teachers for

effective teaching and learning process.

Institution Learning Management System (ILMS)

Learning materials for the courses being offered including Question Bank and MCQs are uploaded in the MOODLE and shared to the students for access.

Google Classroom

Classrooms are created in the Google Class Room platform and the students join these classes. The learning materials and PPTs are shared to the students through these classes. Online assignments and tests are conducted and evaluated.

SWAYAM

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

Social Media (Mobile networks and YouTube)

To send the information or learning materials, Social Network like WhatsApp is largely 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 in You Tube.

SMART Board

To enable the visualized learning and understanding of the subjects, smart boards are used to teach subjects by integrating materials like text, videos, websites etc.

Wi-Fi / LAN Network

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

File Description	Documents
Upload relevant supporting document	View File

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

2.3.3.1 - Number of mentors

468

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

468

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

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

236

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

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

2.4.3.1 - Total experience of full-time teachers

3953

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

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

58

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

2.5 - Evaluation Process and Reforms**2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year**

12.13

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

12.13

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

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

0

File Description	Documents
Upload relevant supporting document	View File

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 examinations fees through online mode only.

Transfer of Continuous Internal Assessment marks to Examination Section.

Generation of Hall Tickets

Generation of Fee Challan

Generation of Examination Time-table.

Depository of list of question paper setters and examiners.

Appointment of question paper setters and examiners.

Examination for Part A as it is of objective type.

Processing of Results.

Publication of Results.

Printing of Mark Statements.

Printing of Consolidated Marksheet.

Printing of Provisional / Degree Certificates.

Payment of remuneration to invigilators and examiners.

Barcoding system in evaluation.

Ph.D. viva-voce through Off Line Mode

Examination Reforms:

Arrear examinations are conducted during weekends from the beginning of subsequent semester to avoid exam pressure on students (in the case of taking up the arrear examination along with ESE). IT enabled system makes easy to keep track of year-wise number of applications, results, revaluation details and the performance of the students. Above all the IT integration system becomes robust, transparent, quick and authentic. Technology had played a major role in teaching-learning and evaluation system and has grown to its full proportion due to necessity.

File Description	Documents
Upload relevant supporting document	View File

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

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

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

2.6 - Student Performance and Learning Outcomes

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

The Programme Educational Objectives (PEOs) are derived from the Vision and Mission statements of the institution. The Programme and the Programme Specific Outcomes are framed based on PEOs. Learning Outcome Based Curricular Framework (LOCF) is implemented to predetermine the learning outcomes within the framework of 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 programme. POs are assessed based on cognitive, affective and psychomotor skills through CIA, practicals, mini-projects, research, internships, co-curricular and extra-curricular activities. In order to cater to 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. 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 assessment.

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

POs and COs are published through the Institution's Website, Curriculum and Course File/Lab Manuals.

File Description	Documents
Upload relevant supporting document	View File

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

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

Direct Assessment of POs and PSO

Attainment of POs and PSOs are obtained through the calculation of COs of all courses

- A correlation matrix of COs of 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.

PO_m and PSO_n attainment level =

Indirect Assessment of POs and PSOs

Indirect assessment is done through exit survey and employer survey.

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

File Description	Documents
Upload relevant supporting document	View File

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

2516

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

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

<https://kahedu.edu.in/n/wp-content/uploads/2024/04/1.Student-Satisfaction-Survey.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 updates its research facilities based on need. The institution has formulated a well-defined policy for promoting research. The institution has constituted the Research Advisory Committee, which includes the Research Project Evaluation Committee and the Research Guides Recognition Committee as sub-committees.

The academic year 2023-2024 saw the implementation of the following initiatives to promote research.

1. Equipment worth Rs. 211.27 lakh have been procured for various laboratories.
2. The institution invested Rs. 11 lakh in Annual Maintenance Contracts (AMCs) for critical equipment, ensuring uninterrupted operation.
3. 11 Centers of Excellence (CoEs) have been established to enhance the institute's prominence, foster interdisciplinary research and collaborations with industry, academia, and research networks.
4. The second Research Day was celebrated on February 28, 2023, to reward the faculty members who have published research articles in SCOPUS/Web of Science, patents, books and book

chapters.

5. KAHE provides seed grants to empower budding research faculty, resulting in a grant of Rs. 39.18 lakh this year, nurturing early-stage innovation.
6. Strategic acquisitions, including modular wall tables and racks, bolster the research environment, with a 24 lakh investment demonstrating KAHE's commitment.
7. The institution covers the cost of filing the patent. In 2022-2023, the institution filed 68 patents and one copyright.
8. Faculty members receive support for attending seminars / conferences and professional body memberships.
9. Meritorious research scholars receive University Research Fellowships.
10. Faculty members receive sabbatical leave to pursue post-doctoral research.

File Description	Documents
Upload relevant supporting document	View File

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

39.18

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

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

4

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

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

24

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

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

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

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

1

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

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

31.4

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

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

564.55

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

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

204

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

3.3 - Innovation Ecosystem

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

Karpagam Academy of Higher Education (KAHE) established Karpagam Innovation and Incubation Council (KIIC), a Section 8 company, in 2022-2023 to support innovative ideas and startups among its students, teachers and alumni. KIIC is funded by the Department of Science and Technology (DST), Government of India, with Rs. 4.81 crore.

Under iTBI scheme. KAHE was recognized as Host institute (HI) and Business Incubator (BI) by the Ministry of Micro, Small and Medium Enterprises (MOMSME), Government of India.

KIIC Management has approved and supported 33 startups to incubate, of which nine are by students, five are by teachers, and the remaining 19 are by external members.

MSME Idea Hackathon 2.0 was conducted for students and external members and received 101 innovative ideas; two innovative ideas were funded from MOMSME out of the recommended 31 ideas. KAHE Business Incubator will be supported to purchase equipment and machinery worth one crore for the projects approved by MOMSME, GoI.

KIIC has organized many events for the benefit of startups, such as Aadukalam 2023 in association with Startup TN (Erode Regional Hub), a workshop on "Design Thinking" for 3 days and a seminar on "Legal Compliance". A MoU was signed with IIT Bombay E Cell and IIT Kanpur

E Cell to act as incubation partner.

File Description	Documents
Upload relevant supporting document	View File

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

115

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

115

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

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

38

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

3.4 - Research Publications and Awards**3.4.1 - The institution ensures implementation of its stated Code of Ethics for research**

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

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committees (Animal, chemical, bio-**

A. All of the above

- ethics etc)
3. Plagiarism check
4. Research Advisory Committee

File Description	Documents
Upload relevant supporting document	View File

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

A. All of the above

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

3.4.3 - Number of Patents published/awarded during the year

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

84

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

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

38

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

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

the year

326

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

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

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

1046

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

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

D. Any 2 of the above

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

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
6.05	6.32

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
23	20

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	No File Uploaded

3.5 - Consultancy

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

KAHE has a well-defined consulting policy, including revenue sharing between the institution and the faculty member concerned. The policy deals with the purpose of undertaking consultancy services, the functions of the consultancy cell, procedures for approval of the consultancy services and allocation of consultancy charges.

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 area of product / process development and technology transfer.
- To encourage the signing of MoU and the development of IPR / patents based on products and processes developed by the faculty members.
- To offer services of testing / material characterization and taxation

Consultancy Process

1. A request for consultancy services shall be received by the faculty member or department and forwarded to the consultancy cell for its recommendation.
2. Consultancy work/projects shall be undertaken only upon the approval of the institution based on the recommendations of the Consultancy Cell.
3. All proposed consultancies involving the use of departmental

equipment / facilities shall have the approval of the institution.

4. MoU with industries, governmental, and non-governmental agencies can be entered into by the consultants/faculty members upon prior approval by the institution, and the authorized signatory for all MoUs shall be the Registrar, Karpagam Academy of Higher Education.

The institution encourages its faculty members to take on institution-supported consulting assignments and provides them with 70% of the generated revenue.

File Description	Documents
Upload relevant supporting document	View File

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

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

22.41

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

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

By participating in the Waste Management Awareness programmes, students are sensitized to the social issues of land, water and air pollution and a sense of responsibility to protect the environment is felt by the students.

The tree plantation programmes involve the students not only at the time of planting the saplings but also in nurturing them for the next year. This practice instills a sense of commitment in the students.

The impact of participation in awareness programmes on the ban on plastics, single use of plastics, the benefits of using millets and

blood donation camps is manifold.

Exposure to self-employment training for women in the villages makes the students contribute to women's empowerment.

Under the banner of Azad Ka Amrit Mahotsav, various events were organized, including the felicitation of unsung heroes in the nearby districts, which inculcated patriotism, harmony, national integrity and so on.

Extension activities undoubtedly sensitise the students to various social issues and their impact on the students is high.

File Description	Documents
Upload relevant supporting document	View File

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

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

36

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

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

76

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

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

6192

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

3.7 - Collaboration

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

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

218

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

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

24

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

The infrastructure required in the form of class rooms, laboratories, and computing equipment for effectively carrying out the teaching-learning process is ensured before the commencement of

the academic year. The gap between the existing facilities and the facilities required to offer the academic programmes is identified, and necessary action is taken to fill up the gap.

Classrooms and Seminar Halls:

The institution has 164 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 with 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 122 laboratories, including 39 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 study are adequate as per the guidelines of statutory bodies. In total, 1900 computing equipment are available. The institution has a separate language laboratory with 60 computers and the necessary software.

File Description	Documents
Upload relevant supporting document	View File

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

The institution has adequate facilities for cultural activities, yoga, games, and sports, as given below:

1. Cultural Activities

An open auditorium with a seating capacity of 3000 is available for conducting major events like student induction programmes, convocations, and cultural activities.

An indoor auditorium with a seating capacity of 1500 and an

amphitheatre with a seating capacity of 300 are also available for organising cultural activities.

2. Yoga

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

3. Games and Sports

The institution has spacious open grounds for outdoor sports and games such as basketball, football, ball badminton, cricket, kabaddi, volleyball, handball, athletics, etc. 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.

The institution has a well-established gymnasium with necessary equipment for the benefit of students and staff. On average, 350 students use the gymnasium every day. Power lifting and weight lifting are also popular among the students.

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

1. Auditorium / Seminar Halls

An open auditorium with a seating capacity of 3000 and an indoor auditorium with seating capacity of 1500, and five seminar halls are available.

2. Wi-Fi-enabled Enabled Campus

KAHE is a fully Wi-Fi enabled campus that facilitates students to access uninterrupted internet connectivity anywhere, anytime, in the campus, including the hostel.

3. Visitors Hall

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

4. Hostels

Both boys and girls hostel rooms are furnished for a comfortable stay. The institution has a boys hostel with six blocks to accommodate 2000 inmates and a girls hostel with four blocks to accommodate 750 inmates.

5. Cafeteria

There are two cafeterias in campus with a seating capacity of 150 each, which are tidy, spacious, hygienic, and serve wholesome food to the staff and students at a subsidised cost.

6. Transport

Transport facilities are provided to students, teaching staff, and non-teaching staff in and around Coimbatore.

7. Health Care Centre

The institution has a health care centre with full-time medical practitioner and paramedical staff to treat minor ailments and provide first-aid or emergency care to the staff and students.

8. Bank

An exclusive bank is housed inside the campus for the benefit of students, teaching staff, and non-teaching staff.

File Description	Documents
Upload relevant supporting document	View File

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

1631.78

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

4.2 - Library as a Learning Resource

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

In Karpagam Academy of Higher Education, the books related to the Faculty of Arts, Science, Commerce and Management, Faculty of Engineering are housed in the Library building. The books related to the Faculty of Architecture, Design and Planning and the Faculty of Pharmacy are kept in the respective buildings. Web Online Public Access Catalogue (OPAC) facility is available through Library Management Software to get the information of availability of books, journals, and periodicals. Since 2011, a self-developed Online Library Management System Software is used in the Institution with Bar Code Technology.

Currently, the central library and the department libraries are automated with the recent Web Version 2.0 which helps to search books, periodicals, Back Volumes, project reports, CDs and DVDs.

The institution has membership in UGC-MHRD's National Digital Library of India (NDLI) and has linkage with other library networks and databases such as Inflibnet, DELNUT, Scopus, and Knimbus

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

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

File Description	Documents
Upload relevant supporting document	View File

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

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

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

35.66

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

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

3985

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

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

169

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

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

The salient features of IT policy are:

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.

Budgetary provision is made and procurement of computing equipment, accessories and other devices is made accordingly.

The Expansion Plan is as follows:

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 to increase data storage, speed, accuracy and security.

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
9226	1900

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

- ?1 GBPS

File Description	Documents
Upload relevant supporting document	View File

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

A. All of the above

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

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

679.83

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

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

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

Central Computing Services Unit is an in-house servicing section for both software and hardware related issues. Network security is maintained and its services are upgraded periodically. Maintenance of services like ERP File server management Firewall maintenance and Wi-Fi services are carried out.

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

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

Working condition of all equipment is ensured through Annual Maintenance Contract wherever applicable.

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

The students are allotted to Hostels based on the year of study. During the current year a software application by name KAHE Helpdesk has been developed to register the maintenance related problems.

File Description	Documents
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

5854

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

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

4119

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

<p>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</p>	<p>A. All of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Upload the data template</p>	<p>View File</p>
<p>Upload relevant supporting document</p>	<p>View File</p>
<p>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</p>	<p>• All of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Upload relevant supporting document</p>	<p>View File</p>
<p>5.2 - Student Progression</p>	
<p>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)</p>	
<p>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</p>	
<p>30</p>	
<p>File Description</p>	<p>Documents</p>
<p>Upload the data template</p>	<p>View File</p>
<p>Upload relevant supporting document</p>	<p>View File</p>
<p>5.2.2 - Total number of placement of outgoing students during the year</p>	

734

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

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

227

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

5.3 - Student Participation and Activities

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

132

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

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

The Student Council comprises of Chairperson, Secretary and a representative from

each department. The Council functions under the overall supervision of the advisor.

The Dean, Student Affairs participates in the meeting of Student Council as ex-officio.

The eligibility criterion for nomination to Council includes regularity in attending the

classes, a good record of conduct, academic excellence and participation in various

departmental activities. It meets once in a semester and discusses matters of importance.

The Student Council plays a major role in involving all the students in various programmes.

The Council involves in the functioning of various clubs such as media, literary, fine arts

and eco club to encourage students to portray their latent talents. It plays an active role in

support of sports and cultural activities in identifying the students' talents and motivating

them to take active part in such activities. It also has representative in the Library Advisory

Committee to ensure adequate availability of books, periodicals and other resources in the library.

The Student Council takes active part in Swachh Bharat and Unnat Bharat Abiyan

Schemes for the development of the adopted villages in the area of environment cleanliness,

child education, health and hygiene programmes

File Description	Documents
Upload relevant supporting document	View File

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

31

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

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services during the year

The Karpagam Academy of Higher Education Alumni Association (KAHEAA) facilitates alumni engagement by liaising with the alumni and the institute to conduct a host of alumni-related activities. A summary of the activities is given below-

1. Alumni Talks- Alumni are invited from various fields to raise awareness of the current scenario in a particular domain. Here is the breakup of the alumni talks under broad fields: Career Guidance (Corporate)- 65 talks with 3488 beneficiaries, Career Guidance (Government)- 9 talks with 513 beneficiaries, Technical- 38 talks with 1714 beneficiaries, Entrepreneurship- 12 talks with 1002 beneficiaries, Personality Development- 7 talks with 130 beneficiaries, Higher Studies- 6 talks with 196 beneficiaries, Research- 3 talks with 77 beneficiaries, and Faculty Awareness- 1 talk with 137 beneficiaries.
2. Alumni Meets- 17 alumni meets were conducted by various departments and the total number of participants was 768.
3. Chapter Inaugurations- The Karpagam Academy of Higher Education Alumni Association (KAHEAA) inaugurated 2 chapters in Chennai and Calicut. We are in the process of inaugurating a KAHEAA Chapter in Bengaluru too.

The Alumni Relations Office acts as the first point of contact for any inquiry from alumni.

The KAHE Alumni Portal with a database of 17264 passed-out students has become a popular mode for alumni engagement. The portal contains job announcements by alumni, alumni achievements, records of various events at KAHE, and is an excellent platform for quality networking

File Description	Documents
Upload relevant supporting document	View File

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

A. ? 5Lakhs

File Description	Documents
Upload relevant supporting document	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT**6.1 - Institutional Vision and Leadership**

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

The vision of the institution focuses on value- based quality education, scientifically and socially relevant research, creativity and leadership skills of the students. The curriculum is designed in such a way that it is outcome based. Socially significant issues such as environmental sustainability, gender sensitivity, professional ethics are integrated into curriculum. The latest developments in the respective domains are included in the syllabus. 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. The Institution is undertaking various socially relevant, scientific and technology -oriented research projects by its own and also in collaboration with other agencies.

Training on creativity and IPR are given periodically. The various training programmes, competitions and hackathons which are organized by the Institution Innovation Cell and Karpagam Innovation and Incubation Cell instill creativity among students.

Empowering rural women by educating on digital transactions, menstrual hygiene, breast cancer, organ donation and female foeticide and enlightening them on various support schemes of the Government are carried out.

The extension activities of the institution socially connect the students with the society to make the learners socially responsible and enable to lead the society.

File Description	Documents
Upload relevant supporting document	View File

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

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 the connected people are involved and it is a team which takes decision.

Academic Domain:

There are four Faculty of Studies - (i) Arts, Science, Commerce and Management (ii) Engineering (iii) Architecture, Design and Planning and (iv) Pharmacy and each faculty is headed by a Dean. They develop common framework and within which the Departments under the respective faculty are advised to perform their academic activities. The Heads of the Departments are given freedom to frame Regulations and Curricula, Teaching, Learning and Evaluation Process, Research and Student Support Activities.

Administrative Domain:

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

The administrative wings of the Institution such as Establishment, Finance, Examination and Research are given administrative freedom in their respective domains.

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

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

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The institution is continuously thriving to enhance the quality of research. The infrastructure forms the basis for quality research and the institution is establishing Centres of Excellence (with the State of the Art instruments/equipment) in various domains to carry out wide spectrum of experiments with accurate results. So far 11 numbers of Centres of Excellence were established. For collaborative research, 64 MoUs were signed with the foreign Universities.

The quality of the faculty members carrying out the research is yet another requirement. The institution identifies the faculty members who exhibit innovative ideas and have research acumen to associate with the related Centre of Excellence. Also suitable faculty members from outside are recruited as Research Faculty and are vested with the responsibility of carrying out the research projects. At present xxxxxxxx numbers of research faculty are involved in different centres. They are provided with the financial support in the form of Seed Money and sufficient number of research fellows/assistants are appointed to carry out the research projects. Also wherever essential, financial support for travel and participation in national/international conferences.

The various initiatives taken by the institution with a focused approach to improve the quality of research resulted in the following achievements:

1. Number of patents filed, published and granted were 68,50 and 24 respectively.
2. 8 nos. of funded projects worth of Rs. 12.9 crores are ongoing.
3. Air pollution detection and device monitoring device
4. Design and development of Manual solid waste segregation machine
5. Low cost Robot for plant disease monitoring

File Description	Documents
Upload relevant supporting document	View File

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

The Board of Management is the apex executive body in respect to academic, administrative, personnel, financial and development issues of the Institution. The Planning and Monitoring Board is the

principal Planning Body and prepares the Institutional Development Plan for overall development of the Institution. The Finance Committee meets twice in a year - one in February/March to consider the budget and in September/October to revise the budget and to approve the audited financial statements of the previous year.

The Academic Council is the principal academic body and responsible for the maintenance of standards of teaching, research and approval of curriculum. Board of Studies is constituted for UG and PG programmes of every department and this body frames the Curriculum for each programme and recommends to the Academic Council.

The Establishment Section takes care of the recruitment and promotion of teaching and non-teaching staff. The training of both the staff is done by the Centre for Human Resource Development.

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

The functioning of various Committees, Cells and Centres is evident through the issues addressed and events/activities/training organized by them.

File Description	Documents
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

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

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

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

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

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

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

The welfare measures provide better physical and mental health to employees and

promote a healthy work environment. The welfare facilities provided to teaching and non-teaching staff are:

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

File Description	Documents
Upload relevant supporting document	View File

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

328

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

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

32

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

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

290

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

6.4 - Financial Management and Resource Mobilization

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

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

The Institution generates its own resources through 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 to the Board of Management for its approval.

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

The contributions made by alumni are being spent for convening the meeting of alumni association and for organizing guest lectures, providing scholarships to the students and for development and maintenance of infrastructure.

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

Thereby, the institution optimally utilizes the funds generated through various sources for the benefit of students, employees and for the overall development of the Institution.

File Description	Documents
Upload relevant supporting document	View File

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

4.5

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

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

21.28

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

6.4.4 - Institution conducts internal and external financial audits regularly

The internal auditors check and verify the accounts continuously as and when the accounts files are submitted to him by the Finance Officer. The internal auditor scrutinizes the documents relating to purchase, contracts, salary, funds, expenditure details, utilisation certificates, etc., After checking and scrutinizing the documents the internal auditor will ask for the details, any clarification if required and if the answers / documents provided by the Finance Section are satisfactory, he will approve the accounts, then and there and it is a process of continuous audit.

The external auditor will scrutinize all the transactions and accounts statements submitted by the Finance Section after completion of financial year and submit 'statement of audit objections' for which the Finance Section has to submit the answers / compliance within reasonable time. If the answer provided by the Finance Section is satisfactory the external auditor shall drop the objections. The audited financial account statements and Auditor Report shall be submitted to the Finance Committee for its consideration and then taken to the Board of Management for approval.

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

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) has established systems and procedures to monitor the teaching learning process right from planning to execution. Review is mandated at every stage of the teaching learning process. The lecture plan including the student centric method is prepared by the course teacher concerned before the commencement of the courses and is reviewed by the Head of the Department and the respective Dean. The execution of the lecture plan is documented by the course teacher and monitored by the Head of the Department once in a week. The activities planned in support

of slow and advanced learners is also reviewed periodically.

System is also in place to ensure that the knowledge level and experience of the course teacher to handle the courses allotted are adequate. An orientation program is organized for all the newly joined faculty members in which exposure is given for the systems and procedures to be followed and the points to be taken care during the class room management. In the case of introduction of new courses, it is mandated that the course teacher should be given appropriate training either inhouse or through outside agencies including completion of relevant NPTEL course (before the commencement of that course). Department wise, reviews are conducted to monitor the outcome of the activities planned. The effective implementation of these strategies significantly enhance the enhancement of academic and administrative performance in the teaching and learning process.

File Description	Documents
Upload relevant supporting document	View File

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

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

1.The training for faculty members under the name "Faculty Immersion Programme" was initiated during the year 2022-2023. In total, 11faculty members were trained in 7 industries.

2. As a quality enhancement initiative, a practice of evaluating the proposals for seed money projects by the subject experts from outside was introduced.
3. Credit transfer was effected for the courses completed by the students in SWAYAM platform.
4. Faculty members are given exposure to the latest trends/practices in the field by bringing the Resource Persons from outside for delivering the Distinguished Lecture Series on working Saturdays.
5. Centres of Excellence were established to strengthen quality research by faculty and creation of new knowledge
6. Focus on publication of articles in the journals of good quality which are indexed in Web of Science and SCI
7. To enhance the quality of publications, experts from outside the institutions were invited to share their knowledge with the faculty members.
8. Collaboration with foreign universities for internship, student/faculty exchange and collaborative research was focused and 70 MoUs were signed so far.
9. A structured framework was established for conduct of Value Added Courses.
10. The Centre for Skill Development was strengthened and it conducted 36 training programmes covering various skills.

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Karpagam Academy of Higher Education lays emphasis on Gender Equity in all the activities. Gender Sensitisation Cell, Anti-Discrimination Cell, Woman Empowerment Cell and Internal Committee for Prevention of Sexual Harassment are functioning in the institution to ensure that Gender Equity is promoted. In the beginning of the academic year, Student Induction Programmes are

organized for freshers in which orientation to Gender Equality and Gender Sensitization is done.

Gender Sensitization Cell and Departments organize awareness programmes through special lectures. Eminent social activists in the area of Gender Equality and Police Personnel are invited to deliver special lectures.

The institution has both men and women wing in NCC and the cadets have participated in National level events and received awards and certificates. The Institution encourages and organizes various sports activities and yoga for both the gender. Women's Day is celebrated to recognize the accomplishments of women NSS volunteers organized an extension activity through online workshop on POCSO Act 2012 and Gender Equality to the nearby village.

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

Thus the institution lays emphasis on Gender equity in all its activities.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://kahedu.edu.in/AQAR2023/C7/7.1.1/plan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://kahedu.edu.in/AQAR2023/C7/7.1.1/facility.pdf

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

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

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

The institution effectively manages degradable and non-degradable wastes. 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 a capacity of 3.5 lakhs litres 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.

Waste Recycling System

Waste materials iron rods, iron sheets and plywood are used by the students for their mini projects. Scientific and systematic management of degradable and non-degradable wastes have enabled the Institution to keep its campus clean, healthy and pleasant environment.

File Description	Documents
Upload relevant supporting document	View File
7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above
File Description	Documents
Upload relevant supporting document	View File
7.1.5 - Green campus initiatives include	
7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	A. Any 4 or All of the above
File Description	Documents
Upload relevant supporting document	View File
7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution	
7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities 	A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

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

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

The Institution does not distinguish students and faculty members based on their language, religion, caste, state and country.

All the students are given equal importance and opportunities in the selection of curricular, co-curricular and extra-curricular activities of their choice.

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

Students are motivated to organize department and institution level programmes to have harmony in working as a team with other gender /communal /regional /language students.

Students are involved in extension activities through Swatch Bharat

Abhiyan to mingle with the local community to understand their living conditions. This experience creates humility among the students in adjustability and adoptability in their life

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

File Description	Documents
Upload relevant supporting document	View File

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

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

Ethics, more specifically, professional ethics are part of curriculum in all the professional programmes. Gender sensitization programmes are conducted to sensitise students on gender equality. Awareness programme on relevant judicial laws was organized for the students. National Anthem is played/sung at the end of every function being organized which inculcates the habit of respecting the National Flag.

The institution has 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.

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

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

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

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

The list of National and International commemorative days, events and festivals to be celebrated/organized in the calendar year is communicated to the departments/sections/units concerned. On these days special lectures, competitions and cultural events are organized to celebrate and reinforce achievements of humanity. Students, both teaching and non-teaching staff will take part enthusiastically in the celebrations. Persons from outside are invited as chief guests for the functions being organized. The following days/events were celebrated in the year 2022-2023.

Commemorative Days

- Independence Day
- SardarVallabhbhai Patel Birthday
- Indian Constitution Day
- Teacher's Day- Sarvepalli Dr.Radhakrishanan
- Mahakavi Bharathiar's Day
- National Mathematics Day - Sir.Ramanujan
- Republic Day
- National Science Day - Dr. Sir.C.V. Raman
- Dr.B.R.Ambedkar Birthday
- Thiruvalluvar Day
- Engineers Day
- Horrors Remembrance Day
- Kamarajar Birth Day
- Einstein's Birthday

Events

- International Day of Yoga
- World Tourism Day
- World Standards Day
- International Women's Day
- World Students Day
- World Food Day
- World Mother Tongue Day
- International Peace Day
- International Literacy Day
- Anti-Corruption Day
- International Mother Language Day
- International Women's Day
- World Pharmacist Day
- World Hepatitis Day
- National Safety Day

Festivals

- Diwali
- Christmas
- Pongal
- Tamil New Year
- Onam

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

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

1. Title of the Practice

Faculty Immersion Programme

2. Objectives of the Practice

To facilitate the faculty members to gain Technical/ Industrial real time experience and improve their skill / proficiency in respective domain.

3. The Context

Lack of exposure to the industrial environment was felt as a handicap for the faculty members in dealing with the topics related to industrial environment /activities. The exposure to the industrial environment builds the confidence level of the teacher resulting in a command over the content delivery

4. The Practice

The industries in and around the institution from manufacturing, fabrication, inspection and testing and pharmaceutical areas were approached and got the approval for training the teachers. The teachers from the departments of physics, chemistry, commerce, management, mechanical engineering, electrical engineering, civil engineering and pharmacy were identified for training. Depending on the nature and size of operation, the core area of the teacher, training was scheduled from one day to three days in each company. At the end of the training the teacher was mandated to submit the report.

5. Evidence of Success

The feedback provided by the teacher is encouraging. Possibility for consultancy and corporate training could be identified.

6. Problems Encountered and Resources Required

Deputing the teacher amid the academic schedule was found difficult for a few departments.

Response from the industries is not encouraging. As such no additional resources are required.

7. Notes (Optional)

This practice is considered as a part of capacity development of the faculty members and given due importance.

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)

Karpagam Academy of Higher Education (KAHE) always owes its responsibility and contributes to the Society in three ways. The first one is through its own plan, the second one is through NGOs

and other institutions and the third is through propaganda of the Government Schemes.

An exclusive Centre for Extension and Outreach activities is functioning in the institution. The institution has 2 NSS Units each with 50 student volunteers. These two are the main bodies of the institution taking care of the activities related to social contribution.

KAHE on its own plant the saplings in adapted villages, educate the school children, conduct village surveys, work for child rights, organise rallies, arrange for donation of blood and organising awareness programme on various themes as extension activities.

KAHE has signed 18 MoUs with various organisations exclusively for extension activities and by leveraging the knowledge, expertise and resources available with those organisations contribution to the society is maximised.

Awareness among public about Government Schemes in association with Field Office, Ministry of Information Broadcasting, Government of India is created on regular basis. The Government Initiatives such as Vidya Lakshmi Portal, Swachh Bharat, and Unnat Bharat are regularly highlighted to ensure that people are informed and can benefit from these programs. By disseminating information and encouraging active participation, KAHE strive to maximize the impact of government schemes for the betterment of society.

7.3.2 - Plan of action for the next academic year

- Establishment of three Centres of Excellence.
- Capacity building of faculty members.
- Focus on publication of articles and patent.