



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

CARDAMOM PLANTERS' ASSOCIATION COLLEGE

CARDAMOM PLANTERS ASSOCIATION COLLEGE, PANKAJAM NAGAR,
BODINAYAKANUR - 625 582, THENI DISTRICT, TAMIL NADU.

625582

www.cpaccollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Cardamom Planters Association (C.P.A.) College, established in 1974, has consistently prioritized quality education, which has become the institution's hallmark. Over the years, the college has significantly improved by implementing the NAAC peer team's constructive recommendations, ensuring continuous enhancement in all aspects of its operations.

In response to these recommendations, C.P.A. College has expanded its academic offerings, introducing new undergraduate and postgraduate programs in innovative and emerging fields. This expansion meets the evolving educational needs of students and aligns with current industry demands. The college has also encouraged faculty members to upgrade their qualifications, resulting in an increased number of doctoral degree holders among the teaching staff. This focus on faculty development has directly contributed to the institution's academic quality and research output.

To accommodate the growing student body and enhance the learning environment, the college has upgraded its infrastructural facilities, particularly classrooms, ensuring they meet modern educational standards. The introduction of Information and Communication Technology (ICT)-enabled classrooms across all departments, along with the provision of e-content, has modernized the learning experience. The establishment of a Next Gen library further supports digital learning and research. Additionally, the college has implemented a Free Laptop Lending Program, enabling e-learning for all students, particularly those from underprivileged backgrounds.

Recognizing the importance of soft skills in the professional world, C.P.A. College has made concerted efforts to improve students' communication skills and enhance their placement prospects through targeted training programs and workshops. The construction of an open-air stage on the sports ground has provided a versatile space for cultural and extracurricular activities, enriching student life.

C.P.A. College has also focused on building stronger linkages with industries and reputable academic institutions, fostering collaborations that provide students with valuable exposure to real-world scenarios. The college's commitment to inclusivity is evident in the construction of ramps in all buildings and the implementation of comprehensive facilities for girl students, ensuring comfort and well-being. Sustainability initiatives, such as installing a solar power plant and RO water systems, further reflect the college's dedication to a well-rounded and forward-thinking educational environment.

Vision

To provide a high-quality of education enhancing the abilities of rural students to empower and to exert their strength in nation building

Mission

- To grease the academic mobility to the rural backward section.
- To help the students to develop their innate talents.
- To offer scopes to become exemplary citizens of India.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 1. Commitment to Quality Education:** Since its inception in 1974, C.P.A. College has consistently focused on providing high-quality education, which has established it as a reputable institution in the region.
- 2. Faculty Development:** The college's emphasis on faculty qualification upgrades, with many pursuing doctoral degrees, ensures a strong academic foundation and enhances the quality of instruction and research.
- 3. Modern Infrastructure:** The institution has significantly upgraded its infrastructure, including ICT-enabled classrooms, a solar power plant, RO water facilities, and ramps for physically challenged students, reflecting a commitment to both sustainability and inclusivity.
- 4. Expanded Academic Programs:** The introduction of new undergraduate and postgraduate programs in innovative and emerging fields positions the college as a forward-thinking institution catering to contemporary educational needs.
- 5. Student Support Initiatives:** The college has implemented comprehensive measures to improve students' communication skills and employability, including targeted training programs and workshops. Additionally, the provision of sanitary facilities and napkin dispensers for girl students underscores the college's dedication to student welfare.

Institutional Weakness

- 1. Resource Constraints:** Despite significant improvements, the college may still face challenges related to funding and resources, particularly in expanding further and maintaining new infrastructure and programs.
- 2. Limited Research Opportunities:** While faculty development is prioritized, the college may need to further enhance its research capabilities and output, providing more opportunities and resources for both faculty and students to engage in research activities.
- 3. Gap Between Aided and Non-Aided Faculty:** Despite efforts to bridge the gap, disparities in benefits, resources, and opportunities between aided and non-aided faculty may still exist, potentially affecting morale and cohesion.

Institutional Opportunity

- 1. Industry Collaborations:** Strengthening partnerships with industries and other academic institutions can provide students with more practical exposure, internships, and job placements, enhancing their career prospects.
- 2. Expansion of Academic Offerings:** The college can continue to expand its program offerings in response to emerging trends and demands, attracting a more diverse student population.
- 3. Community Engagement:** Increased outreach and community engagement activities can further establish the college as a central and influential institution within the local area, fostering goodwill and mutual support.
- 4. Digital Transformation:** Leveraging advancements in digital education and online learning platforms can further enhance the college's educational delivery, making it more flexible and accessible.

Institutional Challenge

- 1. Competition from Other Institutions:** The increasing number of educational institutions in the region could pose a challenge in terms of attracting and retaining students.
- 2. Economic and Funding Challenges:** Fluctuations in the economy and potential funding constraints may impact the college's ability to sustain growth, invest in new initiatives, and maintain quality standards.
- 3. Changing Educational Trends:** The rapidly evolving landscape of higher education, including the rise of online education and changing student preferences, requires the college to continuously adapt to stay competitive.
- 4. Environmental and Geographic Factors:** Being located in a region that may be prone to natural disasters or environmental challenges could pose risks to the college's infrastructure and operations, necessitating contingency planning and resilience measures.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College offers academic programmes face-to-face thereby reaching out to a wide spectrum of students. The curriculum is designed and implemented taking cognizance of the educational policies of the State and Central Government, and the global needs, while serving the cause of national development and regional requirements. The design and development of the curriculum is a democratic process with all the faculty contributing to the introduction, innovation, and introduction of Value added courses. The culture of academic freedom and flexibility provides immense scope for introducing innovations in the curriculum to achieve the institutional vision and mission of striving for academic excellence. The curriculum need is dynamic and is constantly

revamped to keep pace with the rapid developments in various fields of study, scientific advancements, and to meet the demands of academia, industry and society and action taken in order to improve the overall improvement of the system. Effective mentoring mechanism is available and advice on students' academic performance. College has feedback mechanism from its stake holders. The skill enhancement activities of the students are organized by the college. The soft skill training includes placement training, communication skills and public speaking.

Teaching-learning and Evaluation

The college being in the affiliated college category follows the statutory reservations regarding admission of students. Teachers combine traditional teaching methods with modern teaching aids. Faculty prepare lecture plan, maintain weekly log book. Feedback is obtained from the students to ensure that teaching is student centric, Remedial classes are organized. The experiential, participative, problem-solving components are effectively used. Majority of teachers use ICT tools, Evaluation process is transparent, Students can look at the valued answer scripts for the internal tests and provision is available for final exam for revaluation. E contents are developed by the staff and website developed for the benefits of the students.

Research, Innovations and Extension

3.2.1: Innovation Ecosystem

Cardamom Planters' Association College, Bodinayakanur has taken numerous initiatives for innovations, creation and transfer of knowledge.

3.2.2: Research Methodology

In Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years, a total of more than 40 programs were conducted. IPR programs provide better collaboration and funding opportunity for students.

3.3.1 Research Publications

Staff of Cardamom Planters' Association College published more than 175 papers in reputed journal. Staff are motivated to publish books and present papers in conference.

3.4.1: Neighbourhood Programme Organized

In last five years number of programmes were conducted in nearby village and Government Schools for the holistic development of our students, which induce social responsibility

3.4.2: Awards

The Institution has received Awards and Recognition for its involvement in extension activities from Government and Government recognized bodies.

3.4.3: Extension Activity

Our college organised more number of activities in collaboration with industries, Lions Club of Bodinayakanur and other agencies. Through this extension activities the students leadership quality, servicing the society, creating innovative ideas for the betterment of human being will be generated.

3.5.1 Collaboration MOU

Totally twenty MOU signed with various industry, through this students got internship and Placement.

Infrastructure and Learning Resources

Physical Facilities

The college boasts of excellent infrastructure such as state-of-the-art laboratories, a well-stocked library, and smart classrooms with projectors, a sprawling playground, and high-speed Wi-Fi connectivity in the campus. The CPA College campus is spread across 41.7 acres of lush greenery and is home to more than 65 classrooms, 1 seminar halls, 1 conference hall. There are 20 academic block, 1 hostels for male students, 1 hostels for female students.

The college has play ground and indoor auditorium, The college also offers a host of other facilities such as an RO water station, a Dispensary, transportation services.

Library

The Library of Cardamom Planters' Association college has set its vision as to satisfy the user community. The library is situated on the ground floor of science and humanities with a floor area of about 6000 Sq.Ft., The library has ever-growing collections of Books, Periodicals, CD's, Back Volumes, Projects, etc. in various branches of Arts and Science. Online Public Access Catalogue (OPAC) system is available at the library to verify the current status of the books with minimum keywords. Open Access System is being followed in the central library.

Library Timings: 9 am to 7 pm on all college working days.

Digital Library

1. NDL
2. NSDL
3. DELNET
4. NPTEL.
5. E-Shodhsindhu & E-Shodhganga

Infrastructure

The entire campus including the hostels is Wi-Fi enabled and students can access the internet on their laptops round the clock.

1. 200 MBPS Broadband
2. Wi-Fi facility 24 hours in campus

Dedicated INTERNET LAB

The IT facilities that are available in supporting academic and non-academic activities include:

1. All Departments are provided with desktop computers are connected to Campus Network and laser Printers
2. LCD projectors available in all ICT enabled class rooms
3. The institution has a digital library server for the students and faculty members. They can access the server through internet at any time for e-books and a lot more.

Student Support and Progression

Students are the primary stakeholders of C.P.A. College, and the institution has continuously evolved measures to empower them through inclusive practices and skill development initiatives that are both supportive and student-centric. The college admits students from diverse cultural and socio-economic backgrounds, ensuring that everyone has access to quality education.

To support students financially, C.P.A. College offers scholarships, free-ships, and other financial aid facilities to help cover tuition fees. Students are informed about these opportunities through the prospectus and regular circulars, ensuring that the majority of eligible students can benefit from these scholarships.

The college has established a transparent mechanism for addressing student grievances, including stress-related issues, sexual harassment, and ragging. This is managed through the Anti-Ragging Cell, Grievance Redressal Cell, and Anti-Sexual Harassment Cell, all of which work efficiently to ensure a safe and supportive environment for students.

Aligned with the college's mission to foster holistic development, students are encouraged to participate in a wide range of co-curricular and extracurricular activities. These activities provide students with opportunities to engage in cultural and sports events at the university, state, national, and international levels. The college regularly conducts various co-curricular, extracurricular, and sports activities aimed at facilitating the overall development of students, helping them emerge as socially mature individuals.

Governance, Leadership and Management

C.P.A. College is guided by a strong and effective leadership that is committed to realizing the institution's vision, mission, and goals. This leadership fosters a culture of participative decision-making, where values are set collaboratively, ensuring that both academic and administrative activities are aligned with the institution's objectives. The college has established both formal and informal mechanisms to coordinate academic and administrative planning, with the implementation reflecting the institution's dedication to achieving its vision. The leadership provides a clear direction, ensuring that all functions within the institution are governed by principles of participation and transparency.

To continuously improve the quality of education and institutional provisions, C.P.A. College formulates development objectives, directives, and guidelines, with specific plans for implementation that integrate academic and administrative elements. Human resource planning is meticulously handled through feedback collection, analysis, and planning processes that include recruitment, performance appraisal, and professional

development programs. Each academic year, efforts are made to enhance the professional competence of staff through various training and development initiatives.

The institution has a robust mechanism for the regular performance appraisal of its staff, ensuring that both teaching and non-teaching personnel are continually improving. Financial planning and resource allocation are managed through established procedures that include a comprehensive budgeting process and transparent financial management practices. The institution ensures accountability by conducting regular internal and external audits, which assess the management of income and expenditure.

C.P.A. College is committed to self-regulation and continuous improvement, aiming for academic excellence through effective governance. The college has implemented academic and administrative audits to monitor and enhance its operations, supported by an Internal Quality Assurance Cell (IQAC) that employs a participatory approach in managing the institution's provisions. The institution remains responsive to emerging challenges and global changes, ensuring that it stays relevant and effective in its mission.

Moreover, C.P.A. College is proactive in addressing broader social responsibilities, including gender equity, environmental consciousness, and professional ethics. The institution's internally developed best practices lead to significant improvements in both academic and administrative functions, enabling the college to effectively manage and resolve internal challenges while maintaining a forward-thinking approach to education and institutional management.

Institutional Values and Best Practices

The institution organizes various programmes /events regarding gender equity and ensures equal participation and representation of both men and women at all levels of academic and administrative pursuits. The institution ensures safety and security through round-the-clock vigilance of security persons and CCTV cameras systems and by its efficiently working Anti-Ragging Cell, Gender Committee, Prevention of Women Harassment Cell and Student Grievance Redressal Cell. The institution conducts orientation programmes regularly

The institution has facilities for alternate sources of energy and energy conservation measures like sensor-based energy conservation, and LED bulbs/ power efficient equipment. The institution has developed facilities for the management of degradable and non-degradable waste. Water conservation facilities like rainwater harvesting bore well /open well recharge systems, tanks and bunds, wastewater recycling, and maintenance of water bodies and distribution systems are available. The institution restricted the entry of automobiles, banned single-use plastic and has good landscaping. The institution has been certified for green audit, energy audit, environmental audit and beyond-the-campus environmental promotion activities. The institution has built a congenial environment like ramps for easy access to classrooms, divyangjan-friendly washrooms and signposts. Students from different states and districts are residing in the hostels, and the institution is providing an inclusive environment regarding tolerance and harmony towards the cultural, regional, linguistic, communal, socio-economic and other diversities in terms of celebration of festivals and organization of cultural programmes and awareness programmes on socio-economic issues. National and international commemorative days, events and festivals are celebrated regularly.

Best Practice I: The Student Induction Program (SIP) helps new students adjust to the institution's environment, fostering bonds with peers and faculty, and encouraging holistic development. It aims to nurture human values and identify students' learning styles.

Best Practice II: “ICT-Enabled E-Content Transformation in Higher Education” enhances education through Information and Communication Technology (ICT), improving information literacy, aligning educational outcomes with the job market, and providing accessible e-content.

Live Life Cleaner – Make Earth Green Initiative: This project aims to plant one lakh saplings in schools and villages of Theni District, increasing rural tree cover and promoting environmental awareness among students and staff.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Cardamom Planters' Association College
Address	Cardamom Planters Association College, Pankajam Nagar, Bodinayakanur - 625 582, Theni District, Tamil Nadu.
City	Bodinayakanur
State	Tamil Nadu
Pin	625582
Website	www.cpacollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S. Sivakumar	04546-291606	9003380288	-	cpacollege2010@gmail.com
IQAC / CIQA coordinator	R. Murugesan	04546-291614	9994410987	-	rmnncpa90@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Tamil Nadu	Madurai Kamraj University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	07-11-1988	View Document
12B of UGC	07-11-1988	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Cardamom Planters Association College, Pankajam Nagar, Bodinayakanur - 625 582, Theni District, Tamil Nadu.	Rural	41.0566	16664.94

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English, English	36	Higher Secondary or Equivalent	English	60	43
UG	BA,Economics,Economics	36	Higher Secondary or Equivalent	English	60	26
UG	BA,History, History	36	Higher Secondary or Equivalent	English	64	32
UG	BSc,Chemistry,Chemistry	36	H.Sc., with Chemistry, Physics and Maths / Botany or Biology	English	40	28
UG	BSc,Computer Science,Computer Science	36	H.Sc., with Mathematics and Physics / Computer Science and Physics	English	40	38
UG	BSc,Mathematics,Mathematics	36	H.Sc., with Mathematics and Physics	English	60	17
UG	BCom,Commerce,	36	H.Sc., with Commerce and Accountancy	English	64	60
UG	BA,Tamil Self Finance,Tamil	36	H.Sc., with Mathematics and Physics / Computer Science and Physics	Tamil	60	13
UG	BA,English Self Finance, English	36	H.Sc., with Mathematics and Physics /	English	60	18

			Computer Science and Physics			
UG	BBA,Busines s Administrat ion Self Finance,	36	Higher Secondary or Equivalent	English	60	11
UG	BSc,Comput er Science And Information Technology Self Finance, Computer Science Data Science and Analytics	36	H.Sc., with Mathematics / Computer S cience/Physic s	English	40	12
UG	BCA,Compu ter Science And Information Technology Self Finance,	36	H.Sc., with Mathematics / Computer Science	English	40	33
UG	BSc,Comput er Science And Information Technology Self Finance, Information Technology	36	H.Sc., with Mathematics / Computer S cience/Physic s	English	40	28
UG	BSc,Physics Self Finance, Physics	36	H.Sc., with Chemistry, Physics, and Maths	English	40	4
UG	BSc,Botany Self Finance, Botany	36	H.Sc., with Botany or Bi ology/Bioche mistry/Micro biology/Nurs ing/ Nutrition Science	English	40	15
UG	BCom,Com	36	H.Sc., with	English	120	79

	merce Self Finance,CA		Commerce and Accountancy			
PG	MSc,Mathematics,Mathematics	24	B.Sc., Mathematics	English	36	11
PG	MCom,Commerce,	24	B.Com., / B.B.E., / B.A.,(Corpo. Secy.) / B.B.M., or any other degree with Accounting / Costing as allied subject.	English	36	24
PG	MA,English Self Finance, English	24	Bachelor Degree in English	English	36	5
PG	MSc,Computer Science And Information Technology Self Finance, Computer Science	24	Bachelor Degree in B.Sc (CS), B.C.A., B.Sc (IT)	English	25	3
PG	MCom,Commerce Self Finance,CA	24	Bachelor Degree in B.Com , B.Com (CA)	English	36	7
PG	MA,History Self Finance, History	24	Bachelor Degree in History	English	36	2
PG	MSc,Chemistry Self Finance,Chemistry	24	Bachelor Degree in Chemistry	English	25	6
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,Chemistry	36	Master Degree in Chemistry /JRF/NET/M.Phil Degree in	English	15	1

			Chemistry			
Doctoral (Ph.D)	PhD or DPhil ,Computer Sc ience,Compu ter Science	36	Master Degree in Computer Science / JRF/NET/ M.Phil Degree in Computer Science	English	12	2
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,Mathematics	36	Master Degree in Maths / JRF/NET/ M.Phil Degree in Maths	English	14	0
Doctoral (Ph.D)	PhD or DPhil ,Commerce, Commerce	36	Master Degree in Commerce/ JRF/NET/ M.Phil Degree in Commerce	English	14	2
Pre Doctoral (M.Phil)	MPhil,Englis h,English	12	Master Degree in English	English	3	0
Pre Doctoral (M.Phil)	MPhil,Chem istry,Chemistr y	12	Master Degree in Chemistry	English	5	0
Pre Doctoral (M.Phil)	MPhil,Comp uter Science, Computer Science	12	Master Degree in Computer Science	English	4	0
Pre Doctoral (M.Phil)	MPhil,Mathe matics,Mathe matics	12	Master Degree in Maths	English	4	0
Pre Doctoral (M.Phil)	MPhil,Comm erce,Commer ce	12	Master Degree in Commerce	English	4	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				14				35			
Recruited	0	0	0	0	11	3	0	14	15	20	0	35
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				55			
Recruited	0	0	0	0	0	0	0	0	23	32	0	55
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				18
Recruited	13	5	0	18
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				31
Recruited	19	12	0	31
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4
Recruited	2	2	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	3	1	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	10	3	0	13	15	0	41
M.Phil.	0	0	0	1	0	0	2	5	0	8
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	8	0	13
M.Phil.	0	0	0	0	0	0	11	18	0	29
PG	0	0	0	0	0	0	7	6	0	13
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	281	0	0	0	281
	Female	176	0	0	0	176
	Others	0	0	0	0	0
PG	Male	29	0	0	0	29
	Female	29	0	0	0	29
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	65	58	49	62
	Female	40	41	32	57
	Others	0	0	0	0
ST	Male	1	6	9	7
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	292	298	243	312
	Female	212	213	270	326
	Others	0	0	0	0
General	Male	0	0	1	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		610	616	604	764

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Cardamom Planters' Association College, Bodinayakanur is approved by University Grant Commission, New Delhi, and affiliated to Madurai Kamaraj University, Madurai. It encourages the Multi disciplinary and inter disciplinary to create a professional with lot of values. Students are learning about arts and science and the living environment to develop as responsible citizens and create a better future. Madurai Kamaraj University forms an academic course committee to revise the syllabus and curriculum every four years. It ensures that the need of Multidisciplinary and inter disciplinary are incorporated in the curriculum and Syllabus. The NEP Vision is also to provide high-quality education
---	--

	<p>to develop human resources in our nation as global citizens; Madurai Kamaraj University also insisted the affiliated colleges do the same. Our college reflects the same. Madurai Kamaraj University curriculum offers professional electives and open electives for the students and provides opportunity for them to enhance their knowledge in the Multidisciplinary and inter disciplinary. In order to give students a wider exposure, college level invited lectures, seminars, special talks and value-added Courses are organized by departments to give students a deeper understanding of other disciplines.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As a part of the Digital India Program, the National Academic Depository, a government scheme, offers an online archive for all academic awards. Cardamom Planters' Association College, is a recognized participant in this initiative. Mark sheets and degree certificates for students will be uploaded by Cardamom Planters' Association College starting in 2025 using the website nad.digitallocker.gov.in. The National Academic Bank of Credits (ABC) portal is now operational for the academic year 2022 after being integrated into the nad.digitallocker.gov.in platform. All departments of Cardamom Planters' Association College offered programs use a choice-based credit system as per the Madurai Kamaraj university regulations, and the Department Advisory Board is now deciding on a resolution relating to the ABC. After the higher academic bodies have granted their permission to the resolution, Cardamom Planters' Association College will officially enroll on the ABC website.</p>
<p>3. Skill development:</p>	<p>College offers various value-added courses for the students to develop their soft and hard skills. The training cell will identify the required market skill sets and provide training for the students through value-added courses to bridge the gap between the curriculum and the expectations of both internal and external stake holders so that students will acquire the required skills and get placed in reputed firms. Students are also trained for banking examination and other entrance exams to join postgraduate programs in top universities all over the world</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>As per the National New Education Policy 2020, Indian knowledge system is going to be introduced. The college is going to introduce Indian Knowledge</p>

	course through Value added courses, Seminar, Guest lecturer and workshop. How mathematics and science developed from the ancestral is going to be dealt in the above courses.
5. Focus on Outcome based education (OBE):	All courses offered by the university's curriculum and syllabus that are outcomes-based education (OBE) are offered and developed with respect for both local and global requirements. With clearly stated program outcomes, program-specific outcomes, and course outcomes, Cardamom Planters' Association College has implemented outcome-based education. All courses are designed with the outcomes of remembering, understanding, applying, analyzing, evaluating, and creating in mind. In addition to domain-specific knowledge, learning outcomes at all levels ensure responsibility to society, morality, and entrepreneurial skills so that students actively contribute to the nation's economic, environmental, and social well-being. The PO-PSO philosophy is also in line with the course objectives (COs). To implement the spirit of NEP, each course syllabus has already been created with consideration for economic and societal needs at large.
6. Distance education/online education:	Cardamom Planters' Association College giving awareness to the staff and students to appear for NPTEL/SWAYAM courses. Through this, students and faculty members attend online courses for knowledge enhancement. Cardamom Planters' Association College initiated online learning and e-resources in social digital forums during the COVID-19 pandemic situation. To avoid the loss of classes due to the pandemic, the college conducted regular classes using a virtual platform (Google Class room, Zoom meeting and Google Meet). An effective schedule was made, and meeting links were circulated through the official WhatsApp group. Faculty members are trained to use the digital tools and platform to conduct classes, test, collect, and evaluate the students' work. In the Google Class room, the faculty of Cardamom Planters' Association College posted all the lecture videos for each subject. Students who couldn't attend the classes due to lack of facilities, technical glitches, or personal health issues get benefited through these videos.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club (ELC) has been set up in the institution in 2018 and is functioning along with Fine Arts Club. The Principal is the Chairperson of the Club. The convener of the Fine Arts Club is the Faculty Coordinator. Ten Students are also appointed as student coordinators. More than 150 students are members of it. The primary objective of the club is to educate the young voting community on their electoral rights and responsibilities.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The ELC is functioning with the following Objectives. To create awareness and interest among faculties and students through awareness activities and camps. Cooperate with the District Administration and the State Election Commission in conducting smooth elections in the state with the help of NSS Volunteers and NCC Cadets. To familiarize the targeted populations with EVM and to educate them about the robustness of EVM and the integrity of the electoral process using EVMs. Engage (actively) in promoting awareness of the 'Right to Vote' among students, faculty members and the community at large. To facilitate voter registration for its eligible members who are not yet registered. To develop a sense among the citizens that 'Every vote counts' and 'No Voter to be Left Behind'. The ELC Club imbibes the commitment and character in every member of the institution.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The following are the initiatives undertaken by the ELC of the institution. Right to Vote – Pledge Right to Vote – Singing Competition for College students Right to Vote – Poster Competition for College Students Special Camp for voter's inclusion and correction. Special Camp for EVM and Integrity of the electoral process Participation in Local Body Election Duty. Guest Lecture: Promotion of Voting among first-time voters Right to Vote – Observing National Voters Day every year</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in</p>	<p>The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes. Students of the</p>

electoral processes, etc.	institution activity participate in the government programs in the Electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Facilitating enrolment of students above 18 years who are yet to be enrolled at the electoral roll and making efforts students as voters. The ELC conducts year-wise camps for the same. Special camps are arranged on the college campus to enroll their names in the electoral roll.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1660	1767	1907	1985	1966
File Description			Document	
Institutional data in prescribed format			View Document	

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 92

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
90	94	96	94	102

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
203.37	101.39	129.26	184.18	171.65
File Description			Document	
Upload Supporting Document			View Document	

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Curriculum:

Our institution, affiliated with Madurai Kamaraj University, Madurai, adheres to the curriculum prescribed by the University. The college conducts periodic surveys and feedback sessions with students to enhance the curriculum delivery framework. Based on this feedback, our faculty, who are active members of the Boards of Studies (BOS) and the Academic Council of Madurai Kamaraj University, proactively participate in updating the curriculum. These efforts ensure that the curriculum remains current with the latest developments in the field and meets the needs of our students.

Effective curriculum delivery:

Periodical meetings of Head of the Departments are held with the Principal to take review and discuss the curriculum delivery.

HODs with senior staff allot papers to the staff members for the effective delivery of the curriculum. Guest Lectures, Seminars, Workshops Conferences are organized by the departments to impart knowledge in the concerned subjects. Certain departments organize study tours, excursions, field projects and industrial visits for students' exposure to practical knowledge.

ICT and other online platforms (google classroom, google meet, whatapp,etc) are used for smooth conduction of classes and timely completion of syllabus. During the lockdown period of COVID 19, online classes have been conducted using online platforms.

Our college introduced e-library portal for students This portal contains OPAC, syllabus, previous year question papers, e-contents (both faculty developed & open source), various e-resources link (DELNET, Nlist – Inflibnet) and educational websites. The college encourages the faculty to attend FDP, Orientation Programmes, Refresher Courses and online courses related to online and technical teaching skills.

Process for adherence to Academic Calendar including for the conduct of CIE:

Our College follows the Academic Calendar prepared by Madurai Kamaraj University. The dates of commencement and completion of semesters and schedule for admissions and examinations are enlisted on the University Academic Calendar. Nonetheless, at the institution level, the institute designs its individual detailed Academic Calendar and timetables before the commencement of the session for smooth and effective functioning. Date of beginning and end of semester, day order, date of internal examinations, celebration of internationally, nationally relevant days, holiday list, etc. are all incorporated into the Academic Calendar.

Meanwhile, the various departments and forums also prepares an their academic calendar/Year plan. This includes tentative dates for various departments / forums events and activities (both academic and cultural), industrial visits, field visits, seminars, conferences and workshops, guest lectures, mentor – mentee meeting, parents meeting.

The Internal assessment tests is conducted by the institution based on the academic calendar of the institution. As per the Madurai Kamaraj University Regulation, The internal assessment is done based on tests, assignments, seminars and attendance for 25 marks, before the end-semester examination. Seating arrangements and invigilation duty are centralized and carried out by the internal exam committee. The internal marks are displayed in the respective department notice board. If any grievance arises from any student, the same is redressed by a robust mechanism. Each department maintains a continuous assessment file, to assess the progress of the students.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 57

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 58.97

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1077	1091	1179	1182	946

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Cardamom Planters' Association College strongly believes in integrating cross cutting issues relevant to professional ethics, gender, human values, environment and sustainability with a view to ensure holistic development of the students. The students must become empowered professionals and contribute to the economic and technological development of the nation besides acquiring skills for logical reasoning and decisions in times of crisis. During the past decades, the college has made efforts towards developing value based education to students with a vision to promote values to be a better citizen. The university has prescribed the following courses for all programs relevant to gender, environment and sustainability, human values and professional ethics

The college promotes these activities through curriculum delivery and establishing various cells and clubs which integrate these values.

The NSS team organized many environmental and health care activities like Swatch Bharat Abhiyam, World Water Day, Health Camps and Exhibition, Healthy India, and a Voluntary Blood Donation camp to address the issues related to environmental sustainability and human values

The college organized events such as Best out of waste, precautions and awareness on global warming, Environmental pollution and its ill effects,

Women Empowerment cell of the institution organized events such as "Awareness program for female students and faculty", "Treating women with dignity", Self Defense program and motivational programs such as "Be a Role Model", "No Gender Discrimination and not to be Sexual Pervert", "Awareness program on Women Hygiene", Women's rights, human rights, child rights, gender justice and gender equality.

File Description	Document
Upload Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 38.43

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 638

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 64.03

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
610	616	604	764	841

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1078	1078	1053	1078	1078

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 83.68

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
408	421	428	464	469

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

2022-23	2021-22	2020-21	2019-20	2018-19
525	525	517	525	525

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

**Student – Full time Teacher Ratio
(Data for the latest completed academic year)**

Response: 18.44

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Learner-Centric Teaching-Learning Process at Cardamom Planters' Association College

At Cardamom Planters' Association College, the Teaching-Learning Process (TLP) is designed to be learner-centric, with students recognized as the primary stakeholders. By prioritizing their learning needs, the college ensures that the expectations of all other stakeholders are met. A wide array of learning opportunities is provided to students on campus to support their academic growth.

Outcome-Based Education (OBE) Implementation

The college has adopted Outcome-Based Education (OBE) as a modern approach to teaching and learning. With meticulously planned initiatives, the institution ensures the successful implementation of OBE, focusing on clear execution strategies to facilitate effective learning outcomes for students.

Experiential Learning

To enhance understanding, faculty members utilize a range of teaching aids, including demonstration models, graphs, and PowerPoint presentations, facilitated by ICT tools. These methods are particularly effective in simplifying complex concepts, enabling students to grasp challenging material more easily. Laboratory sessions complement theoretical learning by providing students with hands-on experience, reinforcing their practical knowledge.

In addition, the college has signed Memorandums of Understanding (MoUs) with various industries, offering students technical exposure and practical experience. The institution actively encourages students to engage in industrial training and internships, fostering experiential learning. Value-added courses are also provided to offer students additional hands-on experiences that are directly applicable to their future careers.

Participative Learning

The college promotes a culture of participative learning, where students are encouraged to take part in organizing and participating in inter-collegiate events such as symposia, project contests, workshops, and seminars. These activities are designed to uncover and nurture students' inherent potential, preparing them for successful campus interviews and equipping them with the skills demanded by industries.

Students are also urged to engage in club activities and extension programs, which further enrich their learning experience. Departments regularly organize interactive sessions with industry and academic experts to provide knowledge beyond the standard curriculum. Additionally, webinars conducted by experts from across India help students enhance their skills and stay updated with the latest industry trends.

Problem-Solving Methodologies

To develop students' problem-solving abilities, the college incorporates various methodologies into its curriculum. Homework, assignments, and aptitude training are integral parts of this approach. For subjects that are particularly challenging, additional problem-solving exercises are assigned to strengthen students' skills and boost their confidence.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 92.07

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
101	100	100	112	104

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 65.34

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
75	67	65	61	43

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

- CPA College has a transparent and robust evaluation process in terms of frequency and mode.
- The internal examination will be conducted as per the Madurai Kamaraj University guidance.
- The students are instructed to read the guidelines given by the University for the conduct of Internal Assessments & evaluation methodology prescribed as per course credits.
- Question papers are based on course outcomes and Bloom's Taxonomy and it will be verified by department heads.
- In order to ensure transparency in internal assessment, the schedule of internal assessment is communicated through the Internal Exam cell to the students well in advance at the beginning of the semester and is displayed in the Notice board.
- The venue, seating of the students for the internal assessment will be displayed in the notice board on the day of examination.
- The efficiency and smooth conduct of examination and timely declaration of results are ensured by both teaching and non teaching staff.
- Scheme and solutions are prepared by the respective faculty on the completion of internal assessment and it is communicated to the students through google classroom.
- The answer sheets are distributed to the students and the solutions are discussed among the students by respective faculty.
- The faculty will undertake the grievances of the students if any.
- If any discrepancies are reported by students then it would be resolved by the faculty member within 24 hours after completion of the examinations for all the courses in that Internal Assessment Test.
- Students can check their internal assessment marks on the department notice board.
- The semester exam schedule will be communicated during the semester or when the schedule is released by university.
- Any further changes will be communicated to the students by that time.
- Even after Revaluation if the students couldn't gain marks they apply for challenge if needed after getting approval from faculty & HoD.

- Transparent, time-bound and efficient method is being followed by CPA College in terms of dealing internal assessment with grievances.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Vision and Mission Alignment with University Curriculum

The institution, affiliated with Madurai Kamaraj University, Madurai, adheres to the curriculum and syllabus prescribed by the University. The Vision and Mission statements of our college align with the broader educational goals set by the University. While the University has already established Programme Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) for all programs and courses, our college actively supports these outcomes through effective teaching and learning practices.

Program and Course Outcomes

Program Outcomes (POs) are designed by the University to ensure that students gain the essential knowledge, skills, and attitudes expected upon completion of their respective programs. Course Outcomes (COs) specify the knowledge and skills students should acquire by the end of each course, focusing on cognitive development as intended by the course structure. Program Specific Outcomes (PSOs) are outlined to emphasize the practical application of course content for societal advancement and sustainability.

While these outcomes are pre-defined by the University, our faculty members take proactive steps to reinforce them within the classroom. They employ a range of teaching methodologies, including Bloom's Taxonomy, to ensure that students effectively meet the expected outcomes.

Faculty Involvement and Outcome Communication

Our faculty, many of whom are active members of the Boards of Studies (BOS) and the Academic Council of Madurai Kamaraj University, play a key role in the dissemination and reinforcement of these outcomes. They ensure that POs, PSOs, and COs are communicated to students at the beginning of each semester and are well integrated into the teaching process. These outcomes are prominently displayed in classrooms, laboratories, and on the college website to ensure that students are consistently aware of the learning goals.

Assessment of Course Outcomes

The University prescribes the methods for assessing student performance, which include both internal assessments and end-semester examinations. The performance in each course is evaluated on a scale of 100 marks, with the external assessment (University examination) carrying a weightage of 75%. The internal assessment, contributing 25% of the total marks, includes continuous evaluation methods such as assignments, quizzes, group discussions, and seminars.

Direct and Indirect Assessment Methods

CO attainment is measured through direct assessments, which include the University's end-semester examinations and internal evaluations. The external assessment carries the most weight, reflecting the importance of standardized evaluation. The internal assessments are designed to complement the external exams by focusing on continuous learning and skill development. Additionally, an indirect assessment is conducted through a course-end survey, which provides feedback on student learning and contributes to the overall evaluation of CO attainment.

Supporting University Outcomes

Our college fully supports the implementation of the University's curriculum and outcomes. By adhering to the prescribed syllabus and leveraging the expertise of our faculty, who are involved in university-level academic planning, we ensure that our students not only meet but exceed the learning expectations set by Madurai Kamaraj University.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

In an institution affiliated with Madurai Kamaraj University, Madurai, the evaluation of Program Outcomes (POs) and Course Outcomes (COs) is a systematic process aligned with the curriculum prescribed by the University.

Each academic program has clearly defined Program Outcomes (POs) and Program Specific Outcomes (PSOs) established by the University. For each course within a program, Course Outcomes (COs) are formulated by the faculty members responsible for delivering the course. These COs are mapped to the POs and PSOs to ensure alignment with the broader educational goals set by the University.

Assessment Methods

Faculty members conduct various assessments throughout the academic semester to evaluate the attainment of COs and POs. These assessments include internal tests, assignments, quizzes, group discussions, and seminars. The primary goal is to determine whether students have achieved the desired outcomes as outlined by the University.

Evaluation Process

1. Internal Assessments:

- Internal tests are conducted to gauge the students' understanding of the course material.
- Assignments are given to assess the application of knowledge and skills learned.
- Group discussions, seminars, and quizzes are used to foster critical thinking and collaborative learning.

2. Calculation of Attainment:

- The percentage of students passing internal examinations and the percentage of students securing more than 70% marks in assignments are key indicators of CO attainment.
- Student attendance is also considered in the evaluation, as regular attendance is correlated with better learning outcomes.
- The attainment of POs is calculated using a weighted formula: 75% weightage is assigned to internal examinations, 20% to assignments, and 5% to group discussions, seminars, or quizzes.

3. Comparison and Analysis:

- The actual attainment of POs is compared against the target outcomes set by the University. This comparison helps identify areas where students meet or exceed expectations, as well as areas requiring improvement.

Continuous Improvement

Based on the analysis of the attainment data, the institution makes informed decisions regarding the teaching-learning process for the following academic year. This may involve revising instructional strategies, enhancing support for students, or making adjustments to the assessment methods to better align with the University's educational objectives.

By adhering to the curriculum and guidelines prescribed by Madurai Kamaraj University, the institution ensures that the evaluation of POs and COs is both rigorous and reflective of the students' academic growth. This continuous assessment and improvement process contributes to the overall quality of education and ensures that graduates are well-prepared to meet the challenges of their respective fields.

File Description	Document
Upload Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 79.32

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
387	464	601	562	329

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
526	575	704	597	552

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.7

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0.15

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
00	0.15	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The innovative ecosystem that CPA college has created to encourage and facilitate research and innovation. In today's fast-paced world of innovation and technology, patents play a crucial role in protecting intellectual property rights and fostering economic growth. A patent is a legal document granted by a government authority that gives the inventor exclusive rights to their invention for a limited period, typically 20 years from the filing date. This exclusivity allows inventors to reap the rewards of their creativity and investment by preventing others from making, using, selling, or importing their invention without permission.

The primary purpose of patents is to encourage innovation by providing inventors with incentives to disclose their inventions to the public. In exchange for disclosing their invention, inventors receive the exclusive right to exploit their creation commercially for a specified period. This exclusivity incentivizes inventors to invest time, effort, and resources into research and development, knowing that they will have

a competitive advantage in the marketplace once their invention is patented.

Patents cover a wide range of inventions, including products, processes, methods, and compositions of matter. They can be granted for tangible inventions, such as new machines or devices, as well as intangible inventions, such as software algorithms or business methods. To be granted a patent, an invention must meet certain criteria, including novelty, non-obviousness, and utility. Novelty means that the invention must be new and not previously known or disclosed to the public. Non-obviousness requires that the invention is not an obvious modification or combination of existing technologies. Utility refers to the practical usefulness of the invention.

The patenting process typically involves filing a patent application with the relevant patent office, which examines the application to determine whether the invention meets the patentability criteria. The examination process can be lengthy and complex, involving a detailed review of the invention's technical specifications, prior art references, and legal arguments. Once granted, a patent provides the inventor with the exclusive right to prevent others from making, using, selling, or importing the patented invention for the duration of the patent term.

Patents serve several important functions in society. Firstly, they encourage innovation by providing inventors with a financial incentive to invest in research and development. This leads to the creation of new technologies, products, and industries that drive economic growth and prosperity. Secondly, patents promote knowledge sharing and collaboration by requiring inventors to disclose their inventions to the public in exchange for patent protection. This helps to advance scientific and technological progress by enabling others to build upon existing knowledge and develop new inventions. Thirdly, patents facilitate competition by creating a level playing field for inventors and businesses to commercialize their inventions without fear of infringement. This encourages companies to innovate and differentiate themselves in the marketplace, ultimately benefiting consumers through greater choice and improved quality of products and services.

File Description	Document
Upload Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 38

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	09	08	04	07

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.61

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	7	6	17

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	3	4

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The institute promotes regular engagement of faculty, students and staff with neighbourhood community for their holistic development and sustained community development through various activities. Every Year, programme are organized under which students and staff participate voluntarily in community-based activities with neighbourhood. Every Year, programs are organized under which students and staff participate voluntarily in community-based activities with neighbourhood. Various awareness programs, workshops, rallies and road shows with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness, demonetization and digital payment, and empowerment of girls and women; and help acid-attack survivors are organized.

Continuous voluntary activities by students to maintain cleanliness in and around the Campus, create awareness about the role of clean environment in human health and contribute to the National Swachh Bharat Abhiyan.

Exposure to extension and outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, beggars, female child, victims of violence, old and infirm, refugees and displaced persons etc.

The activities conducted lead imbibing the values of social responsibility such as:

1. To help people in need and distress
2. To understand and share the need of under privileged children
3. To promote cleanliness in all span of life and common places
4. To acquire social values and a deep interest in environmental related issues.

Learning outcomes of the activity:

1. Enlarge the knowledge of societal issues and problems and to search solution by getting involved with their lives.
2. Build up relation and tie up with organizations/NGO to carry forward humanitarian work in future.
3. Develop a passion and brotherhood towards community, affected people/animals and destitute.
4. Develop skill and aptitude for problem solving.
5. The skills developed include social skills communication skills, management skills, leadership skills, analytic skills, perceptual skills etc

File Description	Document
Upload Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Cardamom Planters' Association College has a proud history of excellence, not only in education but also in its contributions to society and the environment. The institution has been recognized with numerous prestigious awards that reflect its commitment to academic innovation, social responsibility, and overall excellence.

One of the significant accolades received by the college is the **District Green Campus Award**, which underscores its dedication to sustainability and environmental stewardship. This award is a testament to the college's efforts in creating a green, eco-friendly campus that promotes environmental awareness among students and staff alike.

The college has also made substantial contributions to community health and social causes. This is evidenced by its active participation in **Blood Donation** drives, which have had a positive impact on the local community. The college's involvement in the **National Intellectual Property Awareness**

Mission highlights its role in fostering awareness and understanding of intellectual property rights among its students and faculty, preparing them to navigate and contribute to the knowledge economy.

In recognition of its outstanding academic achievements, the college has been honored with several awards. The **Young Scholar Award** and **Young Economist Award** celebrate the exceptional talents and contributions of its young academics. These awards reflect the college's nurturing environment that encourages scholarly pursuits and research excellence.

The college's commitment to empowering women and promoting gender equality is demonstrated by the **INDIAN Women Achiever Award**. This award recognizes the outstanding achievements of women associated with the college, reinforcing its role in supporting and celebrating female leadership and success.

Faculty members at Cardamom Planters' Association College have been lauded for their contributions to education and research. The **LEAD Outstanding Faculty Award**, **Best Teacher Award**, and **Best Researcher Award** are indicative of the high standards of teaching and research upheld by the institution. These awards acknowledge the dedication and expertise of the college's faculty in their respective fields.

Further recognition came in the form of the **Professor Gem of Art Award**, which highlights the college's commitment to fostering creativity and artistic expression. The **Innovative Academic Research & Dedicated Mathematician Award** celebrates the innovative contributions made by the faculty in the field of mathematics and academic research.

Moreover, the college's faculty members have also served as judges in prestigious events like **Kalai Thiruvizha**, further showcasing their expertise and leadership within the academic and cultural communities.

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 36

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	5	4	9	8

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 26

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Cardamom Planters' Association College stands as a beacon of academic excellence and holistic development, offering students not just education but an enriching environment that fosters growth in every aspect. The college is meticulously designed to cater to the diverse needs of its students, providing state-of-the-art infrastructure that complements its academic programs.

One of the standout features of the college is its **spacious and well-ventilated classrooms**. These classrooms are thoughtfully arranged to create an optimal learning environment, ensuring that students can engage with their studies in comfort. The college also boasts **classrooms equipped with projectors and ICT (Information and Communication Technology) facilities**, which enhance the learning experience by incorporating multimedia resources and interactive teaching methods. This integration of technology in the classroom allows for a more dynamic and engaging educational experience, catering to the varied learning styles of students.

To support practical learning, the college has **well-equipped laboratories**. These laboratories are furnished with the latest instruments and tools, providing students with hands-on experience in their respective fields. Whether it's in the sciences, computer studies, or other technical disciplines, students have access to the resources they need to experiment, explore, and innovate.

Understanding the importance of a balanced lifestyle, the college provides **separate hostels for boys and girls**. These hostels are designed to offer a comfortable and secure living environment, where students can focus on their studies while also having access to the necessary amenities. The hostels serve as a home away from home, fostering a sense of community and belonging among students.

In addition to academic facilities, Cardamom Planters' Association College places a strong emphasis on physical fitness and extracurricular activities. The college features an **indoor stadium and gymnasium**, allowing students to engage in various sports and physical activities regardless of the weather. The gymnasium is well-equipped with modern fitness equipment, encouraging students to maintain a healthy lifestyle. Furthermore, the **college's sports activities** are diverse, offering opportunities for students to participate in different games and competitions, which are integral to developing teamwork, discipline, and leadership skills.

The college also has **seminar halls** that are used for a wide range of academic and cultural events. These

halls are spacious and equipped with the latest audio-visual technology, making them ideal for hosting seminars, workshops, conferences, and guest lectures. These events provide students with exposure to new ideas and perspectives, enriching their educational journey.

File Description	Document
Upload Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 5.81

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
5.36	1.65	1.57	31.63	5.7

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The C.P.A. College library is a cutting-edge facility designed to meet the needs of students and staff. Spanning 6,000 square feet, the library offers a spacious, comfortable environment for learning, research, and academic growth. Equipped with the latest Information and Communication Technology (ICT), the library integrates modern tools to enhance the user experience.

A key feature of the library is its partially computerized Integrated Library Management System (ILMS), powered by Rovan IMS software. Implemented in 2015, this system has streamlined library operations, enabling quick and efficient access to books, journals, and other resources. The system's barcoding feature facilitates easy tracking and management of materials. Currently operating on version 1.0, Rovan IMS provides a stable platform for organizing and accessing the library's extensive collection. This partial automation allows users to search for books, check availability, and manage library accounts with ease, saving time for both staff and users.

In addition to its physical collection, the college has established an e-library, significantly expanding the range of resources available. The e-library is managed through the E-Learning Resources Management System (IERMS), a comprehensive platform that includes the Web Online Public Access Catalog (OPAC). This feature allows users to remotely access the library's catalog through the college website, enabling them to browse, search, and reserve books and other resources from anywhere at any time. IERMS also provides access to a variety of electronic learning materials, including previous year question papers, syllabi, e-books, study materials, educational videos, PowerPoint presentations, scholarly articles, research papers, theses, and useful links. These resources align with the prescribed curriculum and support students in their academic endeavors while also encouraging creativity beyond the standard coursework.

The decision to partially automate the library, rather than fully automate it, was made to maintain a personal touch in the facility's management and operations. While Rovan IMS handles the technical aspects, library staff continues to play a vital role in ensuring quality service. This combination of technology and human expertise creates a dynamic, user-friendly environment.

Library Software Details:

- ILMS Software: Rovan IMS
- Nature of Automation: Partial
- Version: 1.0
- Year of Automation: 2015

In conclusion, the C.P.A. College library's blend of modern technology and traditional services makes it a valuable resource for the academic community. Ongoing updates ensure that the library continues to meet the evolving needs of its users, providing a supportive environment for learning and research.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of upation, available internet bandwidth within a maximum of 500 words

Response:

The college is dedicated to providing top-notch facilities to its students, ensuring they have the resources necessary to excel academically and beyond. To support this commitment, the institution regularly updates its IT infrastructure, ensuring students and faculty have access to the latest technology.

Most of classrooms are well-equipped with modern teaching aids, including LCD projectors and advanced audio-visual systems, to enhance the learning experience. The entire campus is under constant surveillance with a comprehensive CCTV system, ensuring a safe and secure environment for all.

The college boasts 240 computers available to both students and faculty for academic and co-curricular activities. These computers are strategically located across various departments, labs, and common areas, ensuring easy accessibility. Additionally, printers are available in key locations such as the office, staff rooms, library, exam branch, and laboratories to meet the diverse printing needs of the college community.

A significant emphasis is placed on providing robust internet connectivity throughout the campus. Wi-Fi is available across the entire college, with routers strategically placed to ensure strong and consistent coverage. Students enjoy unlimited access to Wi-Fi, enabling them to conduct research, complete assignments, and stay connected to the latest information.

The library is also equipped with modern technology to streamline its operations. There are two dedicated systems for book borrowing, simplifying the process of tracking and managing the library's vast collection. Furthermore, students can borrow laptops from the library for use in assignments and projects, ensuring that no one is disadvantaged due to a lack of personal resources.

The college website serves as a hub for all important information, including details about upcoming events, academic calendars, and course information. Event details are posted well in advance, and following the event, photos and minutes are uploaded for easy access. This transparency allows parents and guardians to stay informed about the various programs and activities taking place on campus.

In addition to these facilities, the college is committed to continually updating its technology to keep pace with the rapidly changing digital landscape. This proactive approach ensures that students and faculty have access to the best possible resources, allowing them to achieve their full potential.

CPA college not only provides state-of-the-art IT facilities but also ensures that these resources are continuously updated to meet the evolving needs of its academic community. This dedication to excellence in infrastructure and technology plays a crucial role in the overall development of students,

preparing them for success in their future endeavors.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 8.26

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 201

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 15.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
50.6	18.58	24.97	9.92	14.84

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 46.55

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
876	824	903	1204	515

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Institutional data in the prescribed format	View Document

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene)**
- 4. ICT/computing skills**

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 3.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	128	162	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 59.16

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
360	380	371	348	365

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
541	665	709	616	552

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 1.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	2	6	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 10

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	0	4	0

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 9.2

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	06	10

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement**5.4.1**

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Cardamom Planters' Association College alumni body is established to connect the alumni of CPA. It is the constellation of cherishing stars shining bright in different walks of life that have passed out from Cardamom Planters' Association College since its inception.

The Alumni Association of Cardamom Planters' Association College is a registered body under Society Registration Act. It has its own executive council to run the day to day affair of the association. The Alumni body assists in cohering with our alumni working with excellent and top-notch organizations across the nation and internationally as well.

Cardamom Planters' Association College Alumni regularly organizes activities. Other activities include Alumnus Talk, Mentor- Mentee program, Sports activities etc.

Apart from developmental activities, they support with financial and non-financial services to our institution. In financial services of our Alumni association helps in generating leads for motivation program to their juniors, summer training and placement. Due to the work credibility established of our alumni some of the organizations to our institution. In non-financial services they are all providing valid Guest lecturer to their department juniors. And also engage campus recruitment from their working places, etc., These identification documents are uploaded for your verification.

The social media network created by Cardamom Planters' Association College Alumni through its Facebook and LinkedIn page is also a great platform for alumni to connect and share their feedback on institutional activities.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Vision of CPAC

To provide a high-quality of education enhancing the abilities of rural students to empower and to exert their strength in nation building.

Mission of CPAC

- To grease the academic mobility to the rural backward section.
- To help the students to develop their innate talents.
- To offer scopes to become exemplary citizens of India.

VISION and MISSION statements show commitment to pioneer technology and research for socioeconomic development through innovative teaching and industry exposure to nurture talents and ethical, skilled professionals.

Alignment of Mission and Vision with Leadership, Policies and Planning

Principal and Heads lead aligned action plans through stakeholder engagement and feedback incorporation. Stakeholder Engagement: Principal ensures all stakeholders participate across committees and cells, contributing to decision-making and plan implementation.

Academic and Administrative Bodies

Governing Body and IQAC comprise experts formulating aligned policies. Vision, Mission and quality initiatives openly shared for suggestions. Training and development opportunities provided to faculty and staff for team building. Management's involvement sustains staff participation for efficient functioning.

Faculty Participation in Decision Making

Administration handled by faculty serving on various committees with student, parent and management representatives, enabling collective involvement and responsibility for efficient administration. Committees refreshed annually for well-rounded duties and growth. Teachers formulate quality initiatives based on experiences and feedback. Committee heads conduct regular meetings for strengthening student services.

Decentralization and Participative Management

Institution practices decentralization and collective leadership through collaborative efforts of stakeholders in formulating and executing academic and administrative policies through various bodies and committees, catalyzing continued growth.

Roles across levels

- Principal Level (Governing Council, IQAC etc.)
- Faculty Level (Placement Cell, Exam Committee etc.)
- Student Level (Departmental Associations, Anti-Ragging Committee etc.)
- Non-Teaching Staff Level (Governing body, IQAC etc.)
- Participative Management Culture promoted at strategic, functional and operational levels.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Strategic Planning and Deployment Document (SPDD) outlines vision, mission, values, long-term and short-term goals formulated through extensive consultation across stakeholders via SWOC analysis.

Objectives across potential growth areas developed based on deliberations with HODs and faculty. Corresponding strategies and action plans defined to accomplish strategic goals.

SPDD clearly delineates implementation and monitoring processes with quantifiable targets aligned to intended outcomes, serving as guiding framework towards academic excellence and building skilled professionals.

Organogram delineates decentralized administrative structure operating through collaborative efforts of principal, faculty, staff and students. Tiered structure defines duties, responsibilities, authority at each level to achieve desired outcomes.

Democratic, participatory governance model enables stakeholders to actively contribute. Robust academic and administrative set up focuses on elevating education quality and benchmarks. Enables agile decision making and execution.

Governing Council

The Governing Council is the highest decision-making body responsible for institutional policies, planning and monitoring. It comprises key management members, industry experts and eminent academics. The Council meets twice annually to deliberate on strategic issues including growth plans, infrastructure development, recruitment, promotions, budgets etc. Recommendations are formulated through discussions before final decisions.

Chairman

The Chairman as the senior leadership plays a pivotal role in executing the decisions and recommendations of the Governing Council to ensure smooth operational management and administration. The day-to-day functioning of the institute including academics, admissions, examinations, activities etc. are all overseen by the Chairman for effective implementation per strategic directives.

Principal

The Principal heads all the academic and administrative activities and is responsible for the institute's operations, regulatory compliance and adherence to statutes and norms. The Principal takes decisions related to academics, finance, examinations, faculty/staff requirements etc. based on policies and frameworks formulated by the management. Additionally, the Principal serves as the chief warden for hostels.

The Principal constitutes various statutory and non-statutory committees for complementing academic

and administrative functioning as per UGC/AICTE/University regulations. Subject experts are also nominated to the committees undertaking periodic reviews for bolstering functioning around programs, courses, activities etc.

Collective Leadership

The leadership functions in a collective manner through the Principal, Advisor, IQAC Coordinator and Heads of Departments. The participative structure enables decentralized decision-making across multiple forums for agile and effective implementation. Faculty engagement in the committees also enables leadership development.

Delegating Authority and Bottom-Up Approach

Delegation of authority to committees and cells enriches institutional planning, decision-making capabilities and execution of activities. The management facilitates a bottom-up approach for academic requirements proposed by faculty and students. Recommendations are strategically elevated through HODs and Principal for approval.

File Description	Document
Upload Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Cardamom Planters' Association College, Bodinayakanur provides the following effective welfare scheme.

1. Provision of Casual Leaves.
2. Summer and winter Vacation for staff
3. On-Duty for University related works
4. Monthly twice permission [1 Hour] for faculty
5. Reimbursement of claim for attending conference/FDP/STTP/Workshop
6. Reimbursement of Membership fees for the professional bodies.
7. Group Insurance scheme for staff members
8. Encouragement faculty for doing part time Ph.D
9. On-Duty for Ph.D higher education and training programmes
10. Immediate increments after earning Ph. D. Degree.
11. Centralized reprography facility (Xerox) for Teaching & Non-Teaching staff.
12. Centralized canteen facility for Teaching and Non-Teaching staff.
13. Wi-Fi campus for Teaching, Non-Teaching staff and Students.
14. As per the provisions of provident fund act, institute contributes to Provident Fund.
15. Salary advance facility for teaching and non-teaching staff in case of urgency.
16. Free transportation for staff availing college buses
17. Free Boarding and Hoarding for staff staying in Hostel
18. Salary timely credited to bank account of employee.
19. Two sets of uniforms to the college bus drivers every year
20. Health insurance policy for all the employees without any contribution from the employees.
21. Free health check-up camps are organized by the college with the help of many corporates in Medical sector.

Institutions Performance Appraisal System for teaching and non-teaching staff

The performance appraisal policy creates a culture of result-orientation, helping employees accomplish set goals and recognizing their contributions. Alongside strengthening infrastructure, the college continually improves academic and research capabilities using effective pedagogies. To evaluate the success of such initiatives, it is vital to assess if the end-users are satisfied with the facilities and achieving intended outcomes.

Self Appraisal Mechanism for Faculty

Performance is evaluated based on teaching methodologies, question paper quality, student feedback and pass percentage. Further parameters include contribution to academics, training programs, examination duties and institutional committees like IQAC.

Support is provided to faculty for professional development through participation in conferences, publications, consultancy projects, research guidance etc.

The prescribed self-appraisal format covers the above parameters, reviewed by HODs to provide inputs on competence and scope for improvement through a three-tier mechanism:

- Self Appraisal
- HOD/Principal Evaluation
- Student Feedback

This has enabled understanding strengths and areas of improvement around:

- Teaching abilities
- Upgrading domain knowledge/methodologies
- Research relevance

As faculty get an opportunity to review evaluations, it does not impact them negatively while helping them upgrade continuously.

Good teaching and research initiatives are also recognized and rewarded by the institution.

Self Appraisal for Non-Teaching Staff

Non-teaching staff are evaluated periodically on parameters like:

- Work efficiency and commitment
- Learning new technologies and trends
- Leadership and collaboration
- Discipline and punctuality

Non-teaching staff additionally undergo periodic training and are motivated to pursue higher education.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 18.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	16	20	14	25

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 27.81

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
51	50	52	40	20

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
58	58	58	58	58

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Cardamom Planters' Association College is an aided institution. Some of the programs are conducted as Self-finance Program. For Aided program the expenses will be met from the fund received from the Government. For Self-finance programs, the Prime source of income is by way of fees received from students, reimbursements of students' scholarships by the State Government, interest received, grants (if any) and such other income auxiliary to the educational activities. Besides, the secondary source of income is by conducting skill development courses, NSS fund. The surplus generated year on year is invested in various bank instruments and notified securities at the appropriate time.

In case of deficit, the parent Trust extends support by way of funding from the corpus for the smooth functioning of the institute. The institute is not a recipient of any financial support directly from the regulatory bodies. A well-established mechanism of effective financial management exists in the institution to ensure optimal utilization of resources for the development of the academic and other activities. The entire process of mobilization of funds and preparation of the detailed cash flow statement is undertaken on a conservative basis with the involvement and consultation of all departmental stakeholders before the commencement of the relevant academic/financial year. These financial statements are placed for a formal approval before the competent authorities of the institute and thereafter ratified by the Secretary of the Trust. An effective and efficient system of granting approval is in place for procurement/availing various material/service facilities and all the recurring and capital expenses are referred with the sanctioned budgets by the Accounts Section and accordingly approved for payments/reimbursements by the principal. All transactions (both receipts and payments) are executed by the following the due process and payments are made through electronic mode only and accounted using

Tally ERP software by the Finance and Accounts Section. It is a regular practice to report the financial position of the Institute to the Principal and the Management. In case any expense arises which is unplanned and not budgeted and/or the budget for a particular head of expense is insufficient, then the Principal in consultation with the Management takes a discretionary decision and additional funds are accordingly allocated to meet the said expenditure. All the financial transactions and related statements and books of accounts are duly audited at the end of every financial year (April-March) by a practicing statutory auditor registered with Institute of Chartered Accountants of India to verify that the Accounting Standards adhered to in all respects as well as verify the compliance in respect of all statutory transactions.

This process is carried out for verification of all accounting vouchers and bills by audit team to ensure that there are no serious violations and objects with respect to the financial transactions and all adopted financial controls and procedures are duly followed and complied by the institute.

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Cardamom Planters' Association College attempts to shape out the total quality person through a constant focus on imparting quality education, through its innovative, widespread and flexible education policy. Its Internal Quality Assurance Cell (IQAC) carries out activities that cover all aspects of the Institute's functioning. The IQAC at Cardamom Planters' Association College was constituted in order to perform the following tasks on a customary basis:

Improvement in quality of teaching by regular inputs to all concerned based on feedback from students.

Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff.

Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak.

Students and staff give their feedback and suggestions on teaching and administrative performance through the Suggestion Box or through email to the coordinator or through online mode. The IQAC has immensely contributed in the implementation of quality assurance strategies and processes at all levels. The Institute IQAC regularly meets every six months.

The Institute IQAC prepares, (a) Annual Quality Assurance Report (b) Performance Based Appraisal System for Career Advancement (c) Stakeholder's feedback (d) Process Performance & Conformity (e)

Action Taken Reports.

Policies IQAC are involved in improving Standards in different spheres of academic and administration as follows:

- Encourage the faculty to attend Faculty Development Programs, Orientation Programs.
- Motivating the students to undergo online certification programs and career guidance programs.
- Feedback is taken from the parents during Parents meet and during the study period of their children.
- Does continuous assessment of students through examination results, curricular and co-curricular activities.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender equality is one of the key challenges facing society today. The institute conducts regular gender equity promotion programs. Guest speakers from the prominent field are invited to speak on the given topic which highlights the importance and contribution of women in society. The institution has a strong ethical work culture that is based on inclusivity. It observes the highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, color, creed, language, or religion. The college campus is fully secured and safe for all the girl students. The 24x7 security guards will look after the entire campus with vigil. For the sake of security, the compound wall of the college is built. CCTV surveillance is available in the important avenues around the college campus. The vigilance committee and all the staff members are always careful and alert about untoward incidents, distinctive work culture, healthy traditions, and ethos have led to the enrolment of more women students in college. A complaint box is kept for freely expressing their inconvenience if any. The first aid kit is readily available all the time on the college campus

Girl students are provided with separate rooms in most departments with the required facilities. The scavengers look after the cleanliness and hygiene of the rooms allocated to them. Additional initiatives ensure the active participation of students in co-curricular and extracurricular activities. The institution is committed to providing an opportunity to women from all walks of life to get trained in entrepreneurship and self-employable skills.

As part of NSS & NCC activities, free educational camps are organized regularly in neighbouring villages, which help transform rural women by building awareness about health, hygiene, and provide a launching pad to induct them into vocational skilling.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures

- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Our College is actively taking efforts in providing an inclusive environment. The initiatives are to promote better education, social based activities, and set communal harmony. Students who hail from economically weaker families are supported with fee concession, and also management scholarships. Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. College organizes various cultural programs to celebrate the cultural diversity of India. Students from various regional and cultural backgrounds participate in such programs and present their regional or cultural folk songs and dances. These cultural events are organized at different levels- departments and hostels, on different occasions like Independence Day, Republic Day and Annual day celebrations. Our college has provided skill based training to nearby unemployed youth to lift their economy. The extension activities are targeted towards enabling a holistic environment for student development. College has always encouraged the forefront of sensitizing students to the cultural, regional, linguistic, communal, and socio-economic diversities of the state and the nation. Our college has celebrated cultural and regional festivals to preach tolerance and harmony to the students. The college is committed to celebrate the commemorative days, events and festivals in the campus. It believes it is an inclusive part of learning and edifies a strong cultural belief in the minds of the students. The events and festivals organized at college are often celebrated with great solemnity and cheerfulness. We celebrated various days and festivals like National Constitution Day, National Martyrs Day, International Yoga Day, Independence Day, Republic Day, International Women's Day, and National Science Day, Deepavali, Saraswathi pooja, Holi festival etc. The college also believes that education will allow the students to flourish, blossom, giving them the right platform where they will work towards becoming a socially responsible citizen of the nation.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice - I

1. Title of the practice

Student Induction Programme (SIP)

2. Objectives of the Practice

The Student Induction Program's (SIP) main goal is to help new students adjust to their new environment by instilling the institution's ethos and culture in them, assisting them in establishing strong bonds with other students and faculty members, and exposing them to a sense of greater purpose and self-exploration.

The main objectives Student Induction Program,

- To develop the interest of students in arts and science
- To help new students adjust and feel comfortable in the new environment
- To ensure all round development of students
- To go out of the classroom and help them build bonds with other students and faculty members
- To nurture the human values among the students
- To identify the levels & learning style of students

3. The Context

Students' induction could include a range of aspects (SAGE):

- Socializing: meeting new students, senior students, the students' union, and Eminent Speakers;
- Associating: trips to a university/college, visits to a department/branch/program of study, and notable locations on campus, in the surrounding area, and in the city;
- Governing: rules and regulations, student assistance, and so on;
- Learning: Subject lectures, study techniques, small-group activities, physical activity, creative and performing arts, literary activities, universal human values, and so on.

Universal human values-based mentorship, such as reality, fairness, compassion, nonviolence, and peace, can operate as an induction anchor or pivot, assisting in the development of self-awareness, sensitivity, sentiments of equality, compassion, and oneness. Society and nature must be brought to the attention of students. Allow them to concentrate on their communities and the environment. Allows them to focus on their friendships, which are extended as a family to college, and connects students with one another and with educators so that they may share any issues they face.

4. The Practice

Under the guidelines of the UGC Quality Mandate, a Student Induction Programme (2019-2020) was held for newly admitted students of all undergraduate programmes from June 24 to July 02, 2019, with a particular focus on mentoring on Universal Human Values. The first session on all days had talks by eminent resource persons on topics ranging from Literature, Human Values, Anthropology, Psychology and stress management. The second session on all days was focused on mentoring the students on universal human values. Students were divided into groups of 20-25 peers along with a mentor. The mentors were trained on teaching universal human values and on the conduct of mentoring sessions in a separate training of teachers.

Every year Induction programs were conducted,

The third session on all days was focused on literature and extra-curricular activities. The fourth session was dedicated of creative arts and culture. The last session on all days were dedicated to yoga, meditation, physical activity, games and sports

5. Evidence of success

The Student Induction Programme is designed to help new students feel at ease, draw their attention to their academic interests and activities, reduce competition and encourage them to strive for excellence, promote bonding among students, build relationships between teachers and students, open new horizons in life, and foster character development.

6. Problems Encountered and Resources Required

Making students feel comfortable approaching their faculty mentor or student guide with any problem, whether academic, financial, psychological, or other.

Best Practice - II

1. Title of the Practice

“ICT-Enabled E-Content Transformation in Higher Education: A Paradigm Shift”

2. Objectives of the Practice

This best practice aims to enhance the quality and accessibility of education through the strategic use of Information and Communication Technology (ICT). The objectives include fostering information literacy, improving the relevance of educational outcomes to the job market, and providing anytime, anywhere access to a wealth of e-content. The underlying principles involve leveraging ICT tools to bridge knowledge gaps and revolutionize educational content and delivery.

3. The Context

In the rapidly evolving landscape of higher education, CPA College faced the challenge of adapting to the digital era's demands. The need to address diverse learning styles, improve accessibility, and integrate technology into pedagogy prompted the college to design and implement ICT-enabled teaching environments. Recognizing the significance of e-content in this context, CPA College sought to bridge the knowledge gap and enhance the overall educational experience for its students.

4. The Practice

In the context of higher education in India, CPA College has implemented a comprehensive ICT-enabled teaching environment. The practice involves the creation and dissemination of e-content through the Institution E-learning Resources Management System (IERMS). IQAC and E-content development cell actively encourages faculty members to create e-content through workshops and orientations, fostering a culture of continuous improvement. High-configured systems are provided to create e-content, and various formats such as e-books, study materials, videos, PowerPoint presentations and theses are shared with students. The college has also established ICT-enabled setups in each department, encouraging teachers to utilize tools like projectors for interactive and effective teaching. Despite constraints, the college has successfully uploaded thousands of question papers and received over 400 e-content submissions in the 2022-2023 academic year.

Econtent webpage:

www.cpacollege.org/elibrary/econtent/tamil

5. Evidence of Success

The evidence of success includes the upload of 3562 question papers on the college library website, showcasing the commitment to academic excellence. In the 2022-2023 academic year, faculty members contributed more than 400 e-contents, indicating active engagement and enthusiasm. Positive student feedback and regular usage of e-content underscore the success of this practice in enriching the learning experience.

6. Problems Encountered and Resources Required

Challenges faced in implementing this practice include the need for continuous motivation and training for faculty members, as well as constraints in terms of infrastructure. Faculty members faced a learning curve in e-content development, necessitating workshops and orientations. Resources required include ongoing training programs, updated technology infrastructure, and continual support for faculty members. These challenges are critical considerations for sustaining and expanding the success of the ICT-enabled learning environment at CPA College.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Title of the Practice

“LIVE LIFE CLEARNER – MAKE EARTH GREEN INITIATION PROJECT IN THE RURAL VILLAGES AND SCHOOLS OF THENI DISTRICT”

Objectives of the practice

The objective of this project is to plant one lakh saplings in all the schools and villages of the Theni District. Further, it aims to increase the tree cover in rural areas by massive tree planting and to take ample steps in promoting environmental awareness campaigns to mitigate pollution with the help of the students and staff of the college.

The Context

Recent research quoted that India's forest cover has decreased from 33 percent to 22 percent and to balance this 11 percent, approximately 54 crore trees need to be planted. Hon'ble Tamil Nadu Chief Minister in his speech while introducing the forest development project called upon the people not to think that planting trees and growing them should be done only by the forest department but should be done as a joint effort in every village, school, and college. A crow plants ten thousand trees through its

remains in its lifetime. The greatness of trees should be inculcated in the minds of the students and the public. With a high intention to encourage, the college management has decided to plant one lakh trees before the end of this year.

The practice

- Planting Saplings in the campus
- Rain water harvesting
- Waste management
- Plastic free campus
- Paperless Internal Communication system
- Conduct awareness rally
- Awareness Programme

In a unique green initiative, Cardamom Planters' Association College has launched a massive tree plantation covering 60 km centered around Bodinayakanur town. The sapling for the plantation drive was supplied by the college Management , student volunteers and NGO'S. To restore the eco-balance the forestation drive was taken with all significance. It is a joint venture of both students and staff including supporting staff. The college administration has been supporting and encouraging them in all respects. The meticulous planning of the college principal's concerted effort is the impetus for everyone to take dramatic action. More than 75 villages and schools covering Bodinayakanur and its surrounding area of ??60 km have been identified and with the support of the district administration, trees have been planted with the permission and desire of the village panchayat presidents, and security arrangements have been made for the growth of the plants. More than 35000 houses visited by the students and created awareness among the public. A video on how to grow a tree simply with just one water bottle is also being shown to the people and tree growing awareness campaigns are also being carried out. Pamphlets about afforestation have been distributed in all phases of the plantation drive. Like introducing relationships, we introduce trees to our students. We take them to the villages in our college bus and make them engage in all the activities involved in planting trees. The college is overjoyed to see the students participating in this activity without getting tired despite the scorching sun. The students who belong to the village are nominated to water the plants regularly.

Evidence of success

The students participated in the tree plantation drive with great zeal and enthusiasm and thus made it successful. They pledged to spread awareness about growing more trees. Every phase of the drive was cherished by the council of the village and the local forest department officials. The program created a great swirl among the public. Students understand the need to preserve the environment for a better future and to minimize the effects of global warming. The participants were highly excited to make it a huge accomplishment. An overwhelming response is being witnessed among villagers during the awareness campaign in all phases.

Our college is making every effort to make the college a Green Campus. Planting saplings is something we do on a regular basis. The plants and trees are cared for by a gardener. All trees and plants on campus

have botanical names labelled on them. On our campus, we have a medicinal plant garden. Environmental education is included in our curriculum to promote environmental principles.

Food waste is collected in composite containers, and the use of plastic is prohibited on college grounds. Every building on campus is equipped with a rainwater harvesting system

Problems Encountered and Resources Required

Village people are not ready to provide adequate information when students approach them for collecting data. Staff members need to devote time to their working hours. A huge sum amount is required for conducting such programs. Time management to coordinate and conduct activities between teachers, students, and society is needed. Students' participation in environmental, extension, and outreach programs within and outside the college needs to be strongly encouraged. The most difficult task is watering the trees and saplings during the summer or drought season.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

C.P.A. College has not only focused on academic excellence but also on fostering a well-rounded student experience. The college has established strong links with industries and reputable academic institutions, providing students with valuable exposure to real-world applications of their studies through internships, projects, and collaborative research. These partnerships enhance the practical skills and employability of graduates, preparing them for successful careers.

In addition to its academic and infrastructural advancements, the college prioritizes student well-being. Various student support services, including career counseling, skill development programs, and workshops on communication and soft skills, are regularly organized to ensure students are well-prepared for the job market. The college also emphasizes extracurricular activities, encouraging students to participate in sports, cultural events, and community service, contributing to their overall development.

Moreover, C.P.A. College is committed to environmental sustainability, demonstrated by its investment in renewable energy sources and water conservation efforts. These initiatives not only reduce the college's environmental footprint but also instill a sense of environmental responsibility in students, preparing them to be conscientious global citizens.

These comprehensive efforts underscore the college's dedication to providing a nurturing and empowering environment for all its students and staff.

Concluding Remarks :

C.P.A. College stands as a testament to the power of consistent quality consciousness and a commitment to improvement. Through its focus on expanding academic offerings, modernizing infrastructure, and enhancing student and faculty support systems, the college has successfully adapted to the challenges of the contemporary educational environment. By embracing sustainability, inclusivity, and technological innovation, C.P.A. College not only prepares its students for the future but also sets a standard for other institutions to follow.

As the college continues to evolve, it remains steadfast in its mission to provide a holistic and inclusive educational experience that empowers students to achieve their full potential. Through its ongoing efforts to implement the NAAC recommendations and its proactive approach to addressing the needs of its community, C.P.A. College is well-positioned to continue its legacy of excellence and to make a meaningful impact in the field of higher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : Answer After DVV Verification :57 Remark : Value updated as per supporting documents</p>																				
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 731 Answer after DVV Verification: 638 Remark : Value updated as per supporting documents</p>																				
1.4.1	<p>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed</p>																				
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs) Answer before DVV Verification: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>5.94</td> <td>3.15</td> <td>0.15</td> <td>0</td> <td>5.65</td> </tr> </table> Answer After DVV Verification : <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>00</td> <td>0.15</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> Remark : Value as per supporting documents</p>	2022-23	2021-22	2020-21	2019-20	2018-19	5.94	3.15	0.15	0	5.65	2022-23	2021-22	2020-21	2019-20	2018-19	00	0.15	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
5.94	3.15	0.15	0	5.65																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
00	0.15	0	0	0																	
3.2.2	<p>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</p>																				

3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	10	6	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	09	08	04	07

Remark : Value updated as per supporting documents

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	28	21	31	47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	7	6	17

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	3	11	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	3	4

3.4.3 Number of extension and outreach programs conducted by the institution through organized

forums including NSS/NCC with involvement of community during the last five years.

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	7	6	13	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	5	4	9	8

3.5.1	<p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification : 83 Answer After DVV Verification :26</p>																														
4.1.2	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>8.34</td> <td>1.65</td> <td>1.57</td> <td>31.63</td> <td>5.7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>5.36</td> <td>1.65</td> <td>1.57</td> <td>31.63</td> <td>5.7</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	2022-23	2021-22	2020-21	2019-20	2018-19	8.34	1.65	1.57	31.63	5.7	2022-23	2021-22	2020-21	2019-20	2018-19	2022-23	2021-22	2020-21	2019-20	2018-19	5.36	1.65	1.57	31.63	5.7
2022-23	2021-22	2020-21	2019-20	2018-19																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
8.34	1.65	1.57	31.63	5.7																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
5.36	1.65	1.57	31.63	5.7																											

4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</p> <p>Answer before DVV Verification : 240 Answer after DVV Verification: 201</p>
4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and</p>

academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
106.09	39.46	46.32	40.8	56.96

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50.6	18.58	24.97	9.92	14.84

5.1.3	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>Answer before DVV Verification:</p>																				
	<table border="1"> <thead> <tr> <th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr> </thead> <tbody> <tr> <td>559</td><td>834</td><td>785</td><td>773</td><td>554</td></tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr> </thead> <tbody> <tr> <td>0</td><td>128</td><td>162</td><td>0</td><td>0</td></tr> </tbody> </table> <p>Remark : Value as per supporting documents</p>	2022-23	2021-22	2020-21	2019-20	2018-19	559	834	785	773	554	2022-23	2021-22	2020-21	2019-20	2018-19	0	128	162	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
559	834	785	773	554																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	128	162	0	0																	

5.1.4	<p>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 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>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. 3 of the above</p>
-------	---

5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p>
-------	--

2022-23	2021-22	2020-21	2019-20	2018-19
---------	---------	---------	---------	---------

368	390	378	353	374
-----	-----	-----	-----	-----

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
360	380	371	348	365

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
541	665	709	616	552

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
541	665	709	616	552

Remark : Value updated as per supporting documents

5.3.1	Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years
-------	--

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	4	0	16	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	0	4	0

5.3.2	Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)
-------	--

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
430	428	417	111	408

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	06	10

Remark : Value updated

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	67	69	76	69

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	16	20	14	25

Remark : Value updated as per supporting documents

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61	67	70	52	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
51	50	52	40	20

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

10	8	8	7	8
----	---	---	---	---

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
58	58	58	58	58

Remark : Valeu updated as per supporting documents

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented Academic and Administrative Audit (AAA) and follow-up action taken Collaborative quality initiatives with other institution(s) Participation in NIRF and other recognized rankings Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> Alternate sources of energy and energy conservation measures Management of the various types of degradable and nondegradable waste Water conservation Green campus initiatives Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> Green audit / Environment audit Energy audit Clean and green campus initiatives Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2. Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 100 Answer after DVV Verification : 92</p>

1.2	Number of teaching staff / full time teachers year wise during the last five years			
Answer before DVV Verification:				
2022-23	2021-22	2020-21	2019-20	2018-19
101	100	100	110	104
Answer After DVV Verification:				
2022-23	2021-22	2020-21	2019-20	2018-19
90	94	96	94	102