



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

CPA COLLEGE OF GLOBAL STUDIES

CHELOOR, PUNNATHALA PO, MALAPPURAM DT
676552

www.cpacollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

CPA College of Global Studies, Puthanathani located at the lap of nature, is a fast emerging as a resourceful destination for higher studies. This esteemed institution has been successfully serving the society for the last few years. It is run by NICE Educational Trust Puthanathani with Janab. C.P Abdu Rahman Haji Kuttur as its Chairman and Founder Patron and Dr. Hussain Randathani, an eminent educationist serve as the Director and Secretary of the College. The fundamental aim of the CPA College is to impart spiritually-oriented and value-based education

to youngsters under circumstances congenial to their all-round development. It encourages the students to aim at excellence not only in academic pursuits but also in every aspect of human endeavor to achieve perfection. The students are prompted to strive for academic excellence so that in course of time they may take up suitable careers for the betterment of their lives and also for their families and society at large. The various co-curricular activities of the College, especially the extension programmes provide them with a rare social consciousness that motivate them to reach out to the society, particularly the needy and the marginalized. The College was established in 2012 as a self-financing College affiliated to the University of Calicut and AICT. IT IS Managed under the aegis of Nice Educational Trust (regd.) a high-profile organization of the area. The College is providing healthy and congenial atmosphere for the all-round development of the students. It started with the vision to uplift the students who hail from rural community. The College is a proud member of Education Without Borders with headquarters at Geneva, which is a nonprofit educational organization established for the marginalized and backward people around the world.

Vision

"Empowering the society with Knowledge Skills and Ethical traits for integrity and Professionalism."

Our vision is to be a beacon of educational excellence, fostering an inclusive environment where every student is empowered to reach their full potential. We are dedicated to nurturing a generation equipped with the knowledge, skills, and ethical traits necessary to excel in their personal and professional lives. thical traits and integrity form the foundation of the college's educational philosophy. CPA College is dedicated to instilling a strong sense of moral responsibility and ethical conduct in its students. By promoting values such as honesty, respect, and fairness, the college prepares students to navigate the complexities of professional life with integrity. This commitment to ethical principles ensures that graduates not only succeed in their careers but also contribute positively to society. CPA College envisions a society enriched with knowledgeable, skilled, and ethically grounded individuals. By nurturing these qualities, the college aims to produce professionals who are not only competent but also uphold the highest standards of integrity and professionalism. This holistic approach to education empowers students to make meaningful contributions to their communities and the world at large.

Mission

- To cultivate a culture of empowerment within society, fostering inclusivity, equity, and opportunity for all individuals, irrespective of background or circumstance for to realize their full potential, contribute

meaningfully to their communities, and drive collective progress.

- To provide accessible, innovative, and quality education, equipping individuals with the tools, resources, and expertise necessary to navigate an ever-evolving world.
- To uphold the highest standards of honesty, transparency, and accountability, ensuring that our actions align with our values and principles. Through continuous reflection, learning, and improvement, we aspire to build a culture of trust and reliability, both within our organization and throughout society.
- To promote professionalism as a corner stone of excellence in every field and profession and to cultivate a culture of professionalism characterized by competence, diligence, respect, and ethical conduct.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Academic and career advising services.
- Supporting students by providing Add on Courses to support the exciting curriculum.
- Diverse and rigorous academic programs with strong curricula
- Academic support through tutoring and workshops
- A wide range of clubs, organizations, and activities
- A Programs and policies promoting an inclusive environment. diverse student body and faculty.
- Opportunities for students to engage in community service.
- Programs that allow students to study in central Universities and other countries.
- An effective update program for all undergraduate (UG) students aimed at enhancing their career prospects and personal development should be comprehensive and multifaceted.
- ICT enabled class-rooms.
- Well advanced Infrastructure and Student's friendly campus.

Institutional Weakness

- Limited Government scholarships
- Limited research Opportunity
- Lack of placement drive
- Frequent dropout of faculties.

Institutional Opportunity

- Enhancing the institution's reputation and ensuring high standards of education and operations.
- Enhancing access to resources and improving the efficiency of library services.
- Expanding infrastructure to support new academic programs, research facilities, recreational spaces, and student accommodations.
- Preparing students and staff for leadership roles in their careers and communities.
- Supporting academic activities, research, and connectivity for students and staff.
- Leveraging alumni for networking, mentorship, fundraising, and enhancing the institution's brand.

- Enhancing faculty satisfaction, professional development, and retention.

Institutional Challenge

- Absence of enduring affiliation with the University
- Insufficient government grants and funded research projects.
- Faculty members are not involved in curriculum development committee.
- Governmental & Statutory Restriction.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Academic programs at CPA College of Global Studies are meticulously crafted to fulfill the college's vision and mission, addressing the evolving needs of students, industry, and society, while adhering to regulatory requirements. The college offers Nine **undergraduate programs**, each lasting three years, and two **postgraduate programs**, each spanning two years.

To enhance students' life skills, the college provides a variety of add-on and value-added courses. Experiential learning is enriched through **field trips, excursions, projects, National trips, Central University Visits, Natural Camps and internships**. Each department has internal systems to manage examinations and evaluate student performance, ensuring a robust academic framework.

Faculty members in each department prepare detailed semester plans, lecture plans, classroom activities, committee responsibilities, and roles. The academic calendar is developed in alignment with university guidelines. The curriculum undergoes regular review through a structured process involving academic and industry experts, alumni, and students, and is ratified by statutory regulatory bodies to maintain its relevance and quality.

The Principal, teaching faculty, department heads, program coordinators, and subject faculty collaborate on curriculum design, review, and development. They incorporate constructive feedback from various stakeholders to address the changing dynamics of globalization, technological advancements, knowledge expansion, and the growing needs of the industry.

The adoption of the Choice Based Credit System (CBCS) has significantly enhanced employment opportunities for students by providing flexibility and a broader range of learning experiences. Since 2019, the college has implemented Outcome-Based Education (OBE), focusing on courses that develop skills, employability, and entrepreneurship, with clearly defined Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs).

Additionally, several certificate courses are offered in collaboration with reputable institutions and organizations to further enhance skills and entrepreneurship. The Internal Quality Assurance Cell (IQAC), Board of Studies, and Academic Council closely monitor feedback on the curriculum and take necessary actions to sustain and enhance its quality. This rigorous approach ensures that the college's academic programs remain dynamic, comprehensive, and aligned with the demands of the global landscape.

Teaching-learning and Evaluation

At CPA College of Global Studies, the average student enrolment over the past five years is **78.11%**. The institution promotes those with exceptional sports achievements, while promoting a healthy and balanced gender ratio.

The institution employs efficient, inclusive methods to identify and cater to student diversity. With a student-teacher ratio of **19.43**, we ensure personalized attention and support for each student. The academic flexibility offered by the choice-based credit system and outcome-based education fosters various student-centric methods to enhance learning experiences, making the teaching-learning process interesting, innovative, and effective.

Most of our teachers utilize ICT-enabled tools, including e-resources, to facilitate effective teaching and learning. This shift from a teacher-centric to a student-centric approach helps in better engagement and understanding. The adoption of outcome-based education (OBE) aligns our educational objectives with program educational objectives, program outcomes, program-specific outcomes, and course outcomes, ensuring clarity and direction in our educational vision.

The management encourages teachers to participate in faculty development programs (FDP), seminars, and workshops to continuously improve their teaching methodologies. A diagnostic test is conducted to identify slow learners and advanced learners. Slow learners receive remedial classes, while advanced learners engage in peer tutorship, ensuring that all students receive the support they need.

We have implemented a credit system based on student choice, semester grading, and cumulative grading. The college typically announces the results of internal exams within 15 days of the most recent exam. **Centralised Internal examinations** are conducted either prior to university exams or after 20 working days, with notifications posted on the college notice board in advance.

The computerized examination process has significantly reduced errors, making the system more reliable. The average pass percentage for outgoing students in the academic year 2022-2023 is **99.66%**. Consolidated mark sheets from the concerned Heads of Departments (HODs) are used to announce internal marks on the notice board.

Retests are permitted only for genuine cases, and the Internal Examination Committee (IEC) members are responsible for scrutinizing retest applications. This structured approach ensures fairness and maintains the integrity of the evaluation process.

Research, Innovations and Extension

The institution is dedicated to enhancing research capabilities and fostering innovation at the college level. The college's **Placement Cell** serves as a crucial gateway for final semester degree students, facilitating numerous campus interviews and helping students embark on their career paths.

Central to the college's commitment to research is the **Research and Promotion Council**. This cell organizes a variety of conferences, seminars, and workshops aimed at improving the quality of research conducted by students and faculty. These events also emphasize the importance of professional ethics in academic and research endeavors.

In line with its research-focused approach, the institution's curriculum mandates that all undergraduate students submit a dissertation in their final semester. To ensure the quality and rigor of these dissertations, the college requires students to prepare a mock project before the submission of their final draft. This process not only hones students' research skills but also prepares them for future academic or professional research work.

Beyond research, the institution places a strong emphasis on extension programs designed to inculcate human values and community service among students. Each department actively conducts various extension activities, reflecting the college's commitment to societal engagement and responsibility. These programs include community cleaning initiatives on Gandhi Jayanti, blood donation campaigns, sapling planting on Environment Day, road safety seminars, and voter awareness campaigns.

The institution's various committees and cells have demonstrated significant dedication to providing services that benefit the neighborhood. These activities not only impart care and concern but also help students develop a sense of civic duty and social responsibility. By integrating community service with academic pursuits, the institution ensures that students graduate with a well-rounded education that includes both intellectual growth and ethical development.

Overall, the institution's comprehensive approach to research, innovation, and extension programs creates a dynamic and supportive environment for students. This environment not only prepares them for successful careers but also encourages them to contribute positively to society. Through its multifaceted initiatives, the college remains committed to nurturing the next generation of researchers, professionals, and responsible citizens.

Infrastructure and Learning Resources

Since its inception, CPA College of Global Studies has significantly expanded its infrastructure to support comprehensive educational experiences. The college features ICT-enabled classrooms, modern laboratories, seminar halls, and a spacious auditorium, Language lab, digital Library for effective teaching and learning.

The campus is **Wi-Fi** enabled, ensuring seamless internet access for students and faculty. To maintain discipline and security, **108 CCTV** cameras are installed throughout the campus, providing continuous surveillance and a safe environment.

The college library is a focal point, thoughtfully arranged with a wide selection of fiction, novels, and short stories in both Malayalam and English, along with multiple reference texts. Students and faculty benefit OPAC, Digital Library which provides extensive access to e-resources, enhancing their research and study opportunities.

To create a more student-friendly environment, the college has implemented several key facilities. These include a canteen that offers a variety of food options, a gym for physical fitness, a yoga center for mental well-being, water purifiers for clean drinking water, and a photocopy center for academic convenience. The well-maintained playground offers space for sports and recreational activities, promoting a balanced lifestyle.

Safety is a top priority at CPA College of Global Studies. The campus is equipped with fire extinguishers strategically placed to handle emergencies, ensuring the safety of all occupants. Additionally, the college has installed adequate power backup systems, including a 15KV solar panel and UPS facilities, to ensure an uninterrupted power supply.

Technological resources are also well-developed, with **75 computers, 8 printers, a colour printer, scanners, LCD projectors, and photocopy machines** available for use. These resources support both academic and administrative functions, enhancing overall efficiency. The online admission portal streamlines the application process, making it convenient for prospective students to apply.

This comprehensive infrastructure and learning resources not only support the academic endeavours of students and faculty but also enhance the overall campus experience. CPA College of Global Studies continues to evolve, ensuring a modern, safe, and resource-rich educational environment that meets the dynamic needs of its community

Student Support and Progression

CPA College of Global Studies is dedicated to providing a supportive and enriching environment for student success. The institution offers various academic facilities and nurtures talents through comprehensive support systems, ensuring further progression.

Scholarships are channelled to meritorious and deserving students through various schemes. To support rural students, the college has implemented communicative English classes, NET coaching, and a range of add-on courses, Ntural Camp, Central Unversity Visits and National trips. These initiatives aim to enhance the educational opportunities and skills of students.

In addition to academic pursuits, the college emphasizes co-curricular activities. Departments, associations, and committees have initiated proficiency augmentation activities such as soft skills training, yoga, communication skills, and ICT skills development. These programs help students develop well-rounded capabilities.

The Placement Cell plays a crucial role in job placement by actively seeking job opportunities on campus and maintaining strong connections with industries. It collects information on upcoming job openings and provides outgoing students with career guidance classes, preparing them for employment in both private and government sectors.

Several committees, including the Anti-Ragging Committee, Internal Complaints Committee, Discipline Committee, and Grievance Redressal Committee, ensure a safe and supportive campus environment by addressing student grievances and complaints. WDC offers care and support for female students and faculty, promoting gender equality and empowerment.

The college organizes annual sports and arts events, providing platforms for students to showcase their talents. Student are supported to participate in intra- and intercollegiate, national, and international sports competitions and cultural activities. The Department of Physical Education facilitates these opportunities, helping students develop their athletic skills.

CPA College promotes capacity development, skill enhancement, career counseling, and guidance. It offers placement assistance and coaching for competitive exams, ensuring students are well-prepared for their future careers.

A strong alumni network is maintained through the Alumni Association, with regular alumni meets, IQAC meetings, and mentoring programs. Alumni contribute to curriculum reviews and provide career counselling, serving as valuable sources of inspiration and support.

Overall, CPA College of Global Studies remains committed to the holistic development of its students, equipping them with the necessary tools and support to excel academically, professionally, and personally.

Governance, Leadership and Management

The college's governance, leadership, and management are exemplary, demonstrating a strong commitment to empowering backward women through education. The institution's leadership, comprising the Principal, IQAC, and faculty members, works collaboratively to ensure the implementation of its vision and mission. The IQAC plays a vital role in monitoring activities, preparing plans for quality enhancement, and coordinating feedback from stakeholders.

The management's emphasis on periodic revision of facilities, financial support for faculty development, and internal and external audits demonstrates its dedication to creating a conducive environment for learning and growth. The institution's focus on promoting excellence in education, humane values, and social commitment is reflected in its well-defined policies and perspective plans for institutional development.

The college's leadership fosters a culture of inclusivity, providing opportunities for faculty and student representatives to develop leadership skills and contribute to the institution's smooth functioning. Effective internal coordination, monitoring, and budgeting ensure the optimal allocation of resources. The Finance Committee's meticulous planning and allocation of funds for various requirements demonstrate the institution's commitment to quality assurance.

The IQAC's role in coordinating quality-related activities, documenting best practices, and facilitating internal communication further enhances the institution's governance and management. The college's openness to feedback and continuous review ensures that it remains responsive to the changing needs of higher education. Overall, the college's governance, leadership, and management are truly exemplary, making it a shining example of excellence in education.

Institutional Values and Best Practices

CPA College prioritizes creating an inclusive environment where gender norms are not emphasized, and gender-differentiated courses are not offered. Gender is never a basis for discrimination. To promote gender equality, the college conducts gender sensitization and awareness programs, ensuring that all students are aware of and committed to gender equity.

The institution is dedicated to sustainability, implementing several eco-friendly initiatives, such as solar energy, sensor-based energy conservation, LED bulbs, rainwater harvesting, and a biogas plant. The campus, filled with green plants and grass, is designed to be lush and eco-friendly. External agencies have conducted green, environmental, and energy audits, and the college has received commendations for its efforts to maintain an eco-friendly campus.

CPA College celebrates days of national and international importance like Gandhi Jayanti, Men's Day, Independence Day, Republic Day, and International Women's Day. These celebrations foster patriotism and harmony among students and staff. The college also embraces diverse religious practices by celebrating Onam, Christmas, and Ramzan, promoting unity within its multicultural community.

The college's best practices include Gramodayam, MANDO, Parentia, Addon Course, and Update Programme, which emphasize social service and academic excellence. Gramodayam focuses on rural development, MANDO encourages creative expression, Parentia involves parents in the educational process, the Addon Course enhances students' skills, and the Update Programme keeps the curriculum dynamic.

One distinctive feature of CPA College is Daaruu, a student-led sanctuary of sustainability. This initiative empowers students to maintain and enhance the area, ensuring it remains a sustainable habitat for all creatures, fostering a sense of environmental responsibility.

Gender equity and sensitization are integral to CPA College's ethos. The institution emphasizes women's empowerment and safety, providing counseling and support to ensure a secure environment for all students. The Clean and Green Policy and Energy Policy underscore the college's commitment to a sustainable, pollution-free campus.

The Biodiversity Club promotes environmental ethics among students through tree plantation drives, cleaning campaigns, and guest lectures on plastic hazards, ensuring CPA College excels academically and leads in promoting gender equality and environmental sustainability.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CPA COLLEGE OF GLOBAL STUDIES
Address	CHELOOR, PUNNATHALA PO, MALAPPURAM DT
City	PUTHANATHANI
State	Kerala
Pin	676552
Website	www.cpacollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	HUSSAIN K	0494-2973333	9847373228	-	cpacollegeinfo@gmail.com
IQAC / CIQA coordinator	MARY HARITHA P T	0494-	8157962776	-	iqac@cpacollege.ac.in

Status of the Institution	
Institution Status	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
Kerala	University Of Calicut	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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	CHELOOR, PUNNATHALA PO, MALAPPURAM DT	Rural	12	26500

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	BSc,Pg Department Of Botany,B otany	36	HSE or Equivalent	English	36	12
UG	BA,Pg Department Of English,L anguage and Literature	36	HSE or Equivalent	English	61	48
UG	BSc,Departm ent Of Zoolo gy,Zoology	36	HSE or Equivalent	English	49	27
UG	BTTM,Depar tment Of Tou rism,Travel and Tourism Management	36	HSE or Equivalent	English	63	45
UG	BSc,Departm ent Of Psych ology,Psycho logy	36	HSE or Equivalent	English	49	36
UG	BSc,Departm ent Of Food Technology, Food Technology	36	HSE or Equivalent	English	24	8
UG	BBA,Depart ment Of Management Studies,Mark eting	36	HSE or Equivalent	English	63	48
UG	BCom,Pg Department Of Commerce Fi nance,Financ e	36	HSE or Equivalent	English	60	58

UG	BCom, Department Of Commerce Cooperation, Co Operation	36	HSE or Equivalent	English	60	59
PG	MSc, Pg Department Of Botany, Botany	24	HSE or Equivalent	English	20	12
PG	MA, Pg Department Of English, English Language and Literature	24	HSE or Equivalent	English	0	0
PG	MCom, Pg Department Of Commerce Finance, Finance	24	HSE or Equivalent	English	15	15

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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				54			
Recruited	0	0	0	0	0	0	0	0	18	36	0	54
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	9	10	0	19
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	1	1	0	3
M.Phil.	1	0	0	0	0	0	2	0	0	3
PG	0	0	0	0	0	0	15	33	0	48
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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		Total
		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	465	0	0	0	465
	Female	552	0	0	0	552
	Others	5	0	0	0	5
PG	Male	5	0	0	0	5
	Female	22	0	0	0	22
	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	3	0	0	1
	Female	6	3	3	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	2	0	0
	Others	0	0	0	0
OBC	Male	348	333	0	208
	Female	543	412	0	201
	Others	0	0	0	0
General	Male	0	0	304	0
	Female	0	0	360	0
	Others	0	0	0	0
Others	Male	15	38	7	76
	Female	26	59	19	57
	Others	0	0	0	0
Total		941	847	693	543

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The National Education Policy (NEP) 2020 focuses on structural changes, regulatory reforms, and the adoption of a holistic, multidisciplinary curriculum. In line with this vision, our management is diligently working towards the effective implementation of interdisciplinary education. To foster an environment of holistic development, both students and staff are encouraged to participate actively in a variety of extension activities, outreach programs, conferences, workshops, webinars, and social events. These initiatives are designed not only to promote physical and mental well-being but also to enhance critical thinking skills. In our commitment to providing a well-rounded education, the college is introducing a</p>
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	<p>range of certificate and add-on courses across multiple disciplines. These courses aim to enrich the academic experience and equip students with diverse skill sets. We facilitate central university visits for final-year undergraduate students, providing them with exposure to broader academic and research opportunities. Engagement in community service is another cornerstone of our educational philosophy. Both undergraduate and postgraduate students are involved in activities that emphasize hygiene, elderly care, water conservation, and energy efficiency. These community service initiatives are crafted to instill a sense of social responsibility and environmental stewardship in our students. The comprehensive approach adopted by our institution aims to develop individuals who are not only academically proficient but also possess a wide array of practical skills and knowledge. By fostering an environment that supports interdisciplinary learning and community involvement, we are dedicated to shaping well-rounded graduates who are prepared to meet the challenges of the modern world. Our college's holistic educational framework is designed to cultivate critical thinkers and socially responsible individuals. Through our diverse range of programs and activities, we strive to ensure that our students are well-equipped for both professional success and personal fulfillment. By integrating the principles of NEP 2020 into our curriculum and extracurricular offerings, we are committed to providing an education that prepares our students for the complexities of contemporary society.</p>
2. Academic bank of credits (ABC):	<p>The college administration wholeheartedly endorses the Academic Bank of Credits (ABC) concept outlined in NEP 2020 and pledges to fully implement it once introduced by the affiliating university in upcoming academic sessions. A dedicated Nodal Officer has been appointed to oversee ABC and the associated admission processes. Students benefit from the university's Choice Based Credit System (CBCS), enabling them to utilize academic credits effectively. The evaluation standards established by the affiliated university are rigorously followed for both internal and external examinations. Additionally, the college encourages students to earn credits by enrolling in online courses such as those offered through SWAYAM-NPTEL.</p>

<p>3. Skill development:</p>	<p>CPA, as an affiliated college, places utmost importance on aligning its academic offerings with the curriculum mandated by the affiliating university. The college prides itself on offering a comprehensive range of skill development courses designed to equip students with practical knowledge and competencies essential for their professional journey. These courses include subjects such as Tally, personality development, life skills, soft skills acquisition, and specialized training for professional competencies. In its commitment to holistic education, CPA actively promotes vocational education and soft skill development through various channels. Internships play a pivotal role in CPA's educational framework, providing students with invaluable exposure to real-world work environments and fostering meaningful interactions with industry professionals. The college carefully structures these internships to ensure they complement academic learning and offer practical insights that contribute to students' professional growth. Moreover, CPA recognizes the diverse needs of its student body and has developed bridge courses tailored to address specific prerequisites across different disciplines. These courses serve to bridge any knowledge gaps and ensure students are well-prepared to excel in their chosen fields of study. Through the implementation of the Choice Based Credit System (CBCS), CPA delivers skill courses seamlessly integrated into its curricula, enhancing flexibility and ensuring relevance to current industry demands. Individual departments further enrich the learning experience by organizing industry visits, conducting certificate courses, and hosting workshops that further augment students' skills and readiness for the competitive job market. Overall, CPA's comprehensive approach to education not only focuses on academic excellence but also emphasizes practical skill development, ensuring graduates are well-prepared to succeed in their professional careers.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution is committed to integrating Indian knowledge systems through a diverse array of cultural and educational initiatives. We honor festivals and special occasions such as Mother Tongue Language Day and Kerala-Piravi, as integral to preserving languages and literature. Reflecting our dedication to linguistic diversity, we adhere to Kerala government guidelines by offering courses taught in</p>

	<p>both Malayalam and English, ensuring students gain a comprehensive understanding of their subjects. Additionally, the University supports dual language learning, allowing students to choose between Malayalam and Hindi based on their preferences. To enhance cultural awareness, we organize Reading Week events led by the Malayalam and library Club, promoting Indian languages and nurturing linguistic appreciation among students. Field trips Natural Camps Central University Visits National trips Malayalam Club provide students with firsthand Experience into traditional knowledge, emphasizing practices like tribal medicines and economic strategies. Our Arts festivals serve as platforms for training and showcasing traditional art forms, fostering deeper cultural understanding and appreciation. We celebrate national and regional festivals on campus to foster a profound appreciation for India's diverse cultural heritage. Enriching the robust Indian knowledge system (IKS). Activities such as discussions, debates, field visits, and heritage tours are integral parts of our educational approach, enriching students' understanding of literature, local languages, history, art, and culture. In essence, our institution is dedicated to integrating and promoting the study of Indian knowledge systems through a wide range of activities that celebrate our cultural heritage and encourage meaningful engagement with our linguistic and artistic traditions.</p>
5. Focus on Outcome based education (OBE):	<p>Our institution has successfully incorporated Outcome-Based Education (OBE) into our teaching and learning practices. Our faculty members have received specialized training to effectively implement OBE in their teaching methods. Dr. Prasad Edamana, resource person has given training session for all faculties emphasized the significance of OBE in education. We have established Program Specific Outcomes (PSOs) that focus on essential skills, professionalism, and lifelong learning, aligning with our institution's vision, mission, and departmental goals. Since 2022, we have implemented OBE for new students, requiring faculty training on OBE principles and Course Outcomes (CO) mapping. We conducted Faculty Development Programs (FDPs) to enhance educators' skills and orientation programs for students to understand course outcomes, promoting transparency in educational objectives.</p>

	<p>Course outcomes are displayed in classrooms for easy reference. Additionally, a Professional Development Workshop was conducted to ensure faculty proficiency in mapping Course Outcomes (CO) to Program Outcomes (PO), aligning educational activities with specific objectives. This structured approach aims to enhance the clarity and effectiveness of the learning process, fostering a transparent and goal-oriented educational environment. We have implemented OBE in Course Plan ,Question paper preparation and answer scripts.</p>
6. Distance education/online education:	<p>As per the University regulations, the college is not permitted to conduct Distance Education Programmes. We provide study materials for every programme. During the COVID-19 pandemic, our institution seamlessly integrated a Learning Management System (LMS) to facilitate online learning. Our campus is equipped with projector-enabled classrooms, high-speed internet. We supports the students with Google Class room, Zoom, Google meet etc. Our faculty creates engaging e-content, which is uploaded to the LMS for easy access. Additionally, our digital library offers students convenient access to digital resources and library materials through OPAC and computer facilities, ensuring a seamless learning experience."</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
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>Under the guidance of Students' Coordinator Muhammed Suhail and faculty members Mr. Ali Akbar MK (Commerce), Ms. Lamees (English), and Dhanya (Psychology), our college is dedicated to nurturing responsible citizens who embody essential values like integrity, fairness, equality, and justice. To achieve this, we have partnered with the District Election Office to develop programs that promote active electoral participation among youth, empowering them to become informed and engaged future citizens.</p>
3. What innovative programmes and initiatives	Electoral Literacy Clubs (ELCs) play a vital role in

<p>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>educating and empowering young and future voters by promoting electoral awareness and understanding. These clubs educate citizens on the electoral process, encourage voter registration and participation, engage youth through interactive programs, provide training and conduct awareness campaigns. Additionally, they organize simulated elections and celebrate democratic events, fostering a culture of informed and active participation in the democratic process.</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 electoral processes, etc.</p>	<p>Our college has demonstrated a strong commitment to social responsibility through various projects and initiatives focused on electoral issues, significantly contributing to the advancement of democratic values and electoral participation. Notably, the College Union, in partnership with the National Service Scheme (NSS) units, organized a comprehensive election event. This innovative initiative aimed to instill good citizenship among students by actively engaging them in the electoral process, promoting civic awareness, and familiarizing them with the voting procedures for Parliamentary Elections, thereby empowering them to become informed and responsible citizens</p>
<p>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.</p>	<p>35% of students are yet to be enrolled as voters in the electoral roll. The College, provides the support for enrollment of students in the electoral roll.</p>

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
1049	941	847	693	543

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View 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: 68

File Description	Document
Upload Supporting Document	View 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
46	48	42	40	29

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
161.00	103.00	99.00	86.00	40.00
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:

The institution follows the curriculum provided by the University of Calicut. The faculty members ensures the prescribed curriculum is implemented.

Curriculum Analysis

It involves both the planning and execution of courses. This is achieved by adhering to the academic schedule, allocating courses, preparing course files, and following the implementation process.

Adherence to Academic Calendar

The Academic Calendar, developed based on the academic calendar of the University of Calicut, is published on the college website for faculty and student reference. It includes details such as working days, tentative internal and external examination dates, academic and non-academic events, public and institutional holidays, and other pertinent information.

Course Allotment and File Concoction

The department wise regular meetings are conducted. During these meetings, a timetable is devised considering the subject expertise,teaching methodologies, and experience. The Heads of Departments oversee the completion of courses by the students.Teachers maintain department diaries, Teacher's attendance registers, tutor's books, students' records and progress reports, and department action plans to track their activities. Before each semester begins, all teachers collaborate to design timetables for odd and even semesters, decide on pedagogical approaches, select assignment topics, schedule seminars, internal assessments, PowerPoint presentations, study materials, and curate electronic resources.

Teaching Learning Resources

In line with OBE principles, students are provided learning materials aimed at empowering self-directed learning. This approach encourages students to take ownership of their educational journey and actively engage with the course content. The library is stocked with resources, including both physical books and electronic materials, enriching the learning experience and independent exploration.

Dot Notes are made available on the website for students' reference, offering concise summaries of key concepts and aiding in comprehension and review. This resource serves as a valuable tool for to reinforce their understanding of course material.

Amid the disruptions caused by the COVID-19 pandemic, traditional teaching methods reliant on rote learning have given way to innovative approaches such as the Learning Management System (LMS). Through platforms like Google Meet, the curriculum is delivered online, allowing for flexible and interactive learning experiences. Additionally, study materials are distributed via WhatsApp groups and Google Classrooms, ensuring uninterrupted access to educational resources and fostering a sense of community among students and instructors.

By embracing OBE practices, the institution prioritizes student-centered learning, adaptability, and continuous improvement, ultimately ensuring educational continuity and resilience in the face of challenges.

Execution Process

The college organizes an orientation program to familiarize students with the institution's culture and expectations. The rules, discipline, uniform guidelines, and other regulations are provided during this session. The bridge course is offered to newly admitted students to help them grasp the nuances of higher education and understand examination patterns. This aims to alleviate any uncertainties they may have about their chosen course of study.

The college emphasizes experiential learning, participatory learning, and ICT-enabled learning. Projects, field trips, and industrial visits to broaden their understanding and practical skills. To enhance teaching methods faculty members are encouraged to participate in faculty development programs (FDPs), seminars, and other professional development activities.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 40

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

Other Upload Files

1

[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: 47.63

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
784	396	322	257	181

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:

The institution holds a prominent role in transforming into a campus that prioritizes students, with classrooms designed to enhance learning experiences. Here are some of the current initiatives contributing to this transformation:

EXPERIENTIAL LEARNING:

Campus Radio: serves as a stage for emerging student radio hosts to broadcast weekly college events.

CPA_official , students' Youtube channel & Instagram Page offers exciting opportunities to showcase students' creative and daring innovations.

Scaffolder represents a student-led effort aimed at supporting the residents of Santhi Bhavanam, orphanage located in Poovanchina. The students regularly visit the institution to provide instruction in fundamental English skills.

Industrial visits / study tours, field visits Every year, industrial visits, study tours, and field trips are organized to engage students in diverse learning experiences across multiple disciplines.

Speak-up spoken English classes for improving the speaking skills of the students

Students lab aimed at fostering scientific temper among college students.

Blog writing on experiences in participating IFFK and KLF.

"MAD Make A Difference" is aimed at transforming all paper waste and used pens into creative reusable items

Gusto Festo a multi cuisine food expo cum sale.

Regular news reading sessions are conducted daily to enhance learners' skills in reading and comprehending news articles.

A tissue culture lab serves to cultivate and manipulate plant or animal cells under controlled conditions for research, experimentation, and applications in various fields such as agriculture, biotechnology, and medicine.

Greenhouse is to provide a controlled environment for optimizing plant growth, extending growing seasons, and cultivating plants that may not thrive in the local climate.

Herbal Garden blossoms and enchants the medicinal aroma in and around the campus.

Curtain Call is a motivational programme for the participation of students in short films, films and Documentaries.

CPA Music Band a musical rendition of students for entertaining the peers and other faculty members of the college.

PARTICIPATIVE LEARNING

Quiz competitions, Debates and Discussions are organized on a regular basis aiming at the academic talents of the students.

Natural Camps are conducted to give the students new opportunity and feeling to connect with nature, learn valuable life skills, and foster a deeper appreciation for the environment.

Central University Visit enlighten students with experience, providing a deep dive into the academic environment, campus facilities, and student life.

Peer Tutorship is a programme where students learn and teach.

Workshop and Seminars on diverse topics are part of the learning experience of students.

Arts and Sports Fests showcases the platforms for students to bag certificates regarding their talents

PROBLEM SOLVING

The institution in all way supports the logical and analytical thinking of the students.

Google Forms and Online portals are shared to students to develop their skills in all modern educational genres.

Web designing, Ethical hacking related topics are taught to students in a motto to enrich their technical skills.

Artificial Intelligent for Teachers: Chat GPT and Many Tools is an orientation class for the teaching staff to familiarize the AI. The ICT tools are utilized to the maximum by the stakeholders.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 29.65

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

Response: 311

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: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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
Provide Links for any other relevant document to support the claim (if any)	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: 78.11

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
368	397	352	300	249

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
500	468	472	405	288

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](#)

Provide Links for any other relevant document to support the claim (if any)

[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: 60.08

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
231	257	235	179	156

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
427	394	423	311	206

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
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 22.8

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:

The institution holds a prominent role in transforming into a campus that prioritizes students, with classrooms designed to enhance learning experiences. Here are some of the current initiatives contributing to this transformation:

EXPERIENTIAL LEARNING:

Campus Radio: serves as a stage for emerging student radio hosts to broadcast weekly college events.

CPA_official , students' Youtube channel & Instagram Page offers exciting opportunities to showcase students' creative and daring innovations.

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Students lab aimed at fostering scientific temper among college students.

Blog writing on experiences in participating IFFK and KLF.

"MAD Make A Difference" is aimed at transforming all paper waste and used pens into creative reusable items

Gusto Festo a multi cuisine food expo cum sale.

Regular news reading sessions are conducted daily to enhance learners' skills in reading and comprehending news articles.

Veggie Land is a cultivation of kitchen vegetables inside the campus premises.

A tissue culture lab serves to cultivate and manipulate plant or animal cells under controlled conditions for research, experimentation, and applications in various fields such as agriculture, biotechnology, and medicine.

Greenhouse is to provide a controlled environment for optimizing plant growth, extending growing seasons, and cultivating plants that may not thrive in the local climate.

Herbal Garden blossoms and enchants the medicinal aroma in and around the campus.

Curtain Call is a motivational programme for the participation of students in short films, films and Documentaries.

Gana.com a musical rendition of students for entertaining the peers and other faculty members of the college.

PARTICIPATIVE LEARNING

Quiz competitions, Debates and Discussions are organized on a regular basis aiming at the academic talents of the students.

Speak Up is a workshop on communicative English and body language for improving the public speaking confidence of the students.

Peer Tutorship is a programme where students learn and teach.

Workshop and Seminars on diverse topics are part of the learning experience of students.

Fu Zu : an innovation to arouse the sportsman spirits among the women players in cricket and football

Arts and Sports Fests showcases the platforms for students to bag certificates regarding their talents

PROBLEM SOLVING

The institution in all way supports the logical and analytical thinking of the students

Google Forms and other Online portals are shared to students to develop their skills in all modern educational genres.

Web designing, Ethical hacking related topics are taught to students in a motto to enrich their technical skills.

Artificial Intelligent for Teachers: Chat GPT and Many Tools is an orientation class for the teaching staff to familiarize the AI. The ICT tools are utilized to the maximum by the stakeholders.

File Description	Document
Upload Additional information	View Document
Provide Link for 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:** 96.7**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
53	48	42	40	29

File Description**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[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:** 31.22**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
16	15	16	8	9

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
Provide Links for any other relevant document to support the claim (if any)	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:

The Institution has an effective and continuous internal assessment system that not only assesses but also records, publishes, and stores the assessment data. This college created the Internal Examination Cell (IEC), which follows the rules and regulations stipulated by the University of Calicut. The IEC of the college prepares and publishes the dates through a circular and manages the internal examination.

Internal Examination Committee.

IEC was created by the college to conduct **centralized internal examinations** systematically. The principal appoints a teaching faculty member as an internal exam convener to hold major duties. Each member of the committee follows a common procedure every year to conduct exams. For every semester, IEC will conduct one internal exam and one model exam. After conducting the internal examination, the concerned departments will prepare a consolidated internal mark list and submit it to the head of the department. After the verification, internal marks will be published to the students, and on that basis, a PTA meeting will be conducted to discuss the progression of the students.

The following mechanism is devised to achieve excellence in IEC matters:.

- Timetable of Internal Examination.
- Duty list of teachers.
- Exam hall and seating arrangements.

The timetable will be published one week before the examination. The duty is prepared according to the availability and class hours of the faculty. The question paper was prepared by the concerned faculty on the pattern of university question papers. The question paper will be collected by the IEC two days before the examination.

The retests for the absentees were conducted in the prescribed format.

The student will be permitted to take the retest only when she or he has:

- a valid reason for the leave
- The student should apply for the retest with a leave application and a medical certificate provided by the physician.

INTERNAL EXAMINATION MINUTES

The exams are conducted on the basis of academic council meetings. The IEC regularly maintains meeting minutes chronologically. The new decisions are implemented on the basis of the academic council meeting.

IEC GRIEVANCE REDRESSAL CELL

The objective of the system is to ensure an effective solution to the student's grievances with an impartial and fair approach.

The students can complain about the internal exam issues to the IEC. The issue will be resolved as soon as possible.

ASSESSMENT GUIDELINES

The assessment of the internal marks of students is based on some criteria:

Internal examination mark, model examination mark, student seminar, assignment, attendance percentage of students.

File Description	Document
Upload Additional information	View Document
Provide Link for 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:

The curriculum offered by the affiliating University is meticulously designed with a focus on **Programme Specific Outcomes (PSOs)**, **Programme Outcomes (POs)**, and **Course Outcomes (COs)**. These outcomes, clearly stated in the syllabi, delineate what students are expected to achieve by the end of their studies, ensuring a comprehensive educational experience.

The University makes these outcomes accessible by publishing the PO, PSO, and CO on their website alongside the curriculum. This practice ensures that the information is readily available and transparent, facilitating ease of access for both students and faculty members. The curriculum is periodically revised, incorporating feedback and evolving educational standards to stay relevant and effective. Additionally, the institution's website mirrors this information for the programmes offered, further enhancing accessibility and convenience.

To ensure that prospective students and their parents are well-informed, the admission committee provides a brief overview of the programme outcomes during the admission process. This initial guidance helps set clear expectations and allows students to make informed decisions about their education paths. At the start of each academic year, students receive a student handbook and an academic calendar, both of which contain essential information on the programme outcomes. This distribution ensures that every student has a handy reference to guide them through their academic journey.

Recognizing the pivotal role of faculty in achieving these outcomes, the Internal Quality Assurance Cell (IQAC) organizes faculty development programmes and orientation sessions focused on **Outcome-Based Education (OBE)**. These programmes articulate the core idea of OBE, emphasizing what students are expected to know and be able to do upon completing their programme of study. Through these initiatives, faculties gain a deeper understanding of the significance of OBE, which in turn enhances their teaching effectiveness.

The faculty development programmes include various workshops and sessions conducted by experts in the field. These workshops provide faculty members with insights into the latest pedagogical approaches and innovative teaching strategies aligned with OBE. By participating in these programmes, faculty members are equipped with the knowledge and skills necessary to foster an outcome-oriented learning environment.

Adopting OBE requires a shift from traditional teaching methods to more student-centered approaches. Faculties learn to design their courses and assessments in a manner that aligns with the desired outcomes. This alignment ensures that every aspect of the teaching-learning process is directed towards achieving the specified outcomes. Through continuous professional development and engagement with OBE practices, faculty members can effectively guide students towards achieving the PSOs, POs, and COs.

In conclusion, the University's commitment to clearly defined outcomes, accessible information, and continuous faculty development underlines its dedication to providing a high-quality education. By ensuring that all stakeholders are well-informed and equipped, the University fosters an environment conducive to achieving the desired educational outcomes, ultimately preparing students for success in their respective fields.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution has embraced an **Outcome-Based Education (OBE)** approach for both undergraduate (UG) and postgraduate (PG) programs, in alignment with the latest syllabi of the University of Calicut. This framework ensures the fulfillment of **Course Outcomes (COs)** and **Program Outcomes (POs)**, with the ultimate aim of achieving Program Specific Outcomes (PSOs). Students undergo assessment and evaluation procedures in accordance with the defined objectives and outcomes, facilitating the attainment of these PSOs. Departments employ a combination of direct and indirect assessment methods to ensure the achievement of POs and COs.

Direct assessment methods are crucial in gauging student learning and achievement. These methods encompass a range of activities including internal tests, which assess students' understanding and retention of course material. Group discussions and seminars are also utilized, promoting critical thinking and communication skills. Internal practical examinations evaluate students' hands-on proficiency and their ability to apply theoretical knowledge. Student projects and assignments encourage independent research and problem-solving abilities, while model examinations simulate real-world testing environments. Course vivas assess students' comprehensive understanding and articulation of subject matter, and attendance monitoring ensures consistent engagement with coursework. The scores obtained through these direct assessment methods are pivotal in evaluating COs, reflecting the extent to which students have mastered the intended learning objectives of their courses.

Indirect assessment methods complement the direct methods by offering additional insights into students' educational experiences. These include collecting student feedback, conducting alumni surveys, and assessing engagement in both co-curricular and extra-curricular activities. These methods provide valuable insights into the overall educational experience and the holistic development of students beyond academic performance.

Feedback plays a crucial role in enhancing the teaching-learning process within the OBE framework.

Internal assessment serves as a continuous evaluation mechanism and is indispensable for meeting the requirements of COs and POs. The internal examination committee oversees the effective execution of evaluation strategies aimed at achieving COs and POs. This involves implementing various initiatives such as unit tests, model examinations, industrial visits, practical work, seminars, and internships. Additionally, the institution endeavors to realize COs and POs through a range of co-curricular and extra-curricular activities. These include the National Service Scheme (N.S.S.), social clubs, career counseling, personality development programs, health awareness initiatives, communication skills training, and expert lectures.

Regular analysis of the assessment procedures is conducted, including semester-wise evaluations of student performance to ascertain the levels of attainment of POs, PSOs, and COs. This continuous review process ensures that the institution remains responsive to the evolving educational needs and standards, maintaining the relevance and effectiveness of its programs.

In conclusion, the institution's commitment to an Outcome-Based Education approach underscores its dedication to providing a high-quality education. By ensuring that all stakeholders are well-informed and equipped, and by employing a comprehensive array of assessment methods, the institution fosters an environment conducive to achieving the desired educational outcomes. This prepares students for success in their respective fields, ensuring they possess the knowledge, skills, and competencies required in the modern world.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 99.56

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
250	249	178	113	114

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
250	250	178	113	117

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
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.75</p>	
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

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
0	0	0	0	0

File Description

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 institution has established a comprehensive innovation ecosystem that fosters creativity, entrepreneurship, and career development among its students and faculty. This ecosystem is comprised of eight key entities: **Ed Club, Research and Promotion Council, Career Guidance Cell, Placement Cell, Add-on Courses, Certificate Courses, Yoga Cell, and Industrial Visits.**

Ed Club serves as a catalyst for innovation and entrepreneurship, providing a platform for students to explore their ideas and turn them into reality. Through regular workshops, seminars, and events, Ed Club supports students to develop innovative solutions to real-world problems. The club's mentorship program pairs students with experienced entrepreneurs and industry experts, ensuring guidance and support throughout their entrepreneurial journey.

The Research and Promotion Council (RPC) plays a crucial role in promoting research and innovation within the institution. RPC encourages faculty and students to undertake research projects, provides funding and resources, and facilitates collaborations with industries and other institutions. The council's

efforts have led to numerous research publications, patents, and innovative products, showcasing the institution's commitment to innovation and excellence.

The Career Guidance Cell (CGC) helps students navigate their career paths, providing personalized guidance and support. CGC conducts regular workshops, career fairs, and industry interactions, enabling students to make informed decisions about their future. The cell's mentorship program connects students with professionals from various industries, offering valuable insights and advice.

The Placement Cell (PC) works tirelessly to ensure students' seamless transition into the workforce. PC establishes and maintains strong relationships with industries, facilitating internships, job placements, and research collaborations. The cell's efforts have resulted in an impressive placement record, with students securing jobs in top companies and startups.

Add-on Courses and Certificate Courses enhance students' skills and knowledge, making them industry-ready. These courses are designed in collaboration with industry experts, ensuring relevance and applicability. Students can choose from a range of courses, from emerging technologies to soft skills, to enhance their employability and entrepreneurial potential.

Yoga Cell promotes physical and mental well-being among students and faculty, recognizing the importance of a healthy and focused mind in the pursuit of innovation and excellence. Regular yoga sessions, workshops, and retreats help participants develop a positive and resilient mindset, essential for overcoming challenges and achieving success.

Industrial Visits (IV) provide students with hands-on experience and exposure to real-world industries, enabling them to apply theoretical knowledge in practical settings. IVs facilitate interactions with industry experts, allowing students to learn from their experiences and gain valuable insights into industry operations and challenges.

The institution's innovation ecosystem is a vibrant and dynamic entity that fosters creativity, entrepreneurship, and career development. Through the collaborative efforts of Ed Club, Research and Promotion Council, Career Guidance Cell, Placement Cell, Add-on Courses, Certificate Courses, Yoga Cell, and Industrial Visits, the institution has created a supportive environment that encourages students and faculty to innovate, experiment, and succeed. This ecosystem has positioned the institution as a hub for innovation and entrepreneurship, shaping the next generation of leaders and change-makers. The institution is committed to producing graduates who are industry-ready, socially responsible, and globally competitive.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 15****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
5	5	2	2	1

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: 0.06****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
2	0	0	1	1

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
Provide Links for any other relevant document to support the claim (if any)	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: 0.18

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
4	4	1	1	2

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
Provide Links for any other relevant document to support the claim (if any)	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 CPA College community has been actively engaged in various outreach and service initiatives, demonstrating a commitment to social responsibility and humanitarian values.

The Department of English organized an awareness class and English language instruction for inmates at **Shanthibhavanam**, Poovenchina. NSS volunteers participated in the **Laharimuktha Campaign** at Athavanad Panchayath, **promoting anti-drug awareness**. Students celebrated **Environment Day** by planting trees and cleaning MMALP School and its surroundings. The Department of Psychology visited the **KE Safiya Autism Centre in Mahe**, engaging with the children and other residents.

NSS volunteers set up a stall during the **PLAAVILA** festival to sell jackfruit products, while also collecting funds for a blood cancer patient and for a heart transplantation surgery. Additionally, over 25,000 was raised for a child's operation, demonstrating the collective efforts of the NSS team, staff, and students.

Commemorating Gandhi Jayanti, the NSS team conducted a **cleaning program** at Cherulal School, focusing on the LP section. **Snehappothi**, a food distribution program by the NSS Unit, aimed at instilling humanitarian values in students.

In response to the COVID-19 pandemic, the NSS unit distributed sanitizers and masks to the community, while the Department of Psychology provided free tele-counseling to affected individuals. Furthermore, a **blood donation camp** was conducted in collaboration with Tirur Government Hospital, and relief efforts were organized for flood-affected areas in Kerala.

Palliative members of the college actively participated in **cleaning the surroundings of Valavannur Ayurveda Hospital on Swachh Bharat Day**. The Trauma and Palliative Club conducted food kit distribution programs, introduced the "One Rupee Campaign" for financial support, and established a Care Cell to provide assistance to the needy.

In a testament to its holistic approach towards community service, the college also organized the "**KAITHAANG**" extension activity, designed to provide support to elderly residents of old age homes and orphanages. Through these multifaceted initiatives, CPA College continues to inspire positive change, fostering a culture of empathy, responsibility, and social engagement among its students and staff.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

The acknowledgements from official agencies enhance the reputation of the college. Every accolade and commendation adds a prestigious jewel to the institution's crown. The enthusiastic praise for the college is widespread among the local community.

The following outlines the various awards and recognitions that the institution has garnered over time:

? A Certificate of appreciation by the Thirunavaya Grama Panchayath appreciating the services for disaster management in Thirunavaya Flood Relief camp and Rescue Activities.

? A Certificate of recognition by Kerala Vyapari Vyavasayi Ekopana Samithi for Clean Puthanathani mass cleaning campaign.

? A Certificate of appreciation by Kerala Samsthana Yuvajana Kshema Board for conducting an awareness programme on women's health in Moonadi village.

? A Certificate of appreciation by the Kerala State Biodiversity Club for outstanding maintenance and preservation of campus biodiversity .

? A Certificate of acknowledgement by Nice Educational Trust for the contribution in supporting digital certificate movement in India.

? A Certificate of appreciation by Gov. MMALP School for the outstanding contribution on World Environment day.(2022)

? A Certificate of appreciation by the Kerala State Aids Control Society/ Kerala State Blood Transfusion Council for organizing a Blood donation camp.

? A Certificate of appreciation by Kerala State Haj Committee for excellent performance as Haj Trainer.

? A Certificate of appreciation by Kerala Samsthana Yuvajana Kshema Board for conducting premarital counseling programme for young girls in Athavanad Panchayath.

? A letter of recognition from Shanthi Bhavanam Children's home, Poovanchina, for conducting communicative English classes for the children in Shanthi Bhavanam.

? A certificate of appreciation by Gov .MMLP School for the outstanding contribution on world environment day (2023)

? A Certificate of appreciation from Field Outreach Bureau ,Wayanad ,Govt . of India “ AZADI KA AMRIT MAHOTSAV “ District level quiz competition winners (1st prize)

- A Certificate of appreciation for the outstanding efforts in sanitizing public places in athavanad panchayat ,post corona pandemic

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 0

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
0	0	0	0	0

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
Provide Links for any other relevant document to support the claim (if any)	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: 0

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	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
Provide Links for any other relevant document to support the claim (if any)	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:

CPA College of Global Studies, nestled in a serene 12-acre campus near the Western Ghats, provides an ideal environment for education. The institution boasts modern facilities and infrastructure, ensuring a comprehensive learning experience for its students.

Learning Resources and Infrastructure

The college features advanced classrooms equipped with ICT facilities. Both new and existing buildings are fully Wi-Fi enabled, ensuring seamless internet access. Teachers have dedicated spaces for their personal belongings and teaching materials, enhancing their efficiency.

Laboratories

The college has a state-of-the-art computer lab with over 75 computers. To support English language learning, the institution has established a well-equipped Language Lab. The college also values scientific inquiry, providing specialized labs for Chemistry, Botany, Psychology, and Food Technology to facilitate scientific experiments and innovations.

Update Hall

The update hall has been established for academic advancements, fostering an enhanced teaching and learning process with ICT Facilities.

Digital Library

The college's spacious library, covering around 2200 sq ft, houses a rich collection of English and Malayalam novels. The library uses a barcode scanning system for efficient book management. It offers a seating capacity for 40 readers. The library operations are fully automated using the customized Embase Pro Suite integrated with the KOHA application. This system includes functionalities such as:

- Barcode-enabled quick transactions
- Single-entry book issue/return/renewal
- Detailed transaction history

- Book statistics by subject and category
- Library fine management
- Dewey Decimal Classification (DDC)
- Periodicals records
- User-friendly Online Public Access Catalogue (OPAC)

IQAC Room

A spacious IQAC room is equipped with computers, laptops, Wi-Fi access, and a printer/scanner setup, supporting quality assurance processes.

Placement Facility

The college's Placement Cell plays a crucial role in securing student careers by organizing job hunts and providing training sessions for interview preparation.

Office

The well-furnished office provides separate workspaces for faculty members, each equipped with computers and internet access. Adequate storage with lockers is available for document management.

Sports

The institution features a large playground, approximately 43,500 sq. ft., for sports and games, along with a multipurpose court for volleyball, football, and cricket.

Cultural Activities

The Arts Club organizes events to foster a spirit of friendly competition among students, promoting cultural engagement.

Yoga Centre

The Yoga Centre upholds the motto "A sound mind rests in a sound body," encouraging physical and mental well-being among students.

Security and ICT Facilities

The campus is monitored by 108 CCTV cameras to ensure safety. There are 25 ICT-enabled classrooms equipped with projectors to facilitate modern teaching methods.

Counselling Room

To support students' mental health, the Psychology department provides a dedicated counselling room.

LMS

The institutions provides LMS with with the support of Dot notes, You tube, Google Class Rooms, Zoom, PPT, Cluz ect.

Conclusion

CPA College of Global Studies is dedicated to providing state-of-the-art facilities and a supportive learning environment. The institution's comprehensive infrastructure, advanced laboratories, automated library, and extensive IT capabilities ensure that academic and administrative processes are efficient, transparent, and aligned with modern educational standards.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 9.08

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
15.17	3.72	20.34	3.94	1.22

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
Provide Links for any other relevant document to support the claim (if any)	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:

La Fila Central Library, CPA College of Global Studies serve as an essential partner in the academic mission of the institution, supporting teaching, learning, research, and scholarly communication in a dynamic and evolving academic environment.

The library has an area of 2200 square feet, is located in the centre of the campus, easily accessible to both the students and the staffs and reading room functioning with seating capacity for 50 users at a time.

The library has valuable collection of books, national-international journals, periodicals, and Dissertations, Project Reports, etc. The library meets the needs of users with a wide range of library services.

La Fila Central library follows open access system and automated with EMBASE Pro Suit. Embase facilitating automation of circulation, cataloguing, Online Public Access Catalogue (OPAC), Acquisition Section, Serial Management, and barcode printing. DDC system is adopted for classification.

The library is LAN enabled and 8 computers provided for users. 4 computers in the library are linked to a shared printer. The library has a collection of 7871 books, 11 journals (includes International, national and local journals) and 12 periodicals, 4 newspapers (1 English + 3 Malayalam).

A separate section for visually challenged students has been set up.

File Description	Document
Upload Additional information	View Document
Provide Link for 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 updation, available internet bandwidth within a maximum of 500 words

Response:

The institution has transformed into a tech-savvy campus with comprehensive IT facilities and an efficient ERP system over the past five years. The institution employs a customized version of the Embase Pro Suite to enhance teaching, learning, and administrative processes, aiming to create a fully digital campus.

IT Facilities

The college regularly upgrades its IT infrastructure, including computers, printers, projectors, and Xerox machines. Software facilities, such as the institutional website and various applications, are also periodically updated. The seminar hall, equipped with advanced audio-visual facilities, accommodates over 120 people, and more than 25 classrooms are ICT-enabled.

The college has 75 computers, with around fifty located in the lab and resource center attached to the library, and the rest distributed across various offices and departments. Every department and office is networked with internet-enabled PCs, ensuring seamless connectivity.

Solar Power and Security

The campus is powered by solar energy, featuring a total of 16 Kilo Watt Solar UPS and an additional 2 Kilo Watt UPS. Over 108 CCTV cameras monitored from the principal's office and the administrator's office provide comprehensive surveillance.

Printing and Networking

The campus is equipped with various printers, including Canon IR 2025, HP LaserJet MFP M438d, and Epson L3150, all networked for easy access. Inter-building connectivity is established using Fibre Optic Cables and CAT 6 cables, with Wi-Fi extenders ensuring flawless connectivity and an internet facility with 20 Mbps NMEICT connectivity provided by BSNL, complemented by an additional 100 Mbps internet connection.

EPABX Facility

An EPABX facility is available on campus, enhancing communication efficiency among staff and departments.

Digital Library and Information Centre

Library operations are fully automated using the customized Embase Pro Suite integrated with KOHA. This system offers functionalities such as quick transactions using barcodes, single-entry book issue/return/renewal, and comprehensive transaction history. It supports DDC (Dewey Decimal Classification), periodicals records, and a user-friendly Online Public Access Catalogue (OPAC). The library features NVDA (Non-Visual Desktop Access), a screen reader software for visually challenged students.

Internet and Collaborative Software Solutions

The institution has a Google Cloud Platform license, providing 100 TB of cloud space. All staff and departments are provided with email facilities under the domain 'cpacollege.ac.in', using G Suite.

Enterprise Resource Planning (ERP)

CPA College uses e-governance through the Embase Pro Suite, tailored to meet the campus's specific needs. The system supports various modules for students, parents, teachers, mentors, and administrative purposes, hosted on Amazon Cloud. Additionally, Tally Prime 4.0 is integrated for advanced financial management.

Language Lab

The Orell Talk Software is utilized in the Language Lab, featuring 40+1 systems, to enhance language learning and proficiency.

Updated Web Portal and Social Media Presence

The institution's updated web portal serves as the entry point for the admission module, Embase Pro Suite, and OPAC module. The college maintains an active presence on social media platforms like YouTube, Facebook, Instagram, Twitter, and LinkedIn. The institution is committed to maintaining a state-of-the-art IT infrastructure, ensuring that academic and administrative processes are efficient, transparent, and aligned with modern educational standards.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 13.99

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

Response: 75

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
Provide Links for any other relevant document to support the claim (if any)	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: 4

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
5.79	6.24	1.87	0.65	5.02

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
Provide Links for any other relevant document to support the claim (if any)	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: 3.36

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
4	50	51	32	0

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[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: C. 2 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
Provide Links for any other relevant document to support the claim (if any)	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: 51.98

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
660	545	156	430	326

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: C. 2 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: 40.84

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
145	123	64	23	6

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
250	229	178	113	114

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
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 1.15

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
5	1	0	0	0

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
Provide Links for any other relevant document to support the claim (if any)	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: 0

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
0	0	0	0	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: 5.4

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
8	4	6	7	2

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:

Alumni association of CPA COLLEGE OF GLOBAL STUDIES named as “CPA ALUMNI” Our alumni is the backbone of our institution, contributing in various ways to support current students and enhance the college experience. Here’s a glimpse into the impactful initiatives undertaken by our esteemed alumni. "Alumni" refers to graduates or former students of a particular school, college, or university. They form a vital part of the institution's community, representing its legacy, values, and achievements. The importance of alumni at the college level is multifaceted. Importance of Alumni in the present scenario are Alumni carry forward the traditions and legacies of their alma mater.

Overall, alumni are integral stakeholders in the college ecosystem, playing vital roles in shaping the institution's culture, reputation, and future trajectory. Their continued involvement and support ensure the longevity and success of the college, enriching the educational experience for all members of the community. Our alumni understand the importance of education and strive to ensure that financial constraints do not hinder deserving students from pursuing their dreams. Through generous contributions, they fund scholarships for academically promising but financially disadvantaged students, empowering them to excel in their studies.

Our Alumni members provide different contributions to our Institution in the following ways

Toppers and high achievers deserve acknowledgment for their hard work and dedication. Alumni sponsor awards and recognition ceremonies to honour outstanding students who demonstrate exceptional academic performance and extracurricular achievements, motivating them to reach greater heights. Alumni assistance extend to updating our infrastructure facilities and also Top of Form Bottom of Form contributing to the construction of new facilities, renovating existing ones, or providing equipment and resources, their contributions play a pivotal role in creating a conducive learning environment for all.

College organised Milan 2k23 was the Re-union of alumni members from 2012 admission students on 21st May 2023 . It was a Reunion of 520 students from different departments. Mega reunion brings together members from across the globe to reminisce, reconnect, and celebrate cherished memories. It serves as a platform for networking, sharing experiences, and fostering lifelong friendships.

To maintain strong ties and facilitate collaboration, alumni organize department-specific reunions on a yearly basis. These gatherings provide a forum for former classmates to reconnect, exchange ideas, and stay updated on developments within their field of study. Such meetings often feature guest speakers, panel discussions, and interactive sessions aimed at promoting knowledge exchange and professional growth.

Alumni extend their support to current students through both online and offline channels. Whether it's mentoring programs, career guidance sessions, or providing access to internship opportunities, they serve as valuable resources for guidance and support. Additionally, alumni networks often facilitate job

placements, networking opportunities, and skill development workshops to empower students for success beyond graduation.

In essence, the Alumni Association is a testament to the enduring legacy of our institution, where past graduates continue to make a meaningful impact on the lives of future generations.

File Description	Document
Upload Additional information	View Document
Upload Additional information	View Document
Provide Link for 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:

The vision of the institution is Empowering the society with Knowledge Skills and Ethical traits for integrity and Professionalism. To be the focal point of affordable world class education with the motto of Equip with excellence. The institution guides the students and stakeholders to its vision, mission and core values in its everyday working through the guidance and governance of the Managing Committee constituted under the CFIC

The college functions in a decentralised and participative mode involving all the stakeholders for fulfilling the mission:

- The mission of this college is dedicated to fostering a culture of rigorous scholarly inquiry, pushing the boundaries of knowledge within the realms of language, literature, and communication.
- Strive to cultivate an environment where teaching and learning transcend traditional boundaries, embracing diverse learning styles, and engaging students in active, experiential learning experiences that foster critical thinking, creativity, and lifelong learning.
- Through curriculum, research initiatives, and collaborative endeavours, seek to bridge the gap between English and other disciplines, fostering dialogue, innovation, and intellectual exchange to inspire creativity, expand intellectual horizons, and address pressing societal challenges from multiple perspectives.

Governance Mechanism

The Managing Committee of the institution serves as the primary governing body, adhering to the regulations of Calicut University, responsible for policy formulation, establishing frameworks for goal implementation, and finalizing the strategic plan.

As the head of the institution, the **Principal** holds responsibility for overseeing both the academic and extracurricular requirements and updates of students and faculty members, collaborating with the **College council, statutory bodies, Administrative office, PTA, and Alumni Association.**

The CPA College Council, consisting of the Principal and Department Heads, convenes to discuss and implement strategic plans and procedures, with ongoing teacher involvement serving as a crucial component in the decision-making process.

Faculty members serve as the stewards of various institutional bodies including the **SC/ST and Equal Opportunity Cell, Minority Cell, Anti-ragging Cell, Grievance Redressal, Discipline Committee, Internal Complaints Committee (ICC), and Internal Examination Cell (IEC).**

Decentralisation and Participation

Participation by Faculty and Students

The Principal delegates academic and administrative responsibilities among **faculty members, the placement officer, physical director, librarian, non-teaching staff, and coordinators of various committees or departments.**

Department Heads serve as intermediaries between the management and teachers, embodying patience in addressing students' mental struggles and academic inquiries.

IQAC and its members actively contribute to the decision-making process, aiming to attain the over all objectives.

Regular meetings are scheduled involving both **teaching and non-teaching staff** to facilitate decision-making processes.

The **College Students' union** is a group of students elected by the students under the **electoral policy of the University of Calicut** which acts a pivotal role in the college activities.

File Description	Document
Upload Additional information	View Document
Provide Link for 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:

Institutional Values and Strategic Vision

The institution operates within a strict bureaucratic framework designed to safeguard its functions and management. By prioritizing quality education and fostering a value-oriented academic atmosphere, the college has earned a reputation for excellence in its district. Institutional stakeholders and trustees collaborate closely to realize the college's mission and vision.

Strategic Planning

The Managing Committee drafts strategic plans, with the current Strategic Plan 2015-2025 aligned with the National Education Policy-2020. This plan emphasizes academic flexibility, cross-disciplinary learning, capacity and skill-building courses, and extensive use of ICT tools. The primary goals include:

- Establishing the institution as an Autonomous Degree Granting College
- Introducing new cross-disciplinary programs
- Increasing funding for research and learning resource development

The plan was reviewed and approved by the Managing Committee after comprehensive discussions with all stakeholders. Key focus areas include governance, teaching, research, infrastructure, and community relationships. The institution has successfully achieved many of these goals.

Governance and Administrative Bodies

College Council: The College Committee oversees curricular and co-curricular activities, improving the teaching and learning process. It is responsible for academic staff appointments and related matters, consisting of the management team, Principal, Heads of Departments, and staff representatives. The Principal has the authority to implement decisions.

Internal Quality Assurance Cell (IQAC): Established in June 2019, the IQAC works to enhance the quality of education. It encourages departments to conduct programs, seminars, and webinars, aiming for continuous improvement in educational standards.

Key Deployments and Initiatives

- Introduction of new programs
- ICT-enabled teaching and learning with online education facilities
- Increase in computer availability
- Formation of a Research and Development Cell to promote research culture
- AISHE certification
- Establishment of a digital library
- Advanced skill-based training programs and value-added courses
- Enhanced placement opportunities through job hunts
- Infrastructure developments, including a new block, library extension, digital library, garden space, and student huts
- Green campus initiatives

Recruitment and Service Procedures

Vacancies are advertised via social media and other channels. Applicants' resumes are reviewed by the Secretary and Principal. Selected candidates are interviewed by a panel comprising the Principal, Vice

Principal, and the relevant Head of Department. Selection is based on qualifications, demo class performance, and interview outcomes.

Perspective Plans for Future Development

- Achieving NAAC Accreditation
- Enhancing faculty research publications
- Promoting the institution to Autonomous College status
- Securing more scholarships and grants for students

File Description	Document
Upload Additional information	View Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for 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: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

The institution facilitates diverse welfare measures for the teaching and non-teaching staff ranging from financial assistance for academic purposes, funded recreational events to financial and medical security. These measures ensure finer employer-employee bonding towards building up a CPA fraternity.

Notable schemes include:

- ? Financial assistance for teachers to participate, publish and present papers in
- National/ International seminars/webinars/workshops and conferences.
- Annual increment provisions subject to performance.
- Provident Fund to all the employees.
- Effective execution of health insurance coverage through ESI and routine health checkups.
- Festival allowances and Interest-free small term loans for teaching and non- teaching staff safeguarding their financial security.
- Provisions for Duty Leave for the teaching staff.
- Provisions for maternity leave for female employees.
- Fee concession for the children of staff studying in the institution.
- Vacation salary for the staff for the months of April and May.
- Medical leave provisions for the staff who have been in service for two and more years.
- Free conveyance for the non-teaching staff in college buses.
- Distribution of free uniforms to security guards and housekeeping staff.
- Complimentary refreshments to the teaching and non-teaching staff.

The management frequently funds to organize programmes by IQAC to meet social and emotional skill acquisition targets of the staff. Occasional events of appreciations are also held to encourage their sincere efforts. These range from:

- Periodic training programmes and workshops for the staff to revive their teaching and listening enthusiasm. Professional trainers and proficient resource persons
- Provide hands-on training in advanced realms of teaching and learning.
- Expert sessions on administrative training for non-teaching staff to fortify their managerial skills.
- Talk by counsellors are held occasionally to sustain the stress-free ambience.
- Annual Felicitation of Best Teachers subject to comprehensive evaluation of academic and extracurricular performances of the faculty.
- Best Department awards to promote a healthy competition in academics. The selection is based on the overall performance of the department.
- Honouring ceremonies of teachers for their meritorious academic and non-academic achievements at University/State/National/International levels.
- Sponsored cultural events, retreats, and annual staff tours to help boosting the in- house bonding and harmony of the institution towards contributing to the smooth functioning and progress.

The institution is keen on provisioning adequate amenities for the staff while structuring advanced infrastructure within the campus premises considering the remote geographical location. These comprise:

- High Speed Wi-Fi facility and Google Workspace Account.
- Separate Parking area maintained for parking the vehicles of the employees.
- Separate hygienic washrooms for staff within the departments and offices, also in each floor.
- Rest room and prayer room for teaching and non-teaching staff.
- Separate room for male non-teaching staff including drivers, security guards.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 0

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
0	0	0	0	0

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
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 6.21

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
0	0	18	0	0

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
17	17	17	17	17

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
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

The institution in Malappuram district is dedicated to the holistic development of its community, especially by providing quality education to minority groups. The commitment to fostering growth is evident in its meticulous financial management and resource allocation strategies.

Mobilisation of Funds

Each year, the Principal convenes a meeting with department heads, committee members, HR, and the accountant to discuss and submit the anticipated expenditures for the upcoming financial year. This comprehensive budget includes provisions for furniture, teaching and non-teaching equipment, and technological needs, which are meticulously prepared by the administrative office. The primary source of financial mobilisation is the student fee payments, which cover the majority of academic expenses. Additionally, the management supplements these funds with contributions from the trust to enhance infrastructural facilities. All resources are consolidated into a central pool and are allocated optimally for various projects, ensuring that financial planning is both efficient and effective.

Internal Audit

To maintain financial integrity, an internal auditor conducts regular audits of all college transactions. This rigorous auditing process includes rechecking the utilisation of external resources approved for different departments, ensuring that any errors are identified and rectified. A detailed financial audit is conducted within the office to scrutinise acts of commission and omission, thus diagnosing any financial discrepancies. This transparent audit process is crucial for preventing any adverse incidents and

maintaining fiscal responsibility.

External Audit

In addition to internal audits, an external financial audit is conducted annually, adhering to governmental standards. This audit is performed by a Registered Chartered Accountant appointed by the Trust. The accountant provides a comprehensive balance sheet at the end of each financial year, verifying all receipts and payments. Following a thorough analysis, a systematic budget is prepared for the next academic year, ensuring that funds are utilised to their maximum potential to enhance the quality of education provided by the institution.

Overall, the institution's dedication to quality education and community development is underscored by its robust financial practices. By meticulously planning and auditing both internal and external finances, the institution ensures that resources are effectively utilised to foster an environment of growth and excellence. This systematic approach not only supports the immediate needs of the institution but also lays a strong foundation for its long-term goals, reflecting its unwavering commitment to the academic and infrastructural advancement of the Malappuram district.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

In June 2019, the Internal Quality Assurance Cell (IQAC) was established with a primary aim to nurture and promote student-friendly education. The focus is on enhancing quality in both academic and non-academic realms within the institution. The IQAC has set specific benchmarks and levels to achieve its defined standards.

Key Objectives:

- Documentation: Maintain comprehensive records of all academic and non-academic activities.
- Faculty Participation: Enhance faculty involvement in research and publication.
- Effective Teaching: Establish an efficient teaching and learning process.
- Skill Promotion: Promote student skills through value-added and add-on courses.

- File Restoration: Manage official files regarding rankings and quality audits.
- Initiatives Implemented:
- Faculty Development Programs: Enhance teaching capabilities.
- Career Guidance and NET Coaching: Support for placements and higher studies.
- Research Orientation: Encourage faculty and student research activities.
- AISHE: Ensure data submission for the All India Survey on Higher Education.
- Sports Facilities: Provide a well-equipped sports court.
- WiFi and ICT Classrooms: Facilitate modern learning environments.
- Teaching Aids: Use of teachers' manuals, lesson plans, and student diaries to improve education quality.

IQAC Teaching-Learning Review System:

IQAC acts as a cornerstone, integrating post-modern innovations in pedagogy. An academic calendar detailing teaching plans and syllabus completion is prepared, and continuous, systematic evaluation is conducted through lesson plans and class ledgers. These documents include topics covered, pedagogic styles, reference materials, and student attendance. Each academic year begins with departmental academic plans monitored for effective implementation. An Internal Examination Cell oversees periodic internal exams, and based on these, students are classified into Advanced and Slow Learners for tailored teaching strategies. Regular parent-teacher meetings address grievances, and mandatory feedback from teaching and non-teaching staff aids in institutional improvement. The college magazine annually publishes reports, achievements, and activities of faculty and students.

IQAC Institutional Review System:

IQAC and management collaboratively assess non-teaching staff performance and conduct annual Green, Energy, and Environment Audits. Student feedback plays a vital role in infrastructural and academic development.

IQAC Evaluation of Learning Outcomes:

Following the implementation of Outcome-Based Education (OBE) at the University of Calicut, the college adopted the system in 2019. Faculty develop Program Outcomes (POs) and Program Specific Outcomes (PSOs) based on university objectives, and Course Outcomes (COs) are prepared for specific courses. IQAC inspects the attainment of POs, COs, and PSOs through mapping. Student placement and university ranks serve as metrics for evaluating learning outcomes.

Launching of Enterprise Resource Planning (ERP):

Acknowledging the need for a robust e-governance system, IQAC implemented an ERP software to streamline administration. This paperless system enhances productivity, saving time and costs. ERP modules include applicant management, finance and accounts, student and staff management, attendance, internal assessment, fee collection, question bank, mentor-mentee tracking, library management, and feedback mechanisms. The ERP system supports principal, faculty, students, and parents, promoting technology use and ensuring seamless institutional operations.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	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 Courtesy and Campus Environment: The institute treats gender with immense respect and courtesy. The Women Development Cell (WDC) ensures equal opportunities for both male and female students, fostering a gender-friendly campus for all stakeholders. The institute guarantees that no student faces any discrimination in personal growth, higher education, extracurricular activities, placements, or representation in clubs and cells.

Gender Audit: The WDC conducts annual audits to review and ensure gender integrity across all curricular and co-curricular activities. This audit helps to revise and update the agendas for upcoming programs, ensuring continuous improvement in gender equality measures.

Promotion of Gender Equity:

- **Curriculum:** Human Rights, Civil Rights, and Women's Rights are incorporated into the UG syllabus to emphasize gender equality.
- **Staff Appointments:** Employment opportunities are not differentiated based on gender.
- **Student Treatment:** Female students are neither given undue preference nor discriminated against.
- **Sports Participation:** Equal opportunities are provided for both female and male students and teachers to participate in sports.
- **Representation:** Women's participation in the Student Council, College Union Elections, Clubs, and Committees is ensured.
- **Programs and Workshops:** Seminars, webinars, and other programs on health, hygiene, laws, safety measures, and gender neutrality are organized to promote gender sensitization.
- **Counseling and Mentoring:** Regular counseling and mentoring are provided by faculty members.
- **Uniform Policy:** Gender-sensitive considerations are avoided in the selection of uniforms.
- **Job Fairs:** Equal opportunities in job fairs are arranged for all, regardless of gender identity.
- **Grievance Redressal:** Grievances from both men and women are addressed equally and promptly.

Facilities for Women on Campus: The institution stands in solidarity with women, understanding and supporting them through all mental and physical challenges. The following facilities are provided to support women on campus:

- Coin-operated sanitary napkin vending machines.
- Incinerator facilities for the disposal of used sanitary napkins.
- Comprehensive CCTV surveillance and a full-time security system to ensure the safety of women.
- A Women Development Cell (WDC) focused on the progress and empowerment of women.
- A physical fitness center dedicated to the upliftment of women.

Gender Equity and Sensitization in Curricular and Co-curricular Activities: The institution ensures that all international and national dates, religious celebrations, college events, and important dates are celebrated inclusively on campus. Each celebration is gender-friendly, fostering integration and communal harmony. From its inception, the institution has held celebrations hand in hand with education.

- Webinars and seminars are organized to promote gender equality.
- Observations such as Gandhi Jayanti, Women’s Day, Men’s Day, and National Youth Day are conducted to impart integration and communal harmony.
- Gender-friendly discussions are encouraged in classrooms.

Through these initiatives, the institution strives to create a balanced and inclusive environment where all genders are respected, supported, and given equal opportunities to succeed.

File Description	Document
Upload Additional information	View Document
Provide Link for 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
Provide Links for any other relevant document to support the claim (if any)	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: C. Any 2 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
Provide Links for any other relevant document to support the claim (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:

CPA College of Global Studies believes in the ideals and principles of Unity in Diversity which motivates our students to respect different religion, language, and culture.

Catering to Inclusive Environment-Cultural:

- Every year the institute conducts Art festivals, an inter department cultural festival which captures cultural diversity through music, dance, plays and literary festivals
- Department of English organizes drama festival and poetry workshop in association with Malayalam department.
- Onam- The national festival of Kerala is celebrated every year with traditional cultural programmes, sadya and floral carpet
- Department level cultural activities are organized by the department associations'
- Every year Fresher's and farewell day are organized department wise
- Study tour, Industrial visits are conducted to promote cultural integrity and uphold historical and geographical significance

Catering to Inclusive Environment-Balanced Regional Growth:

- Faculty representation from different socio-cultural backgrounds.
- Kerala Regional festivals like Onam, Kerala Piravi etc are celebrated
- Institution has students from different socio-cultural background

Catering to Inclusive Environment -Linguistic

- Intercollegiate Literary fest and Competition
- Campus Newsletter- Notizia
- Remembrance of Poets, Novelists and Authors
- Language lab and Practical classes for all the departments.
- Reading Day Competition
- Literary Club Activities
- Visit to ILF, KLF AND MLF

Catering to Inclusive Environment-Communal Socio-economic

- Active secular forums discussing contemporary social issues and raising protest.
- Scholarship and prime attention in helping socially and economically backward students
- Rural residential camps by NSS
- Free Medical camps.
- Flood Relief activities
- Cleaning Drives

Activities organized to promote sensitization on Constitutional Obligations

- Workshops and Awareness campaigns and classes were organized on Women Rights, Constitutional Rights
- Manipur-Tomorrows India, Gaza Calling, War and Peace, stand with Palestine Protest etc are programmes initiating constitutional duties
- Observance of Independence Day, Republic Day, Gandhi Jayanti

- Cleaning Drives during the period of Flood and Pandemic
- Blood Donation

Gender Equality and Inclusivity

At our college, gender is treated with immense courtesy, ensuring a gender-friendly campus for all stakeholders. The Women Development Cell (WDC) actively monitors opportunities for both male and female students, promoting equity and preventing discrimination in personal growth, higher education, extracurricular activities, placements, and representation in clubs and cells.

Gender Audit: The WDC conducts yearly audits to review and revise the college's gender integrity measures, ensuring all activities and programs promote gender equity.

Gender Equity in Activities

All celebrations, including international and national events, religious holidays, and college functions, are made gender-friendly. Gender-equitable discussions are encouraged in classes, and students participate in community service activities such as health programs, blood donation camps, tree planting, and yoga training.

Inclusivity and Diversity

Reflecting India's pluralistic and multilingual society, particularly Kerala's respect for secular identities, the institution embraces religious harmony through academic and non-academic activities. Student admissions follow the reservation policy of the Government of Kerala, ensuring inclusivity regardless of caste, creed, religion, gender, or economic status. Festivals like Christmas, Bakrid, Onam, and Easter are celebrated to foster communal harmony. Women's Day and Men's Day are celebrated to promote gender equality.

File Description	Document
Upload Additional information	View Document
Provide Link for 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:

.1. TITLE OF THE PRACTICE: UPDATE GRADUATE DEVELOPMENT PROGRAMME

. Objectives of the Best Practice

- The primary objective of the programme is to enrich student's holistic development through different programmes conducted according to the course plan.
- Holistic development of students
- Placement oriented sessions for students
- Student Assessment
- Career oriented programmes for students
- Student Support Services
- Scholarly Activities for enabling student participation
- Continuous Development of students

CONTEXT

Our college CPA is located in the rural area nearby Puthanathani. The college aims at providing standard education for the students from rural area where the college is located, there are students from underprivileged backgrounds, hence the college shows deep concern towards the holistic improvement of the students. Update programme got its root in such concern. Update looks at students' total emancipation not only in academics but also in the total growth especially towards placement

PRACTICE

The "Update" program at CPA is a unique and comprehensive three-year add-on course designed to enhance students' life skills and soft skills, ultimately contributing to an improved quality of life. The primary aim of the program is to empower students with essential life skills and soft skills that go beyond the traditional academic curriculum. The program focuses on equipping students with essential life skills such as effective communication, time management, stress management, and decision-making. Soft skills, including teamwork, leadership, problem-solving, and adaptability, are honed through various activities and workshops. The annual nature camp fosters a sense of appreciation and responsibility for the environment while encouraging students to explore the natural world. Students are exposed to hands-on experiences through outbound training sessions, fostering practical learning.

The yearly nature camp provides students with opportunities to connect with nature, engage in outdoor activities, and learn about environmental conservation. Practical experiences through outbound training sessions build confidence, teamwork, and problem-solving abilities. A dedicated space known as "Update Hall" is provided for conducting classes and workshops, creating an ideal learning environment. Eminent personalities from various fields are invited to share their expertise and insights with students, broadening

their horizons. Specialized training programs prepare students for their future careers; including interview skills, resume building, and job search strategies.

This program is overseen by Mr. E. Sadaruddheen, the Vice Principal of CPA College. Under his guidance and leadership, the program has grown and flourished, providing valuable experiences to students.

2. NAME OF THE PRACTICE: GRAMASREE

- Foster a sense of unity and belonging among villagers through participation in various activities and events.
- Providing medical, academic and agricultural help to the villagers.
- Enhance educational opportunities for children and adults in the village by providing resources, infrastructure improvements, and support for schools and educational programs.
- Engage villagers in civic education, awareness-raising campaigns, and community mobilization efforts to promote active citizenship, democratic participation, and social cohesion within the village.
- Facilitate community organizing, capacity building, leadership development, and participatory decision-making processes to empower villagers to take ownership of their development priorities and initiatives.
- Create economic opportunities and improve livelihoods for villagers through skills development, job training, microfinance, agricultural support, and small business initiatives.
- Meeting the needs of society, helping the needed people is also an important thing to look upon, especially the student community which got lot to do with the future of the society should engage in such social activities, this concern has lead us to this GRAMSREE concept.

Providing to the needed is a responsibility of everyone. This way college took an initiative to lend hands for a village which needed help, adopting a village is what Gramasree is about. The village which associated with college on this programme was ward number 9 of Valavannoor Panjayath. College thought especially of conducting medical camps, providing tuitions and to help in farming, the responsibility of supporting and uplifting a specific village or rural area. This involvement can encompass various aspects such as infrastructure development, healthcare, education, economic empowerment, and environmental conservation. The aim is to create sustainable positive change and improve the overall quality of life for the residents of the adopted village. This often involves long-term commitment, collaboration with local stakeholders, and a holistic approach to address the diverse needs of the community. This initiative stems from a desire to give back to society, promote community engagement, and provide students with practical learning opportunities.

NAME OF THE PRACTICE: PARENTIA (Parents Club)

- The club seeks to foster a sense of belonging and community among parents, creating opportunities for them to connect, share experiences, and build relationships with one another.
- The club aims to support student success and well-being by providing resources, information, and assistance to parents to help them navigate their child's educational journey effectively.
- Acting as a bridge between parents and the college administration, the club facilitates communication channels, ensuring that parents are informed about college policies, events, and resources.

CONTEXT: Creating a bond between parents, college and students is important not only for the academic progress of children but for the total wellbeing and functioning of the college. Parents should have a good connection with college, only then they can contribute to their children's academics, this was the concern college had while thinking of a club for parents. A club is a space of fraternity this fraternity amongst parents is always a need of the college. College always thought of this relation between parents and students prestigious.

PRACTICE:

Parents club is an organization made up of parents and teachers whose common goal is to foster community and college spirit. Parents club exists to improve outcomes for families in disadvantaged areas. We aim to break cycles of deprivation, close gaps in educational achievement and enhance student development. We also focus on improving the confidence, connectedness and emotional well-being of parents. We launched our parents club program in 2022, and since then we have delivered more than ten sessions, working with over 500 families to make communities healthier and happier places for developing children. It is essential that the Parents' Club works with the college. The activities of the Parents Club is decided by the club itself. However, the activities should benefit the families and the students.

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:

DAARU (STUDENTS' FOREST)

OBJECTIVES:

- Instilling principles of conservation and sustainable management of natural resources, emphasizing the importance of preserving and restoring forests.
- Helping students understand the various components of a forest ecosystem, including flora, fauna, and soil.
- Providing hands-on learning experiences for students to actively engage in planting trees, nurturing seedlings, and caring for the forest habitat.
- Encouraging students to consider the long-term impact of their actions on the environment and

society, inspiring them to become advocates for sustainable development and conservation efforts.

- Educating students about the importance of forests in maintaining ecological balance, biodiversity, and mitigating climate change.

CONTEXT: Making students aware of their innate capabilities is important to improve their holistic aspect, conserving the natural resources, creating new eco spots etc. is really important. contributes lot to the society. A place to rejuvenate and relax is what DAARU all about. That way students came up with such an idea which the college also thought as really important, they wanted a place to relax, a place to gather with joy. That is the story behind “DAARU”

- It is an initiative led by students to create and maintain a forest, aimed at environmental conservation, education, or community engagement. conserving eco systems is an extended concept of academics. students involved in forestry-related activities, such as tree planting, forest management, conservation efforts, or environmental education. This programme aims to engage students in hands-on learning experiences while promoting environmental stewardship and sustainability. DAARU is a solace for students, a recreative place, planting is creation, hence students in 2014 started planting trees in this land. It was a field before, later on students started maintaining and fostering the plants, Government help was also appreciable since many of the plants planted were provided by Government as free of cost. A pond was also dug, students also took part in this. Later on maintaining forest was also a task, students pruned the unwanted branches and created paths. They made some resting benches there where they can relax with enjoying the natural beauty. Teachers use to take class at this place It is a place for solace and happiness, through maintaining forests students were able to create a soothing ambience. Implementing measures to prevent deforestation is essential for maintaining forests. This involves addressing issues such as illegal logging, agricultural expansion, and urbanization encroachment, Rest area development should prioritize environmental sustainability to minimize ecological impact. This may involve using eco-friendly construction materials, incorporating renewable energy sources and implementing waste management practices this way through conserving the forest students were able to create an ease up space.

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

5. CONCLUSION

Additional Information :

CPA College of Global Studies, Puthanathani, has established itself as a prominent and resourceful destination for higher education, located amidst the serene lap of nature. Guided by the NICE Educational Trust with the visionary leadership of Janab. C.P Abdu Rahman Haji Kuttur and Dr. Hussain Randathani, the college has been making significant contributions to society since its inception in 2012. Its mission to provide spiritually-oriented and value-based education in a nurturing environment has fostered the holistic development of its students.

The college's commitment to academic excellence is paralleled by its dedication to instilling a profound social consciousness among students through various co-curricular and extension programs. By emphasizing the importance of reaching out to the marginalized and needy, CPA College ensures that its students develop a deep sense of empathy and responsibility towards society. The institution's affiliation with the University of Calicut and AICT, along with its membership in Education Without Borders, underscores its commitment to uplifting rural communities and providing quality education to all.

The college's innovative practices, such as Gramodayam, MANDO, Parentia, the Addon Course, and the Update Programme, exemplify its dedication to both social service and academic excellence. Through these initiatives, CPA College continues to enhance research capabilities, promote gender equality, and prepare students for successful careers via its robust Placement Cell. Ultimately, CPA College stands as a beacon of empowerment, equipping students with the knowledge, skills, and ethical values necessary to excel and make meaningful contributions to society.

Concluding Remarks :

The institution designs its academic programs to align with its vision and mission, addressing the evolving needs of students, industry, and society. It offers nine UG and PG programmes. To enhance life skills, various add-on and value-added courses are provided, along with experiential learning through field trips, excursions, projects, and internships.

Each department has robust systems for managing examinations and evaluating student performance. Faculty members prepare detailed semester plans, and the curriculum is regularly reviewed and ratified by statutory bodies to maintain relevance and quality. CBCS and Outcome-Based Education (OBE) enhance employability and skill development, with clearly defined Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs).

Certificate courses in collaboration with reputable institutions further enhance skills and entrepreneurship. IQAC and Academic Council monitor curriculum feedback, ensuring it remains dynamic and comprehensive.

The college demonstrates strong governance and leadership, focusing on empowering backward women through education. It includes, including the Principal, IQAC, and faculty, collaboratively implements the institution's vision and mission. The management emphasizes periodic facility revisions, faculty development support, and audits, fostering a conducive learning environment.

An average student enrollment of 78.11% over the past five years, the college promotes a balanced gender ratio and supports exceptional sports achievements. A student-teacher ratio of 20.50 ensures personalized attention. ICT-enabled tools shift the approach from teacher-centric to student-centric, enhancing engagement and understanding. Diagnostic tests identify slow and advanced learners, providing remedial classes and peer tutorship.

The institution conducts conferences, seminars, and workshops to enhance research quality. UG students must submit dissertations, with a mock project ensuring rigor. Extension programs inculcate human values and community service, reflecting the college's commitment to societal engagement.

The institution prioritizes gender equality and eco-friendly initiatives, including solar energy, rainwater harvesting, and a biogas plant. Celebrations of national and international days foster patriotism and unity. The Eco Club Green Group promotes environmental ethics through various activities.

The best practices include Gramodayam for rural development, MANDO for creative expression, Parentia for parental involvement, Addon Course for skill enhancement, and Update Programme for dynamic curriculum development. Initiatives like Daaruu, a student-led sustainability sanctuary, foster environmental responsibility.

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 :</p> <p>Answer After DVV Verification :40</p> <p>Remark : As per SOP, Repetition of Add on/Certificate/Value added programs in every year during assessment period to be counted one only so based on that DVV input is recommended.</p>																				
1.2.2	<p>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</p> <p>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</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>824</td> <td>436</td> <td>362</td> <td>320</td> <td>221</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>784</td> <td>396</td> <td>322</td> <td>257</td> <td>181</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	824	436	362	320	221	2022-23	2021-22	2020-21	2019-20	2018-19	784	396	322	257	181
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784	396	322	257	181																	
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</p> <p>Answer before DVV Verification : 401</p> <p>Answer after DVV Verification: 311</p> <p>Remark : As per clarification received from HEI, and as per provided Certificates, thus DVV input is recommended.</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
531	533	352	300	249

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
368	397	352	300	249

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
547	551	571	445	290

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
500	468	472	405	288

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
231	257	233	177	156

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
231	257	235	179	156

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
405	372	402	296	195

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
427	394	423	311	206

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	49	43	41	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
53	48	42	40	29

Remark : As per SOP, physical education director not to be considered as full time teachers so based on that DVV Input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
250	224	178	113	117

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
250	249	178	113	114

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
250	250	178	113	117

Answer After DVV Verification :

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

250	250	178	113	117
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Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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
8	9	7	6	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	2	2	1

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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
3	2	2	0	1

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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
15	8	2	8	9

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, As HEI has not provided proper reports and geotagged so based on that DVV input is recommended.

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.***

Answer before DVV Verification :

Answer After DVV Verification :0

Remark : As per clarification received from HEI, there is two activities done under an MoUs but link provided for activities want access to due to this link is not opening so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	28	22	19	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15.17	3.72	20.34	3.94	1.22

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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)***

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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46.330	26.846	21.340	18.114	10.86

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.79	6.24	1.87	0.65	5.02

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1049	941	847	693	543

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	50	51	32	0

Remark : As per provided data for Government scholarship so based on that DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</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> <table border="1" data-bbox="308 913 1046 1048"> <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>145</td> <td>123</td> <td>64</td> <td>23</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1126 1046 1261"> <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>145</td> <td>123</td> <td>64</td> <td>23</td> <td>6</td> </tr> </tbody> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1339 1046 1473"> <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>250</td> <td>224</td> <td>178</td> <td>113</td> <td>109</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1552 1046 1686"> <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>250</td> <td>229</td> <td>178</td> <td>113</td> <td>114</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	145	123	64	23	6	2022-23	2021-22	2020-21	2019-20	2018-19	145	123	64	23	6	2022-23	2021-22	2020-21	2019-20	2018-19	250	224	178	113	109	2022-23	2021-22	2020-21	2019-20	2018-19	250	229	178	113	114
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5.2.2	<p><i>Percentage of students qualifying in state/national/ international level examinations during the last five years</i></p> <p>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.)</p>																																								

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	0	0

Remark : As per provided Certificates so based on that DVV input is recommended.

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
20	0	0	0	20

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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
756	100	129	235	665

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	6	7	2

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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
47	31	17	17	15

Answer After DVV Verification :

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

Remark : As per Manual less than Rs.5000/- of financial support per teacher per year should not be considered. So based on that Input is recommended.

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
64	62	47	38	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	18	0	0

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
12	12	10	10	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

Remark : As per SOP, Less than 5 days FDPs are not to be considered so based on that DVV input is recommended.

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.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the 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>1049</td> <td>942</td> <td>847</td> <td>693</td> <td>543</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>1049</td> <td>941</td> <td>847</td> <td>693</td> <td>543</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1049	942	847	693	543	2022-23	2021-22	2020-21	2019-20	2018-19	1049	941	847	693	543
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1049	941	847	693	543																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 96</p> <p>Answer after DVV Verification : 68</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the 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>54</td> <td>49</td> <td>43</td> <td>41</td> <td>30</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>46</td> <td>48</td> <td>42</td> <td>40</td> <td>29</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	54	49	43	41	30	2022-23	2021-22	2020-21	2019-20	2018-19	46	48	42	40	29
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3.1	<p>Expenditure excluding salary component year wise during the 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>161</td> <td>103</td> <td>99</td> <td>86</td> <td>40</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>161.00</td> <td>103.00</td> <td>99.00</td> <td>86.00</td> <td>40.00</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	161	103	99	86	40	2022-23	2021-22	2020-21	2019-20	2018-19	161.00	103.00	99.00	86.00	40.00
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