



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**AL JAMIA ARTS AND SCIENCE COLLEGE,
PERINTHALMANNA**

AL JAMIA ARTS AND SCIENCE COLLEGE, PERINTHALMANNA, VALAMBOOR

PO

679325

www.ajacollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Al Jamia Arts and Science College, established in 2010, is a leading educational institution in Kerala. It is affiliated with the University of Calicut and recognized by the Government of Kerala. The college is located in the peaceful area of Poopalam, about 2.5 kilometers from Perinthalmanna Town and just 2 kilometers from Pattikkad railway station. The campus covers 34 acres and features a building area of 80,000 square feet, surrounded by beautiful greenery, making it an ideal place for learning. The college has earned the ISO 9001:2015 certification, which shows its commitment to providing quality education.

The college is run by the Islamic Mission Trust (IMT), a non-governmental organization established in 1970, emphasizing the importance of community service and education. Islamic Mission Trust has been functioning at Perinthalmanna, Kerala state, India since 1955 under the charitable Act (Reg. No:1769/70) with tax exemption status as per 12, 80G. Under IMT, around 8 Educational Institutions are functioning with nearly 6000+ students.

Al Jamia offers a variety of academic programs, including ten undergraduate and two postgraduate degrees in arts and sciences. The curriculum aims to provide students with both theoretical knowledge and practical skills, preparing them for success in their future careers. The college focuses on the overall development of students, promoting values like integrity and character building to help shape future leaders who contribute positively to society.

To ensure that higher education is accessible to all, the college provides several support initiatives, such as scholarships and tuition fee concessions for students from economically weaker backgrounds. These efforts highlight Al Jamia Arts and Science College's dedication to social responsibility and social welfare while also maintaining high academic standards.

The leadership of the institution is committed to advancing the college's growth by involving all stakeholders in this effort. The academic community at the college remains responsive to the evolving needs and priorities of society.

Vision

Seek to promote and provide value-based quality education to the generation next to enlighten, empower and equip them to be the leaders of tomorrow.

Mission

Al Jamia Arts and Science College aims at providing education of the highest order in the area of contemporary arts and sciences with a unique value dimension and humane outlook; to build an unparalleled powerhouse of modern learning which will benchmark itself against the best in the country and around the globe.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. College offers **10 UG** and **2 PG** programmes in various disciplines to promote multi-disciplinary approach.
2. **ISO 9001:2015** Certified Institution
3. Great and noble 'Vision and Mission' marks the institute unique in the region.
4. Founded and run by a non-profit charitable organisation.
5. Proactive management with a progressive vision.
6. Picturesque, serene environment and a tranquil ambience for conducive learning.
7. Exponential growth of the institution in terms of infrastructure, new generation programmes and projects.
8. Rank holders in the university examinations.
9. 100% ICT enabled classrooms
10. Fully automated library equipped with Koha.
11. The institution has started preparations to embrace NEP 2020.
12. E-Governance in the areas of finance and accounts, administration, student admission, support and examination.
13. Strong institution-community interface activities through NSS.
14. Strong PTA and active registered alumni.
15. Rainwater harvesting, biodiversity garden, biogas plant, tree survey and register maintenance by the Department of Geography, solar panels and LED to save energy.
16. A democratically elected students body 'The Students' Union' to best represent the aspirations of the students, on various platforms.
17. Effective student mentoring.
18. Technology enabled campus with 24 X 7 Wi-Fi and internet facilities for the staff and students.
19. Students from social, economic and educational minorities.
20. Collaborative quality initiatives under a proactive IQAC.
21. Eco-friendly campus situated in 34 acres of land.
22. The college management provides necessary funds to organize activities such as extension lectures, seminars and workshops, which contribute to the holistic development of students.
23. The college has implemented various initiatives to reduce its carbon footprint and promote environmental conservation.
24. Certificate courses to enrich the existing curriculum.
25. Accessibility to the College: 3km to Pattikkad Railway Station, 6km to Angadippuram Railway Station and 4km to KSRTC Sub Depot Perinthalmanna
26. College is equipped with Women's Hostel and Men's Hostel
27. Women students majority is 70%
28. 98% High density of young faculty members
29. Renewable energy resources **15 kW Solar Power**
30. Consociation with different chain of Educational Institutions
31. **AJAS Leaders' Academy** empowers students through holistic education, fostering leadership skills and social responsibility.
32. NHRD (Neo Human Resource Development) Collaborated Finishing School
33. Merit based faculty recruitment and student admission
34. Good Teacher-student relationship
35. Eco-friendly Campus

36. Pragathi Scholarship for Students who demonstrate exceptional academic activity, Leadership qualities, active participation and high attendance percentage
37. Ragging Free Campus with Zero Complaints

Institutional Weakness

- Lack of Research Departments.
- Lack of higher number of Ph.D qualified faculty
- Very few representations of faculties in university curriculum design bodies.
- Lack of highly advanced technologies and facilities including interactive panels in all classrooms and air-conditioned rooms.
- Most of the Parents are not from the highly educated background, therefore proper academic suggestions and input from the parents is lacking.

Institutional Opportunity

1. Exposing the students to more online courses (Swayam, Keltron, ASAP, MOOC, NPTEL) to add credits in ABC account.
2. Promote incubation centre, start -ups and Skill Park (ASAP).
3. Possession of adequate land for the expansion of the campus.
4. Attract international students.
5. Offer more number of new courses in UG and PG programmes.
6. Competex Centre for Competitive Examinations (UPSC, KAS, PSC, and Civil Service Examinations)
7. Enrol International Students, conduct international teaching and research programmes by making MoU with International University (University Islam Melaka UNIMEL)
8. **Perspective Plan** includes the establishment of **Knowledge World** - as A centre of higher learning fostering a new generation capable of driving national progress and innovation through world class education in vital areas such as science and technology.

Institutional Challenge

1. Influence of Mother tongue (Malayalam) over English amongst students is still a challenge as the medium of instruction is English.
2. Retention of faculty members in a self-financing institution.
3. Temporary affiliation.
4. Lack of Ph.D programmes.
5. Lack of Government grants and funded projects.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

At Al Jamia Arts and Science College (AJASC), academic programmes are meticulously designed to align with

the institution's vision and mission. The college takes into account the evolving needs of students, industry, and society while adhering to regulatory requirements. AJASC offers a diverse range of academic opportunities, including 10 undergraduate programmes, each with a duration of three years, and 2 postgraduate programmes, each lasting two years.

To enhance students' development beyond the core curriculum, the college provides a variety of **certificate courses** aimed at improving life skills. These courses are designed to complement the formal education and prepare students for real-world challenges. In addition to these certificate courses, AJASC places a strong emphasis on experiential learning. Students are engaged in activities such as field trips, excursions, projects, and internships. These activities bridge theoretical knowledge with practical experience, offering students valuable insights into their chosen fields.

Each department at AJASC has established robust internal systems for managing examinations and evaluating student performance. Faculty members are tasked with preparing detailed semester plans, lecture schedules, and classroom activities. They also define committee roles and responsibilities to ensure smooth academic operations. The academic calendar is developed in accordance with university guidelines, providing a structured framework for the academic year.

The curriculum undergoes regular reviews through a well-defined process involving academic and industry experts, alumni, and students. This review process is vital for maintaining the relevance and quality of the curriculum, with any modifications being ratified by statutory regulatory bodies.

Curriculum design and review involve the Principal, teaching faculty, Heads of Departments, Programme Coordinators, and Subject Faculty. Constructive feedback from various stakeholders is crucial in adapting the curriculum to address globalization, technological advancements, and industry demands.

The adoption of the Choice Based Credit System (CBCS) has significantly enhanced employment opportunities for students. Since 2019, the institution has embraced Outcome-Based Education (OBE), with clearly defined Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) focusing on skill development, employment, and entrepreneurship. The quality and effectiveness of the curriculum are continuously monitored through feedback collected by the IQAC, Board of Studies, and Academic Council. This ensures ongoing improvements and upholds the high standards of the educational programmes offered at AJASC.

Teaching-learning and Evaluation

At Al Jamia Arts and Science College, a comprehensive framework is in place to ensure effective curriculum planning, delivery, and dissemination, thus fostering a holistic learning experience for its students. Over the past five years, the institution has made significant strides in increasing its enrollment percentage, which stands at 88.1%. This consistent growth reflects Al Jamia's commitment to providing accessible and quality education. The institution's efforts to accommodate a growing number of students while maintaining transparency and efficiency in its assessment mechanisms underscore its dedication to educational excellence.

All full-time teachers at Al Jamia are highly qualified, with the majority holding advanced degrees. This ensures a high standard of teaching, crucial for maintaining the institution's academic rigor. The student-to-full-time-teacher ratio is 19.84%, indicating a favorable environment for personalized attention and effective teaching. This ratio supports the college's mission of delivering quality education and enhancing student

engagement.

Curriculum delivery at Al Jamia is carefully structured around the syllabus provided by Calicut University, with additional enhancements by various departments to address specific educational needs. This approach ensures that the curriculum is not only aligned with academic standards but also tailored to meet the diverse requirements of students. The college emphasizes student-centered learning through innovative methodologies such as experiential learning, participative learning, and problem-solving approaches. These methodologies are designed to engage students actively and facilitate a deeper understanding of the subject matter.

In addition to conventional teaching methods, Al Jamia incorporates a range of engaging activities including lab work, exhibitions, group discussions, and peer teaching. These activities are instrumental in promoting active student participation and enhancing practical knowledge. The institution also encourages student exchange programs and flipped learning, which broaden students' perspectives and foster critical thinking. Such initiatives contribute to a well-rounded educational experience, preparing students for the challenges of the modern world.

Al Jamia places a high priority on maintaining a transparent grievance redressal mechanism. The institution has established a hierarchical system for addressing complaints, ensuring that issues are resolved efficiently and fairly. This system, coupled with thorough documentation, timely feedback, and active stakeholder engagement, enhances accountability and transparency in the college's operations. This commitment to transparency is integral to maintaining trust and confidence among students, staff, and other stakeholders.

Assessment practices at Al Jamia are robust and comprehensive, designed to ensure that Program Outcomes (POs) and Course Outcomes (COs) are effectively achieved. Evaluations are structured to align with both academic standards and industry expectations, providing a clear measure of students' progress and achievements. The institution's commitment to academic excellence is further evidenced by its impressive pass percentage of 92.06% over the past five years. This high pass rate reflects the effectiveness of the college's teaching methods and its dedication to facilitating the academic growth and success of its students.

In conclusion, Al Jamia Arts and Science College exemplifies a commitment to educational excellence through its well-structured curriculum, qualified faculty, innovative teaching methods, and transparent operations. The institution's efforts to enhance student enrollment, maintain high academic standards, and provide a supportive learning environment underscore its dedication to delivering a holistic and impactful educational experience.

Research, Innovations and Extension

Al Jamia Arts and Science College Perinthalmanna has made notable strides in enhancing its research, innovation, and extension activities, aligning with NAAC Criterion 3. The college has successfully secured Rs. 15.2 lakhs from non-governmental agencies, which has been instrumental in funding research projects and establishing endowments. This substantial financial support underscores the institution's capability to attract external resources and its commitment to advancing research.

To support a thriving research environment, the college has developed a comprehensive ecosystem that includes a variety of research promotion activities, Intellectual Property Rights (IPR) programmes, and initiatives aimed at project orientation and career development. This supportive infrastructure is further reinforced by a range of activities designed to engage students and faculty alike. The institution has organized 44 seminars, webinars, and workshops that focus on Indian knowledge systems, IPR, research methodologies,

project development, and entrepreneurship. These events are crucial in fostering a deeper understanding of research and innovation among participants and in promoting practical application of knowledge.

The scholarly achievements of the faculty members are also notable. The faculty have contributed 11 research papers to journals listed in the UGC Care list, reflecting the high quality and impact of their academic work. Additionally, they have authored or contributed to 2 books or book chapters, showcasing their engagement with and contribution to the broader academic community. This level of scholarly activity highlights the institution's commitment to advancing knowledge and supporting academic excellence.

In terms of extension and outreach, the college has been particularly proactive. It has conducted a total of 81 extension and outreach programs through various clubs and departments. Among these, the NSS unit has been notably active, organizing 49 extension activities. These programs emphasize the institution's dedication to community service and its role in addressing societal needs through meaningful engagement. The effectiveness of these outreach efforts has been recognized with 18 awards and accolades from government and authorized bodies, which commend the college's impact and contribution to community development.

The college has also established a strong network of collaborations through 71 Memoranda of Understanding (MoUs) and linkages with various institutions. These partnerships are instrumental in enhancing the institution's research capabilities, expanding its academic network, and fostering joint projects and initiatives.

In summary, Al Jamia Arts and Science College Perinthalmanna has demonstrated a robust approach to research, innovation, and extension activities. The significant funding received, the faculty's academic publications, the extensive outreach programs, and the numerous awards for these efforts reflect the institution's commitment to fostering a dynamic academic environment and making impactful contributions to both the academic community and society at large. Through its research initiatives, community engagement, and collaborative efforts, the college continues to advance its mission and achieve notable successes in its educational and social endeavors.

Infrastructure and Learning Resources

Al Jamia Arts and Science College is supported by a robust infrastructure that cultivates an environment conducive to academic excellence, research, and holistic development. The college building features 49 ICT-enabled classrooms, laboratories, seminar halls, and an auditorium, all designed to enhance the learning experience.

The campus is Wi-Fi enabled and equipped with CCTV surveillance to ensure discipline and maintain a secure environment for students and faculty. The college library is thoughtfully arranged, housing an extensive collection of fiction, novels, and short stories in both Malayalam and English, alongside numerous reference texts. Students and faculty can take advantage of a wealth of e-resources available through the N-list initiative.

Each year, the campus becomes increasingly student-friendly, implementing facilities such as an open gym, a yoga centre, water purification stations, rain water harvesting, a photocopy centre, student's hangout area and a playground. To prioritize safety, the college has installed fire extinguishers and comprehensive fire safety measures throughout the premises.

The campus is equipped with a generator and adequate power backup, including a 15KV solar panel system and UPS facilities. With 205 computers, multiple printers (including colour printers), scanners, LCD projectors,

photocopy machines, and online admission portals, Al Jamia Arts and Science College remains committed to technological advancement.

Boasting beautiful landscaping, aesthetic architecture, and eco-friendly environments, the campus includes three main blocks: the administrative block, library block, and science block. The institution features 12 fully-equipped laboratories, including those for Computer Science, Physics, Chemistry, Language, and Psychology, as well as a well-facilitated computer lab and language lab.

The college also provides first aid facilities to attend to medical emergencies. The Cultural Committee actively engages students, aligning with the college's vision and mission to support holistic development and all-round personality enhancement.

Moreover, the college is committed to the continual upgrading of technological resources, maintaining a clean campus with proper waste disposal, and enhancing life skills and spiritual growth. These initiatives collectively provide an enriching learning environment that nurtures academic excellence, research, and holistic development for all students at Al Jamia Arts and Science College.

Student Support and Progression

The institution is committed to provide facilities and amenities which can make the students to succeed academically, personally, and professionally.

- The students are benefited from scholarships (central sector and post-metric) and freeships provided by **Pragathi** and **AJASCA**. Pragathi is the scheme introduced by the authority of the college to provide fee concession to deserved students.
- Around **73.02 %** of students are benefitted by scholarships and freeships provided by the government during last five years.
- A lot of students had placed and progressed to esteemed institutions within and outside the country due to career guidance and competitive exam coaching sessions conducted in the college.
- **Career and placement cell** in association with AJASCA conducted a placement drive in 2022. It was participated by 15+ local firms. AJASCA also facilitated a number of placements to alumni.
- **Various cells and regulatory bodies** (students grievance cell, anti-ragging cell, anti-sexual harassment cell, SC/ST cell and OBC and minority cell) ensure and promote a safe and inclusive campus environment.
- Mechanisms for submitting grievances are made both online (google forms) and offline (complaint boxes) modes. All the complaints were addressed by the concerned cells in regular meetings.
- The Institution conducts skill enhancement and capacity building programmes through various departments and cells to provide a comprehensive education that prepares students for success in all aspects of life.
- An average of 32.25% students was placed in organizations within and outside the country, and an average of 54.32% was progressed to higher education in last five years.
- Various coaching classes are conducted for the aspirants of **NET/SLET/C-MAT/IIT-JAM/ GATE/ CAT**.
- **An Alumni Talk Series** is being conducted from 2021. Emeritus alumni were given opportunities to address the students of the institution.
- Students of the institution used to participate in various cultural programmes, sports and games conducted within the institution and outside the institution for past 5 years.

- The student community of the college proved their social commitment by a lot of community services and campaigns.
- The institution organized an average of **30 sports and cultural events/competitions** in the last five years.
- **AJASCA** (Al Jamia Arts and Science College Alumni Association) was formed in 2018 and registered in 2022. The association plays a crucial role in the welfare of the institution. AJASCA sponsors **Best Student of the Year** award and **Alumni freeship**

Governance, Leadership and Management

This exemplary organization serves as a guardian of education for women in the Malappuram region, offering vital support to uplift this community towards enlightenment. Nestled in a remote area primarily inhabited by the Muslim community, the college champions women's education as a transformative force. The institution has established a renowned panel dedicated to upholding this mission. The Internal Quality Assurance Cell (IQAC) oversees the college's activities consistently. The Principal, together with the IQAC and faculty, devises plans to enhance quality and improve infrastructure, which are then submitted to the relevant department for execution. The management ensures periodic reviews of departmental facilities to create a conducive working environment for faculty members. Financial assistance is provided to faculty for attending conferences, seminars, and training programs. Regular internal and external audits are conducted to maintain standards. The IQAC gathers feedback from all stakeholders, analyzes it, and recommends improvements to enhance college administration. The institution is committed to advancing educational excellence, humane values, and social responsibility. It has clearly defined development plans that align with its policies and practices for quality assurance. Various statutory bodies, committees, clubs, and cells provide ample opportunities for faculty and student representatives to develop leadership skills and ensure the institution's smooth operation. Effective internal coordination and monitoring are key features of the college's administrative processes. The Finance Committee carefully plans and allocates budgets for academic, administrative, infrastructural, staff welfare, and student support needs. To bolster faculty expertise, professional development programs are organized, with financial support available for attending Faculty Development Programs (FDPs), refresher courses, conferences, and workshops. The IQAC coordinates quality-related activities by establishing a systematic approach to documentation and internal communication, integrating and enhancing various college activities, and promoting the adoption and sharing of best practices. Feedback from stakeholders is continuously reviewed to address the evolving needs of higher education.

Institutional Values and Best Practices

Al Jamia Arts and Science College prioritizes gender security and well-being through various initiatives. The college provides clean women's restrooms, a secure female hostel with 24/7 security and counseling, and designated gender-neutral restrooms. Trained counselors support students facing gender-related issues. The campus ensures safety through 24/7 security, CCTV cameras, and emergency response systems. Regular self-defense training sessions empower female students. The college has a zero-tolerance policy towards gender-based violence, harassment, and discrimination, demonstrating its commitment to creating a gender-inclusive and secure environment for all students, staff, and faculty members. These measures ensure a safe and supportive community. The college has implemented various sustainable initiatives to reduce its carbon footprint. Solar panels, LED bulbs, and energy-efficient appliances have been installed to minimize energy consumption. The college has also introduced sensor-based waste bins, UPS systems, and a public addressing system to promote energy-saving practices. Additionally, the college has developed green spaces, conducted

regular tree plantation drives, and promoted waste segregation. Environmental education and sustainability are fostered through workshops, seminars, and events like Environmental Day. These initiatives have resulted in significant energy savings, reduced greenhouse gas emissions, and contributed to a sustainable campus environment. The college has implemented a comprehensive waste management system to minimize its environmental impact. The college reduces solid waste by discouraging plastic use, encouraging paperless communication, and segregating waste. Liquid waste is treated and reused for irrigation. Hazardous waste is disposed of safely, and e-waste is collected and processed by a certified partner. Regular educational campaigns promote proper disposal and recycling. Our college promotes sustainability through energy audits, waste segregation, and environmental education. The Nature Club organizes workshops and events like Environmental Day, fostering a culture of environmental responsibility. These initiatives raise awareness, encourage sustainable practices, and optimize energy efficiency, contributing to a greener campus. Our college has HOPE and STORY SEEDS as its best practices. The college's "Hope" project promotes social responsibility among students. The college distributed storybooks to local school students, fostering a love for reading, improving literacy skills, and promoting academic excellence. College students served as positive role models, inspiring younger students to pursue higher education through the STORY SEEDS project. This community outreach program demonstrates the college's commitment to social responsibility, community engagement, and academic excellence. The initiative has a direct, positive impact on school students' educational journey and personal growth, aligning with the college's values. The program is scalable, sustainable, and makes a positive impact on the community. The college's distinctiveness is its preparation of mud bricks, which are used in its wall construction. Our college constructed its new Science Block using sustainable brick-making techniques. Clay was sourced from the college grounds, minimizing transportation and environmental impact. Students and staff gained hands-on experience in brick preparation and construction. The process involved cleaning, mixing, molding, drying, and firing the clay to create durable bricks. Quality control measures ensured consistency and strength. This initiative showcased the college's commitment to sustainable practices, reduced carbon footprint, and provided valuable educational experiences. Detailed records were maintained for future improvements.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AL JAMIA ARTS AND SCIENCE COLLEGE, PERINTHALMANNA
Address	AL JAMIA ARTS AND SCIENCE COLLEGE, PERINTHALMANNA, VALAMBOOR PO
City	POOPALAM VALAMBUR PO
State	Kerala
Pin	679325
Website	www.ajascollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Farshana K	04933-227918	8129328014	-	ajasprincipal@gmail.com
IQAC / CIQA coordinator	Thanseeh K	-	9895561381	-	thanseeh@gmail.com

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	AL JAMIA ARTS AND SCIENCE COLLEGE, PERINTHALMANNA, VALAMBOOR PO	Rural	5	7519

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	BBA,Commerce And Management,Finance	36	Plus Two	English	50	46
UG	BCom,Commerce And Management, Computer Application	36	Plus Two	English	45	40
UG	BSc,Computer Science,Computer Science	36	Plus Two	English	22	18
UG	BCA,Computer Science,	36	Plus Two	English	42	40
UG	BSc,Psychology,Psychology	36	Plus Two	English	34	31
UG	BSc,Geography,Geography	36	Plus Two	English	25	18
UG	BA,English, English Language and Literature	36	Plus Two	English	36	32
UG	BSc,Life Science,Food Technology	36	Plus Two	English	32	25
UG	BSc,Life Science,Microbiology	36	Plus Two	English	39	33
UG	BA,Islamic Studies,Islamic Studies	36	Plus Two	English	35	35
PG	MA,Arabic,	24	Under	English	10	6

	Arabic Language and Literature		Graduation			
PG	MA, Islamic Finance, Islamic Finance	24	Under Graduation	English	8	6

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				51			
Recruited	0	0	0	0	0	0	0	0	20	31	0	51
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				9
Recruited	4	5	0	9
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				3
Recruited	2	1	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	15	31	0	46
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	1	1	0
	Female	0	0	1	3
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	6	3	2	2
	Female	6	6	16	13
	Others	0	0	0	0
General	Male	28	43	50	31
	Female	83	110	105	120
	Others	0	0	0	0
Others	Male	66	48	45	45
	Female	142	125	158	146
	Others	0	0	0	0
Total		331	336	378	361

1. Multidisciplinary/interdisciplinary:	Al Jamia Arts and Science College is committed to embracing contemporary trends in education. Our UG and PG programs adhere to the Choice Based Credit and Semester System (CBCSS), ensuring flexibility and adaptability in the curriculum. We emphasize value-based education and environmental consciousness through carefully designed modules. Final-year students are required to complete mandatory project work, and community engagement is fostered through extracurricular activities. Our BCA, BBA, and BCom programs are crafted to align with industry needs, reflecting a modern approach in content and structure. Interdisciplinary and multidisciplinary integration is evident in our audit courses, which bridge academic boundaries. The college also offers a range of add-on and certificate programs to enhance educational breadth. In response to IQAC's recommendations, we plan to introduce new multidisciplinary UG and PG programs pending approval from the University and State Government.
2. Academic bank of credits (ABC):	The institution's readiness to implement the Academic Bank of Credits hinges on adherence to the guidelines established by both the affiliating university and the Higher Education Department of Kerala State. Our programs are designed according to a choice-based credit system, which aligns well with the principles of the Academic Bank of Credits and facilitates a smoother implementation process. By following this flexible credit system, the institution is well-positioned to adapt to and integrate the Academic Bank of Credits, ensuring that the transition is both efficient and effective.
3. Skill development:	Measures taken by the college for skill development of students, especially girls, to meet the challenges of industry, is a remarkable distinctiveness of the College. The college has tried to incorporate skill components both in curricular and extra-curricular fields. Common courses are mandatory for all students, which include communication skills. Through these credit courses, students are exposed to communication skills. Since 2017 a course named "Writing for Academic and Professional Success" has been introduced to familiarize the students with academic and professional writing skills. In the extra-curricular field, various departments, clubs and forums have taken initiatives for skill development.

	Apart from these, the college has introduced special programmes for the enhancement of the skill and the confidence of students, especially of the girls. College also has a Women Development Cell focusing on the driving and riding skills of the girls. Recently the women's cell has conducted an awareness programme for girls.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution focuses on disseminating Indian values and knowledge to shape the youth for meeting their future challenges. The college has endeavored to incorporate the Indian knowledge system into the curricular and co-curricular activities in the best possible manner. Through the common, complementary and core courses students are taught the topics like Indian history, culture, literature, heritage, patriotism, nationalism and aesthetics. Prominent literary figures like Rabindranath Tagore, Sarojini Naidu, Mahatma Gandhi, Dr. B.R Ambedkar, Swayam Prakash, Kaka Kalekar are included in the syllabus. Malayalam, the regional language, and Arabic are offered as common courses in all programmes. The papers in BA English course deals with the basics of Indian aesthetics and literature. The certificate courses offered by the college exclusively deals with the various aspects of the Indian Knowledge System. The college shows keen interest to observe special days in and outside the campus. The programmes like International Yoga Day and World Education Day are remarkable in this regard. YOGA day is celebrated every year demonstrating various 'asanas' to students. The benefits of YOGA are learned by the students in such sessions. We are planning to continue the same in coming years with collaborations and planning.
5. Focus on Outcome based education (OBE):	Our institution is offering 10 UG and 2 PG programmes offered as Outcome-Based Education which are designed by the University of Calicut, keeping in mind the regional and global requirements. The university has implemented OBE with clearly stated POs, PSOs and COs. All courses are designed with outcomes focused on cognitive abilities, domain-specific skills which ensure social responsiveness and entrepreneurial skills.
6. Distance education/online education:	The college has adopted the blended learning mechanism to make use of the advancements and changes brought in the education sector. Switching to

an online mode of education has been subtly managed by the institution during the lockdown period. Most of the classes were conducted online during the lockdown necessitated by the Covid pandemic. The Library is digitalized with access to Ebooks, E-journals and a well-established institute content repository.

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?	Yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	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. Voters Awareness Class and Aadhar Linking Camp The session focused on enlightening students about the importance of voting, the electoral system, and the significance of linking Aadhar to voter IDs. Experts in the field were invited to provide valuable insights and address queries from the students. Voters List Enrollment Camp- The camp aimed to streamline the voter registration process, ensuring that eligible students were duly enrolled in the electoral roll. Volunteers and club members actively assisted their peers in completing the necessary documentation, emphasizing the importance of being an active participant in the democratic process.
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	No

electoral processes, etc.	
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.	X

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
1012	981	938	846	796

File Description	Document
Upload Supporting Document	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: 103

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
51	47	46	44	42

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
182.23	107.89	58.15	121.39	104.29

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 is **affiliated to the University of Calicut** and has ten UG and two PG Programmes. The college has a well-planned, structure and documented mechanism for verifying the syllabus and its effective implementation.

The major initiatives of the college in this regard include the following:

- The College Council is the apex body, which has the final voice in academic and non-academic matters and they also ensure proper delivery of the curriculum prescribed by the University.
- IQAC conduct a regular meeting to plan, monitor and review the curriculum implementation and they examine the progress from time to time ,the minutes and feedback reports are presented and action taken for the effective implementation of the curriculum.
- College council meets at the beginning of each academic year to examine infrastructural facilities and to discuss about the effective curriculum delivery practices.
- Staff meetings and Department Meetings are conducted regularly to implement the actions prepared by the IQAC. HODs ensure that the content of the curriculum is taught at the proper time and manner and they review the progress of the students regularly.
- The College follows the CUCBCSS system implemented by the University from 2014.
- Teacher's dairy is provided to teachers by the IQAC, which helps for the preparation, delivery and the review of the syllabus.
- The academic-related activities are transferred to the students through the academic handbook and calendar.
- Semester plan prepared by the teachers make academic planning easier and more systematic. Each teacher prepares a syllabus completion reports periodically.
- Slow learners and advanced learners are identified and special training is given to them.
- The College conduct Bridge Course and Induction Programmes for the new students to overcome the initial learning barrier.
- Effective curriculum is chalked out at the beginning of the year. All activities are scheduled without the loss of working hours. The lost working days/hours is compensated by working on Saturdays.
- The college conduct Career Guidance Programmes for the final year students to build their career.
- Internal Examination Cell of the college conducts centralized Internal test twice in a semester.
- The College authority guides the students to pursue additional online Certification courses offered by the institution and also from various other platforms.
- Students attendance, examination reports , library details are monitored through the Campus Management Software, **EMBASE** . This software also helps the parents to monitor their child's

performance in academics

- The Parents Meeting is conducted at least once in each semester after completing internal examinations to discuss about the academic performances of the students.
- The Association activities such as Quiz, Seminars, webinars expos etc. are also conducted.
- Curriculum oriented programmes, intercollegiate meet and competitive examinations are conducted by each department.
- The Institution also promote moral and ethical value among the students in order to enhance their conscience and functional behaviour, Students feedbacks, suggestions grievance are also monitored regularly.
- ICT enabled facilities are provided for the betterment of students' skills.

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: 80

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
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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: 98.12

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
926	981	938	846	796

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 is committed to integrating cross-cutting issues relevant to professional ethics, gender, human values, environment, and sustainability into the student community. The first step involves identifying these issues in the syllabus offered by the affiliating university and including relevant topics in value-added courses provided by the institution itself.

Professional Ethics and Human Values

60 % of the syllabus addresses professional ethics and human values. The institution offers a certificate course on “Professional Ethics” to inculcate deontological ethics in students, such as “Ethical Hacking Essentials.” Additionally, the institution has a prescribed code of conduct for students, teachers, administrators, and staff. Periodic awareness programs and professional ethics programs are conducted in this regard. The code of conduct is displayed on the website, students’ handbook, and teachers’ diary, and an ethics committee monitors adherence.

Students participate in activities with NGOs, such as health and hygiene awareness classes, palliative daycare, AIDS Day observance, flood relief activities, and the adoption of villages, integrating the

teachings of human values beyond the prescribed syllabi. Blood donation camps highlight the values of altruism and civic responsibility, with students contributing to saving lives and supporting healthcare efforts.

Students also organize flash mobs, awareness campaigns, and debates to inculcate values, ethics, and socially responsible qualities. The institution offers a human values program called “HOPE,” which includes handing over constructed homes to the poor, known as ABAYAM. Anti-ragging awareness programs are also conducted.

Gender Equality

10 % of the prescribed syllabus addresses gender and gender-related affairs. Subjects such as voices of women, entrepreneurship development, positive psychology, human physiology, and nutrition and health focus on gender equity. Programs like self- defence training for girl students, in collaboration with the Kerala Police Department, workshops, and seminars on LGBTQ issues, health and hygiene, women and child nutrition, and webinars addressing the marginalized position of women are organized. The Women and Child Department of the Government of India has appreciated the institution for organizing over fifty webinars to raise awareness on gender equity, enabling students to engage with real-life situations.

Environment and Sustainability

15 % of the syllabus emphasizes the importance of environment and sustainability. Prominent subjects include environmental biotechnology, environmental microbiology, and environmental geography. The institution nurtures a sense of environmental sustainability and responsibility among students through plastic-free campaigns, campus cleaning activities, and systematic and efficient solid and liquid waste management systems. Energy conservation methods are also implemented on campus.

Student involvement is assured through the observation of environmental days, nature camps, field excursions, debates, discussions, seminars, webinars, and invited talks in collaboration with government and non-government agencies.

Audit Courses

15 % of the curriculum is dedicated to audit courses such as environmental studies, disaster management, human rights, intellectual property rights, consumer protection, gender studies, and gerontology. These courses, provided by the affiliating university, help students understand and recognize the importance and need for deep learning in these areas.

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:** 53.06**1.3.2.1 Number of students undertaking project work/field work / internships**

Response: 537

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

1.4 Feedback System**1.4.1**

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 88.1

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
331	336	378	361	304

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
378	381	430	401	351

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

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

Response: 82.39

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
221	183	223	209	198

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
264	228	271	247	245

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 19.84

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:

PG Students Teaching UG students

Using the expertise and abilities of students to improve the educational experiences of those at earlier phases of their academic careers is known as postgraduate (PG) student teaching undergraduate (UG) student teaching.

Debate and Group Discussion

Group discussions and debates are effective teaching methods that help students develop their communication, critical thinking, and teamwork abilities.

Internship

Through internships, students and recent graduates can obtain real-world experience in a certain sector or profession. Usually lasting a set amount of time, interns collaborate with professionals while acquiring practical experience, honing their abilities, and perhaps obtaining academic credit.

Role Play

Role-playing is an interactive learning method in which participants take on roles and enact events in order to investigate other viewpoints, hone skills, and gain a deeper comprehension of a subject. This is a summary of role-playing in the classroom.

Field Visit/ Media Visit

To gain personal experience and insights into a specific field, industry, or issue, field visits are organised travels or excursions for educational or professional purposes.

Magazine

In addition to offering, information, and entertainment, magazines often fulfil other functions. They target particular interests and demographics with their in-depth coverage of subjects ranging from current affairs to lifestyle trends.

Clubs

Provide a space for individuals to pursue their passions, connect with others, and grow personally and professionally.

Food festival

They provide students and teachers the chance to savour their favourite dishes, discover new flavours, and celebrate the gastronomic diversity of a specific region or theme.

Peer teaching

Through the explanation of concepts to their classmates, this approach creates a collaborative learning environment that enables students to comprehend the material at a deeper level. It boosts confidence and

facilitates active engagement.

Film screenings

A film, or a sequence of films, are being screened for an audience during this event. Auditoriums, classrooms, and even outdoor locations used to host screenings.

Group projects

Transform learning into an interactive, engaging, and practical experience.

Exhibition

Displaying work, initiatives, or research to an audience is what this event is all about for people or groups.

Intercollegiate meet

A competitive event or get-together with students from several schools or institutions is called an intercollegiate meet. Academic and cultural events are just a few of the many events that covered by these meets.

Interdepartmental Programmes

These initiatives seek to close the gap between different fields of study by promoting interdisciplinary activities, research, and learning.

Mock interview

Through a realistic experience where users can practise answering common interview questions, get feedback, and enhance their performance, it helps to get ready for real interviews.

Brain Storming

To generate maximum ideas and divergent approaches.

ICT Used Seminar Presentation and Webinars

Using Information and Communication Technology (ICT) in seminar presentations and webinars can significantly enhance the delivery, engagement, and effectiveness of these events.

Workshops

Workshops are interactive sessions designed for training, education, or problem-solving. Integrating Information and Communication Technology (ICT) in workshops can greatly improve their effectiveness and participant engagement.

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: 100

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
51	47	46	44	42

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

2.4.2

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

Response: 43.04

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
20	19	22	17	21

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college has an efficient and thorough internal assessment system that gathers, records, publishes, and retains assessment data in addition to conducting assessments. This is mainly accomplished by establishing an Internal Examination Committee (IEC), which complies with University of Calicut rules and regulations and has made strategic changes to the framework in terms of frequency, transparency, and mode of conduct to guarantee positive results.

The following mechanism is devised to achieve excellence in the above-mentioned matters.

Internal Examination Committee

- The IEC conducts centralized internal examinations.
- The principal appoints a teaching faculty member as an Internal Exam Convener to hold major responsibilities as per the IEC mandate.
- The examination system is scheduled to take place twice a semester.
- At the beginning of each academic year, the timetable for internal exams is determined and published in the academic calendar. It is published in the college notice board ten days before notification.
- Following the notice, the IEC notifies the faculty members to submit their question papers in the format required, which is based on the format of university question papers.
- A thorough understanding of a student's academic achievement is provided by balancing internal and external assessment, which also ensures a fair evaluation procedure.
- The organization has a reliable and open system in place for handling complaints and conducting internal and external assessments.
- The University of Calicut completes the external evaluation (80%).
The External Exam Cell of the institution administers the exams, and the question papers are sent to the institution via a highly protected portal.
- The Calicut University evaluates external answer sheets and declares results, among other things.

Students are informed in advance of all information pertaining to the external exams.

- The institution has the only authority over internal evaluation (20%). Departments are responsible for conducting assessments apart from the internal exams.
- Under the direction of the Internal Exam Cell (IEC), internal exams are administered centrally.

Grievance Redressal

- A welcoming atmosphere for handling and resolving issues within the institution is facilitated by transparent mechanisms. Class tutors, Mentors, HODs, The Principal, and the online grievance portal are among the various routes available to students for reporting grievances..

a. College Level

- The institution has a strong grievance redressal mechanism in place, with a Grievance Redressal Committee in charge of receiving, reviewing, addressing, and resolving student issues.
- The grievance cell at the college level, which is chaired by the principal and consists of two senior faculty members as well as the Convenor of the Internal Examination Cell (IEC), shall review the grievances that are received and respond to them promptly.
- Students can contact the university-level grievance cell if they are dissatisfied with the action taken.

b. University Level Grievance Redressal

- The Registrar or Controller of the Examination of the University of Calicut should be contacted with grievances regarding university exams (External Exam). The University's Student Grievance Portal offers an online system with UGC-mandated procedures for tracking and investigating complaints

Assignments and Seminars

- Forty percent of the total score for the internal assessment comes from the internal examination; the remaining scores are attributed to attendance, assignments, and seminars.

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 affiliating university has designed its curriculum with course outcomes (Cos), programme outcomes (POs), and programme specific outcomes (PSOs). What the students should be able to achieve by the end of their studies is outlined in the syllabi. The University posts the curriculum, which is updated on a regular basis, and the PO, PSO, and CO on its website. To make it easy for staff and students to access, the same is shown on the institution's website for the programmes that are offered.

At the time of admission, the admission committee gives parents and students a brief overview of the program's objectives. At the beginning of the academic year, each student receives a copy of the student handbook and academic calendar, which are produced with the required information on outcomes. Students and parents are provided with a comprehensive explanation of outcome-based education, the significance of the programme, and program-specific and course outcomes during the Student Induction Programme (SIP).

The Outcome Based Education (OBE) initiative, which outlines the knowledge and skills that students should possess upon completion of their course of study, is introduced by the IQAC through staff development and orientation workshops. This facilitates the faculties' adoption of innovative educational strategies and helps them recognise the value of OBE.

Information Dissemination regarding POs and COs

Each discipline's curriculum includes the curricula and particular learning objectives of the individual courses, which are also accessible on the college website. By using a comprehensive strategy, the college makes sure that the intended programme and course outcomes are maximised. Students are taught to recognise, formulate, and analyse real-life problems, devise and develop solutions, and draw valid conclusions utilising the fundamental ideas of their subject matter as a common goal. To solve difficulties, students are taught to adopt a transdisciplinary perspective and to adjust to new surroundings and circumstances. Particularly science students basic understanding of practical knowledge through experiments

- Every academic year begins with an induction programme that provides students with a detailed understanding of the varied outcomes of each programme. In order to foster learning opportunities outside of the classroom, information about various Clubs and Cells is also given during this session.
- At the department level, UG and PG students are given a quick introduction to POs, and students are having discussions on COs with paper coordinators. Mentors and tutors are expected to make sure that every student understands the syllabus fairly.
- Throughout each academic year, a timeline is kept up to date in accordance with university directives. In a semester, this guarantees that the course syllabus is finished on time. Issues pertaining to the department's academic operation are discussed at regular departmental meetings.
- Top performers are recognised in a variety of categories, including NET/JRF achievers, other event winners, and toppers. Inadequate student performance is also considered, and suitable corrective action is implemented.
- Through a feedback mechanism established by the institution, educators, learners, and alums provide input on the aforementioned forms concerning the curriculum, the teaching-learning process, and the infrastructure that is now in place.

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:

One of the main factors in achieving the results is the institution's teaching and learning process. The organisation evaluates students' comprehension of the curriculum and course material through tests, quizzes, written assignments, projects, and presentations. The purpose of these tests is to appraise students' knowledge, problem-solving skills, critical thinking, and skill application.

Frequent review and assessment of outcome attainment is carried out to improve the calibre of the teaching-learning process, which in turn guarantees students' academic calibre. Feedback on students' performance is given by mentors or supervisors, and this feedback is used to assess how well students have met the objectives.

The direct method includes the following components:

- Exam Cell Process:

The exam cell oversees the administration and coordination of all examinations within the institution. This includes scheduling exam dates, preparing and distributing exam papers, ensuring the integrity and security of the exam process, and managing logistics such as seating arrangements and invigilation. The exam cell is also responsible for addressing any issues that arise during exams, such as student queries or technical problems, to ensure a smooth and fair examination experience for all students.

- Evaluation of Internal Examination Results:

The evaluation of internal examination results involves a systematic process of assessing students' performance on various internal assessments such as tests, assignments, and seminar. Faculty members grade these assessments based on predefined criteria to ensure consistency and fairness. The results are then compiled and analysed to identify areas where students excel and areas that may require additional support or intervention.

- Student Assessment: Comprehensive assessment methods, including written exams, quizzes, and assignments, are used to measure students' grasp of concepts and skills.
- Student Seminar: Seminars provide a platform for students to present their research, fostering public speaking skills and deepening subject knowledge through peer discussions.
- Project Work: Projects encourage practical application of theoretical knowledge, enhancing problem-solving skills and creativity through hands-on experience.

- **Practical Record:** Practical records document laboratory and fieldwork, reflecting students' ability to apply theoretical concepts in real-world scenarios.
- **University Examination Results:** University exams serve as a standardized measure of students' academic proficiency and readiness for further academic or professional pursuits.
- **Student Progression:** Tracking student progression helps in monitoring academic growth, identifying areas needing improvement, and ensuring timely course completion.
- **Student Placement:** Placement initiatives assist students in securing employment, bridging the gap between academic training and industry requirements.

The indirect method includes the below constituents

Placement cell: The College's placement cell actively seeks job opportunities for graduates, ensuring employment prospects before graduation. Feedback from stakeholders and alumni is collected regularly by the relevant department, which maintains a database of these comments. Alumni input is valuable for suggesting revisions to Programme Outcomes (PO) and Course Outcomes (CO).

ED Club: The ED Club effectively inspires entrepreneurial ventures beyond campus, conducting orientation courses, awareness campaigns, and various other programs. Additionally, the college meticulously tracks each student's progression through higher education, focusing much of the admission process on enhancing academic records. This comprehensive approach not only supports students in their career pursuits but also fosters continuous improvement and innovation within the institution. Through these efforts, the college aims to provide robust support systems that contribute to the overall academic and professional development of its students.

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: 92.07

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
298	305	247	233	194

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
334	317	264	257	215

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.14

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: 15.2

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
0.8	3.90	10.50	0	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college has implemented a dynamic, collaborative research program to enrich and update the knowledge base of students and faculty. This initiative focuses on fostering research in innovative areas, offering guidance, and support. To enhance faculty quality, the college encourages participation in seminars at both local and national levels. Research proposal presentations, report discussions, and publications are facilitated, alongside certification courses to improve research skills.

IPR Cell

The Intellectual Property Rights (IPR) cell at the college is dedicated to fostering start-ups and new commercial ideas. It organizes seminars, webinars, and workshops to highlight the significance of intellectual property rights, including patents and trademarks, in managing innovative assets.

GANADOOR

An annual talent hunt named GANADOOR is conducted by the college to identify outstanding students. This event, organized in several stages, aims to develop students' leadership, presentation skills, IQ, and EQ. Top-performing students are awarded cash prizes each year.

Project Orientation and Student Initiatives

Students are encouraged to take initiative through project orientations, creating socially beneficial apps. Notable projects include Regalo, an online platform for selling handmade crafts, promoting entrepreneurship and creativity; Care Hand, an app that reduces food waste by collecting surplus food for orphanages, supporting environmental sustainability and community welfare; Medicure, an app providing monthly medicine assistance to bedridden patients to ensure timely medication; and the Sign Language Translator, a real-time IoT system translating sign language for improved communication with the deaf and mute. These projects highlight students' commitment to using technology for social good.

Departmental Activities

The Computer Science department organized a robotics workshop and classes on digital marketing and the Internet of Things. It also explored artificial intelligence, data science, and Python as the future of computing. The Geography department hosted an interactive session on "Geographical Ideas: Evolution and Contemporary Discourses" and a workshop on disaster management.

PG students researched the development of the Islamic finance industry and ethical investment options in India. The Microbiology department held a seminar on "Emerging and Re-emerging Infectious Diseases" and a workshop on RNA processes and modification. The Food Technology department organized workshops on food fortification, adulteration, and fish processing.

The Islamic Finance department conducted workshops on network marketing and its 2020s emergence, and the impact of currency demonetization on Indian society. The English department organized workshops on the interplay between language and literature and the media's role during the pandemic.

The Commerce and Management department hosted a webinar on intellectual property rights for innovators and start-ups. The Psychology department arranged a webinar on humanistic psychodrama and an introduction to abnormal psychology. The Computer Science department also offered a webinar on new trends and future prospects in information technology.

Career Orientation

To support career orientation, the college provides various programs and activities designed to prepare students for their future careers. These initiatives equip students with the skills and knowledge needed to excel in their chosen professions.

Through these varied and comprehensive activities, the college aims to create a vibrant academic environment that encourages research, innovation, and overall development for both students and faculty.

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: 5

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
3	1	1	0	0

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: 0.05

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
3	0	2	0	0

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

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
0	0	0	0	0

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:

HOUSE CONSTRUCTION AND RENOVATION

- **House Construction:**Build a new house for Shareefa to enhance her living conditions.
- **Donated Fund for House Construction** Provide financial aid to build a house for needy family in Valambur.
- **Participation in the Construction:**Help in constructing two houses in Vengur to offer shelter to underprivileged individuals.
- **Fund Contribution to People Foundation for House Construction:**Support People Foundation with funds for their housing projects aimed at those in need.
- **House Painting:**Paint the house of a low-income family to improve their living environment and uplift their spirits.
- **Anganavadi Painting:**Refresh the Anganavadi center in Mullikurssi to create a more welcoming space for children.
- **General Ward Painting:**Improve the general ward environment at Perinthalmanna Hospital through painting and refurbishing.
- **Fund donation for housing project.**

ENVIRONMENTAL INITIATIVES

- **World Environment Day Celebration-My Tree Campaign:**Celebrate World Environment Day with tree planting and environmental awareness activities.
- **Community Renewal with Environmental Cleanup:**Conduct cleanups to improve community cleanliness.
- **Pavement Cleaning:**Maintain and enhance the cleanliness of the pavement in Nenmini.
- **Cleanliness Drive:**Organize a cleanliness drive to better the environment at GMLP School.
- **Rainwater Harvesting:**Install rainwater harvesting systems at students' homes to encourage water conservation.
- **Refined Two Natural Water Resources:**Enhance two natural water sources to ensure clean and accessible water.
- **Construction of Pond:**Build a pond in Mullikurssi to support local water needs and improve the surrounding environment.
- **Painted Ayurvedic Dispensary:**Refresh the Ayurvedic dispensary's look to enhance its environment.
- **Water Pot for Birds:**Encourage students to place water pots for birds, promoting environmental care.

HEALTH AND WELLNESS

- **Fund Donation:**Contribute funds to support palliative care services.
- **Charity Fund for Kidney Patient:**Raise and provide financial support for the treatment of a kidney patient.
- **Post Flood Relief Work:**Engage in relief work to assist communities affected by floods in Nilambur.
- **Food kits donated to Flood victims in Nilambur.**

- Hand Over Medical Equipment: Donate essential medical equipment to improve services at the Primary Health Centre.
- COVID-19 Awareness Programme: In local areas.
- Survey on Community Diseases: Assess disease prevalence in Angadippuram Panchayath to inform health interventions.
- Mental Health Day Awareness Class on "Stress in Workplace": Host a class on managing workplace stress as part of Mental Health Day.
- Ramzan Kit Distribution during COVID pandemic.

EDUCATIONAL AND MOTIVATIONAL ACTIVITIES

- Motivational Session at Santhapuram Model LP School.
- Motivational Class for Students of GLP School, Pattikkad.
- Motivational Class at OAUP School, Poopalam:
- Each One Teach One: Promote literacy through peer-to-peer teaching.
- Digital Literacy for Senior Citizens: Improve digital skills among senior citizens.
- Training of Paper Bag Making for Neighborhood Girls: Teach girls how to make reusable paper bags to foster sustainability.
- Distribution of School kits for Needy students.
- Television given to poor student for online learning during covid pandemic

COMMUNITY SUPPORT AND OUTREACH

- New Year Celebration: Salva Care Home Residents.
- Friendly Interaction: Build connections and provide companionship to Salva Care Home residents.
- Fund Collection: Salva Care Home's operations and needs.
- Story Seeds-Book Distribution Program: Distribute books to children at ALP School to promote literacy.
- Book Distribution: Provide books to enhance literacy in various communities.
- Fund Contribution to CMRDF:
- Fund for Assam Flood Victims

SUPPORT FOR LIVELIHOOD AND INCOME

- A Grocery store and a Poultry farm were set up for the needy families.
- Cows and grass cutting machines distributed.
- Umbrella making workshop for women.

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:

Al Jamia Arts and Science College has exhibited a remarkable commitment to social responsibility through its extensive extension and outreach programs over the past five years. The college's multifaceted community service efforts underscore its dedication to social welfare and environmental sustainability. This report outlines the notable awards and recognitions received by the college, highlighting its significant contributions during this period.

One notable acknowledgment was from **Poopalam Anganwadi** on 14th November 2022, in recognition of organizing a **Children's Day Celebration**. This event underscored the college's dedication to promoting the welfare and joy of children in the community.

The **Chungam Palliative Care Society** recognized the college on 11th November 2022 and 6th March 2023 for **Fund donations**. These contributions supported essential palliative care services, demonstrating the college's engagement in supporting health care initiatives.

For its efforts in local infrastructure development, the **Keezhattur Grama Panchayath** awarded the college on 28th December 2022 for **Road construction for Anganwadi and Pavement cleaning**. This project significantly enhanced community infrastructure and showcased the college's active role in local development.

The **District Hospital Perinthalmanna** honored the college on 24th September 2022 for its **Cleanliness Drive at Hospital**. This initiative was crucial in maintaining hygiene and safety in healthcare facilities during a challenging period.

Similarly, the **Angadipuram Grama Panchayath** recognized the college on 21st December 2021 for **Road renovation and cleaning at Valambur (Ward-5)**. This work improved transportation infrastructure and the living conditions of local residents.

In the realm of elder care, **Salwa Care Home Pandikkad** awarded the college for a **Friendly Interaction and Fund Donation** on 1st May 2022 and **Food Kits Donation** on 16th October 2019. These activities supported the well-being of elderly residents and fostered a strong sense of community.

The **Madhyamam Health Care Trust** commended the college on 15th February 2022 for providing **Financial assistance**, crucial for sustaining healthcare services in the region.

At PTMAUP School, the college was acknowledged on 19th October 2021 for its **Cleanliness Drive After Pandemic**. This initiative helped ensure sanitary conditions in schools during a time of heightened health concerns.

The **AML School** received an **Awareness Class on Child Abuse** from the college on 2nd March 2020, highlighting the college's role in promoting child welfare and safety.

Earlier recognitions include **District Hospital Perinthalmanna** awarding the college on 26th December 2019 for **Ward painting**, which enhanced the hospital's environment. The college was also recognized

by **Salwa Care Home Pandikkad** for **New Year Celebration with Inmates** on 31st December 2018, bringing festive cheer to the care home's residents.

The college played a significant role in disaster relief as well. **Ideal Relief Wing Kerala** honored the college on 30th January 2019 for **Flood relief work**, demonstrating its commitment to disaster response. Additionally, **Keezhattur Grama Panchayath** recognized the college on 23rd December 2018 for **Pond construction for Chengara Tribal Colony** and on 26th December 2018 for **Refining natural resources**, contributing to environmental sustainability and community support.

People's Foundation awarded the college on 24th April 2019 for **Financial and physical assistance for house construction**, highlighting its role in improving living conditions for underserved families.

These recognitions illustrate Al Jamia Arts and Science College's steadfast commitment to community service, development, and social responsibility, affirming its role as a socially engaged institution.

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: 23

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
6	2	5	3	7

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: 7

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

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:

The institution is affiliated with the University of Calicut and managed by Islamic Mission Trust (IMT), is distinguished by its academic excellence and disciplinary practices. The college is situated at Poopalam, Perinthalmanna, and is equipped with comprehensive facilities that support both teaching and learning.

Classrooms and Laboratories:

The college houses **34 ICT-enabled classrooms** that provide a conducive environment for learning, each furnished with benches, desks, and blackboards. The institution features **twelve specialized laboratories** catering to various disciplines, including microbiology, food technology, physics, chemistry, biochemistry, computer science (with two labs), psychology (with two labs), geography, and a language lab.

Seminar Hall:

A seminar hall on campus regularly hosts academic and non-academic activities. It is equipped with projectors for interactive sessions and has **CCTV access**.

Library and Digital Resources:

The library is an integrated knowledge resource center, stocked with books relevant to the syllabus as well as additional references, periodicals, magazines, and national and international journals. It also offers online resources through a digital library with **12 systems and a 5 KV UPS**. An institutional repository has been created for old question papers, newspapers, and other library activities.

ICT Facilities:

The college is equipped with cloud-based applications like **Embase Pro Suite** and offers **400 Mbps internet connectivity**. The administrative section includes seven computer systems, five color printers, eight laptops, and a Xerox machine supported by a **5 KV UPS**.

Power Supply:

The institution has a **power generator with a 60 KV capacity**, ensuring uninterrupted power supply.

Campus:

The campus includes the Principal's Office, Reception, Academic Office, and Exam Cell. Sanitary facilities feature **napkin vending machines, incinerators, water purifiers, and coolers**. The canteen and college store, next to the library block, provide books, stationery, and Xerox services. There is a room for sports and NSS activities. A bio-plant supports sustainability efforts. The entrance gate has a garden, a well, and an herbal garden, with solar panels on the administration block. The science block, adjacent to the library, has well-equipped laboratories. Additionally, a well-furnished, **centralized AC conference hall and an IQAC Room are next to a management room** on the first floor of the administration block.

Facilities for Cultural and Sports Activities:

Cultural performances are staged in an **AC seminar hall equipped with sound systems and projectors**, located at the top of the library block. The college also offers a multipurpose football ground and other sports facilities, along with an **auditorium that has a seating capacity of 350**.

Outdoor and indoor sports facilities:

- Multipurpose playground/ Football ground.
- Badminton Court.
- Football ground is used for any further outdoor games.

Physical Fitness:

- A well-maintained **Open gymnasium and Yoga Centre** with allocated equipment and provisions.

Other facilities in the campus:

- Girls' and Boys' hostels.
- Conference room/board room.
- Departmental staff rooms.
- Counselling Centre.
- Sick room
- Napkin vending machines and Incinerators.
- Water purifiers.
- Washrooms.
- Solar censored lights and panels.
- Bio-Gas plant and composting.
- Ramps and other facilities for differently abled students.
- Transportation facility.
- Canteen.
- Prayer area.
- Rainwater Harvest
- Well recharge

- Disabled Friendly Toilet

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: 22.23

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
40.48	3.90	1.37	25.19	56.64

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:

Recently renovated state of art library fully automated with library management software KOHA. The library houses a collection of over 12079 books, including 888 reference books, 373 bound volumes of law journals to meet the diverse academic needs, E-books and E-Journals also there. Moreover, the library subscribes to 20 journals and 4 newspapers. The library has spacious reading room and well equipped digital library with 10 computers with 400 Mbps internet access.

- The library was automated in the year 2021 with EMBASE. Later it changed into ILMS software KOHA
- The OPAC facility helps users find book. Using barcode technology, the library efficiently manages book issuing, returning, renewal, and other operations. Additionally, the library has a digital entry-exit system.
- Library website provides information and services available in the library. The website has given links to e-resources, databases, SWAYAM, audio books, institutional repository etc. Information regarding the latest additions is also displayed in the Homepage.
- The library is equipped with Amazon Alexa and Audible subscription and resources to support visually impaired students. A ramp is set at the entrance of the library.
- The **Library Advisory Committee** is in charge of designing policy matters for the smooth functioning of the library.
- The **Library Club** consisting of 10 members is the main attraction of the library. The club members are actively involved in library activities, organises various programmes to promote a reading and research oriented culture and instils a love for literature and knowledge within the college. These include book review programmes, library orientation programmes and reading competitions. Book donation for the setting up of libraries in nearby villages are one among extension activities organised by the club.
- Annual stock verification and maintenance of books are carried out well in time.

E- RESOURCES

- NLIST
- DELNET
- Shodhganga
- Shodhgangotri
- NDLI
- Directory of Open Access Journals (DOAJ) and Books (DOAB)
- Manupatra

LIBRARY SECTIONS

- Circulation Section
- Stack Area
- Reference Section
- Periodical Section
- Newspaper Area
- Reprographic Section
- Digital Library
- Technical Section
- Law Books Section

LIBRARY SERVICES

- New Arrival Display
- Access to INFLIBNET - NLIST
- Online Public Access Catalogue (Web OPAC)
- Reprographic Service, Printing service.
- Downloading of information from N-LIST and other open sources
- Assistance to users for literature search both print and online.

INFRASTRUCTURE OF LIBRARY

- Digital Entry/ Exit Facility
- CCTV Surveillance for Security reinforcement
- 400 Mbps High Speed Internet
- Seating and reading room facilities

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 college is dedicated to staying at the forefront of technological advancements, continuously updating its ICT facilities to enhance the learning experience for students and faculty alike.

Computing Resources

The campus is equipped with a total of **205 computers** strategically distributed across various sections to maximize accessibility and utility. **Two Computer laboratories house 100+2 computers**, facilitating hands-on learning and research for students in various disciplines. The digital library is equipped with **12+1 computers**, providing a resource-rich environment for academic study and research. In the administrative section, 5 computer systems and 2 laptops ensure efficient management and operation. All these systems are enhanced with high-performance components, including **Western Digital 500 GB NVME SSDs and 2GB Graphics cards (GT 730 DDR5)**, ensuring smooth and efficient operation for

all users.

Networking Resources

Internet connectivity on campus is robust and reliable, facilitated by fiber optic cables and Wi-Fi extenders that ensure seamless connectivity across the entire campus. **With an internet bandwidth of 400 Mbps**, students, faculty, and staff can engage in online academic pursuits, research, and extracurricular activities without interruption. The entire network is protected by a firewall, ensuring a secure online environment for all users.

Collaborative Software Solutions

The institution has invested in **licensed Windows software** for both the computer lab and the digital library. This not only enhances the functionality and security of these resources but also ensures that students and faculty have access to the latest software tools for their academic and administrative tasks.

Enterprise Resource Planning

To streamline operations and promote efficiency, the campus utilizes a cloud-based application called **EMBASE Pro Suite**. This application is used by both staff and students and supports a wide range of functions, including library management, staff management, fee collection, and attendance tracking. By promoting the motto of paperless office work, EMBASE Pro Suite helps the institution reduce its environmental footprint while enhancing operational efficiency.

ICT Facilities for Teaching and Learning

The college is committed to integrating ICT infrastructure into the teaching and learning process. There are **34 classrooms equipped with ICT facilities**, enabling faculty to deliver dynamic and interactive lessons that cater to diverse learning styles. Laboratories are similarly outfitted with advanced ICT resources, allowing faculty to effectively convey complex pedagogical ideas. To ensure that faculty members are well-equipped to utilize these technologies, the institution regularly conducts faculty development programs aimed at improving ICT skills.

Power Infrastructure

The college has made significant investments in power infrastructure, ensuring that all ICT facilities operate without interruption. The computer lab and digital library each have UPS units with 5 KV capacity, providing reliable power backup. The administrative section, with its 7 computer systems, 5 color printers, 8 laptops, and a Xerox machine, also benefits from a 5 KV UPS, ensuring efficient operation even during power outages.

In conclusion, the college's commitment to updating ICT facilities creates a dynamic learning environment, integrating cutting-edge technology to equip students and staff for success in a digital world.

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:** 4.94**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 205

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: 16.17**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
32.44	28.17	9.40	14.64	8.18

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 73.02

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
665	653	655	672	694

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: A. All of the above

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

5.1.3

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

Response: 65.38

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
453	1215	877	274	171

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: A. All 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: 85.11

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
267	254	248	199	232

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
333	317	264	257	239

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

5.2.2

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

Response: 0.95

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
1	0	1	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

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: 3

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
1	0	0	0	2

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: 12.6

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
14	15	9	14	11

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:

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services Response: AJASCA (Reg No: MPM/CA/182/2022) is the registered alumni association of our institution which strives to enrich a lasting bond between old students and their Alma mater. The objective of association is to bring together the student community on a common platform to keep its members involved in endeavours of the institution. The association has units in India and abroad. A good number of alumni are working in various prestigious organizations in reputed positions such as Engineers, Research scholars, Media persons, Professors, Consultants, Politicians, Scientists and Businessmen around the globe. The international wing is not officially registered. College wise alumni meetings are held in the college annually in the month of December. The Alumni transactions are operated through “Alumni” head of Accounts department. The alumni distributing a scholarship in every year for encouraging the students who are financially weak and active in every aspect. The association has been actively contributing to their Alma mater all these years towards academic and financial means. Non-financial contributions involve campus placement, placement assistance, supporting departments for organizing seminars, workshops, institution-industry partnerships and intellectual contribution in the form of resource persons. The Association provides placement assistance by organizing career-oriented guidelines, higher educational assistance and provide guidelines for Industrial and academic opportunities. Financial contributions include providing a substantial amount of money for the infrastructural facilities, student scholarship and financial support to the needy non-teaching staff for marriage, construction of house etc. The association also support financially backward students by giving scholarship to them. The Alumni Association assists and encourages the connection between alumni and students to build a channel of personal and professional support. Many students are inspired by the interference of the alumni and are currently pursuing their higher education in reputed institutions. AJASCA also offer awards for the best outgoing student. It never fails to conduct an Iftar meet every year. Non-financial contributions Department of Commerce organized an interactive session for students with Mr. Sabeel as a resource person, an alumnus of 2016-19 batch. Mr. Rashid, alumni of 2011-14 batch, delivered a talk on “Big Data Analysis” for BSc Computer Science students. Department of Psychology organized a mentoring session for students with Mrs. Hanan as resource person, an alumnus. A good number of alumni are working as faculties in the college and parent institution as well. Financial contributions the alumni have contributed a particular amount for the establishment of generator. It delivered money for various purposes including construction of house, marriage and other for the non-teaching staff of the institution. It collects fund every year for Farook Sahib Memorial Fund and deliver the same to the best outgoing student of the year.

File Description	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:

VISION

The vision of the institution is sought to promote and provide value-based quality education to the generation next to enlighten, empower and equip them to be the leaders of tomorrow.

MISSION

Al Jamia Arts and Science College aims at providing education of the highest order in the area of contemporary arts and sciences with a unique value dimension and humane outlook; to build an unparalleled powerhouse of modern learning which will benchmark itself against the best in the country and around the globe.

CORE VALUES

- Secularism
- Diversity
- Inclusiveness
- Professional Ethics
- Social Commitment
- Environmental Awareness

GOVERNANCE MECHANISM

- The **ISLAMIC MISSION TRUST** acts as the supreme authority within the College. The Chairman and Board of Directors are in charge of appointing the Principal, as well as all teaching and non-teaching staff.
- The **Principal**, who serves as the executive head, manages the institution's curricular and co-curricular programs for both students and faculty, with assistance from the **Academic Council, Statutory Bodies, Administrative Office, PTA, and Alumni Association.**
- Faculty members are in-charge of different statutory bodies such as **SC/ST Cell, Minority and OBC Cell, NSS, Anti-ragging Cell, Grievance and Redressal, Discipline Committee and Internal Complaints Committee (ICC), Centre** and various other cells and clubs .

DECENTRALISATION AND PARTICIPATION

- The Principal distributes responsibilities among departments and faculty, fostering collaboration and efficiency. Heads of Departments (HODs) act as intermediaries between faculty and administration for academic and administrative success.
- Top of Form
- Bottom of Form
- The faculty members are crucial in embodying and implementing the institution's mission within the campus environment. **Heads of Departments** serve as intermediaries between **management** and **teachers**, demonstrating significant patience in addressing students' mental health issues and academic concerns.
- **The Internal Quality Assurance Cell (IQAC)** and its members are integral to the decision-making process, working towards achieving the institution's overarching goals. Regular meetings involving both teaching and non-teaching staff are held to facilitate decision-making.
- College Students' Union, elected by the student body according to the electoral policy of the University of Calicut, plays a central role in organizing and supporting college activities.

THE REFLECTION OF VISION, MISSION AND CORE VALUES ON THE GOVERNANCE

- The Strategic Plans are approved by the Managing committee by making sure that the vision and mission of the institution is reflective through the working of various cells and committees.
- **The Leaders' Academy** is another platform to nurture the competent and dedicated students through the hall-marks of quality education to inculcate social responsibility, excellence and ethical integrity in them.
- **ICT tools** promote the use of technology in learning.
- Availability of **Management Scholarships, Pragathi** and **Free ships** as high as 100% of tuition fee, accelerates the opportunities of the economically backward students.
- Partnership with **renowned colleges** to offer student exchange programs, and collaborative research projects. Enable students to transfer to partnered institutions during their course of study.
- Encourage faculty and students to publish research in high-impact international journals. Organize workshops and seminars on research methodologies and publication strategies. Provide incentives and recognition for significant research contributions.
- Establishment of the Knowledge World.

Therefore, the institution aims to achieve autonomous status as outlined in the '**NEP 2020**', creating a conducive environment where students can evolve into visionary leaders poised for the future.

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:

The institution has a strict bureaucratic structure to safeguard its functions known for providing quality education and fostering a value- oriented academic atmosphere, it is popular in the district. It vitalizes and motivates culture of decentralization and participative management by involving staff members in a number of administrative roles. Stakeholders and trustees work together closely to fulfil the college's mission and vision.

The Managing Committee drafts Strategic/Perspective plans for the institution which covers the set goals and strategies for the future.

The key goals of the document ranges from the establishment of the institution on the construction of hostels, introducing new inter-disciplinary programmes, seeking funds on research and learning resource development.

Administration Plan

The Principal executes the administrative policies in consultation with and subject to the ratification of the College Council and IQAC. Creation of new posts and recruitment of teachers and administrative staff in 2015. Areas for e governance were sought out and it was implemented in 2021 especially with regard to staff/ student support activities. Due to the difficulty of operating things manually and also to save time and resources; as part of paper less initiative office automation is implemented.

Deployment

Clear cut plans and strategies were deployed in the following areas:

- Upgrade classrooms with **ICT tools, library extension, equip labs with latest instruments and softwares**
- Regularly update curricula and introduce **workshops, certifications, training sessions and internship opportunities**
- Strengthen the **alumni network, increase availability of scholarships and financial aid and provide career counselling**
- Introduce **specialized courses and courses in emerging technologies, develop interdisciplinary programs**
- Form an industry advisory board, regularly invite industry experts for workshops sign MoUs
- Develop **community outreach programs**, encourage student and faculty participation in local community service projects, partner with NGOs.
- Implement **campus-wide recycling programs** and energy- efficient systems, increase green spaces, conduct workshops and seminars on sustainability and environmental conservation.
- Implement a comprehensive e-governance platform for efficient administrative processes, develop portals for students, faculty and parents to access information and ensure efficient data management.

Recruitment Procedure and Service rules:

The institution follows a set of procedures in staff selection and recruitment.

- Advertisement through the social media is circulated near to the time of vacancies.
- The received resumes of the applicants are scrutinised and the selected applicants are informed to attend the interview on a scheduled date in the presence of the panel consisting of Principal and concerned Head of the Department.
- The candidate is selected based on the qualification and performance in the demo class and interview.
- Service Rules are applicable for leave and related matters. UGC regulations in force from time to time as notified by the Government of Kerala, are applicable for pay scales, promotions, and career advancement.

Perspective Plans

The following plans to be achieved in the upcoming years:

- Establishment of the Knowledge world
- Infrastructure development
- Encourage Online research publications of the Faculty members and students
- Skill development and industry collaboration
- International collaborations with renowned international universities

File Description	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: A. All 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 provides maximum welfare measures for the upliftment of its staff members and is always keen in providing a very cordial and happy environment to all of its staff members. They are honoured for their achievements and mementos are presented as a token of appreciation. The Principal gives away the award for the best performing teaching staff selected by the IQAC.

All the welfare schemes of the government like ESI, maternity leaves, etc. are available to all the regular teaching and non-teaching staff. The institution also provides duty leave to teaching staff for attending various Training Programmes/ Orientation/Refresher/Workshops /Seminars. 15 casual leaves are available to all teaching and non-teaching staffs

The benefits commonly enjoyed by all employees of the institution:

- Salary advance
- Faculty development programmes
- Workshops for administrative staff.
- Separate parking space for staff.
- Organizes family get together.
- Appreciates and honours those who achieve academic excellence.
- Occasionally arrange parties to celebrate the special days/moments and it enhances the social interaction between faculty members.
- Ensures financial assistance and participation in the major events like weddings, house warming etc. of the members.
- Provides financial assistance for the medical treatment of staff and their family members.

- **ESI** for the employees.
- **Annual tour and recreation**
- **Computer systems with high-speed internet connectivity.**
- **Food and celebration** on all festivals irrespective of religion.

Faculty Development Programme (FDP)

The institute offers comprehensive financial support for faculty to participate in annual FDPs enhancing their career and pedagogical skills.

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

Expert sessions on administrative training for non-teaching staff to fortify their managerial skills. Talks by counsellors are held occasionally to sustain the stress-free ambience.

- **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 boost the in-house bonding and harmony of the institution towards contributing to the smooth functioning and progress.

The institution employs various measures to assess the performance of both the teaching and non-teaching staffs for appraisal.

Teaching staff self-appraisal

A scheduled form is circulated in departments and all faculty members are informed to fill in the feedback for self-appraisal. The feedback form includes the academic qualification, teaching experience, organised and participated in seminars, conferences, faculty development Programmes, publication of research articles in authorised journals, participation in activities of various clubs and committees, departmental and institutional duties.

Feedback

A feedback form for the students to assess the performance of the teachers where the forthright responses regarding the pedagogic performance of the teachers are valued by the students on a semester basis. The institution believes such sincere feedbacks help to improve the quality of education.

Non-teaching staff

The performance of the non-teaching staff are evaluated by the Principal yearly by accessing their participation in other skill development Programmes.

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: 58.26

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
22	28	27	30	27

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 / workshops and towards membership fee for professional bodies	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: 82.48

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
53	45	45	45	38

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
10	9	9	9	7

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:

College has a policy for resource mobilization and optimal utilization developed by the management committee. A finance subcommittee is in charge of inflow and outflow of funds. All the financial transactions are based on the budget and budgetary control. Major sources of income are Tuition fees generated from students, PTA fund, Alumni associations and contributions from Philanthropes and well-wishers. Tuition fees are primarily used for staff salaries and infrastructure maintenance. Sufficient funds are allocated for co-curricular and extra-curricular activities. The management provides financial support to faculty members for attending seminars, workshops, FDPs etc. The institution follows both

internal and external audit procedures for optimal utilization of financial resources.

Departmental alumni associations contribute money for purchasing books, equipment and also for helping students for remittance of tuition fee and medical treatment.

During COVID-19 lockdown period, the institution was able to mobilize funds through the existing procedure of semester registration with support of PTA. Institution was able to disburse the salary of employees promptly.

The College has a transparent and well organised financial management system. The College has mechanisms of separate external and internal audit for Management accounts.

The accountant is in charge of the regular receipts and payment in various heads in the financial activities of the institution. The cash book is maintained in the institution for meeting recurring petty expenses. All payments are updated in the ERP software after manual verification of supporting vouchers. Daily receipts and payment will be consolidated and principal and forward the same to the account section of the management, after verification. Monthly Debit, Credit, Balance (DCB statement) is generated from ERP software.

Internal Audit:

The initial internal audit is conducted by the office staff, led by the head accountant and other accounts personnel. This audit specifically pertains to daily income and expenditure statements related to fees and other regular revenues received. As a Self-financing Institution overseen by the IMT, the Finance Officer assumes responsibility for verifying and conducting internal financial audits, examining both capital and revenue expenditures.

As part of internal control measures, all purchase requests, vouchers, and bills are submitted for approval to the Principal. Tenders are also reviewed through this process. Upon approval, quotations are solicited, and the Principal approves the lowest quote, leading to the issuance of purchase orders. Once invoices are received, the Chief Accountant processes the bills and forwards the financial statements to the Administrative Officer for verification. The Administrative Officer thoroughly examines these financial statements for clarity, authenticity, transparency, and financial accuracy. The Principal further scrutinizes the data and authorizes payments.

The Principal, Administrative Officer, and Chief Accountant closely monitor the college's income and expenditure. To ensure transparency and authenticity, all payments are made via cheque and are honored only by management-authorized signatories. Internal audit remains a crucial aspect of financial oversight.

External Audit:

The annual external audit initiates with a managing committee meeting where discussions are held to carefully consider and appoint the statutory auditor. Subsequently, the institution proceeds to formally appoint an authorized Chartered Accountant who will serve as the external auditor for the audit process. This crucial step ensures that the audit is conducted by a qualified professional with the necessary expertise to thoroughly review the financial records and statements of the institution.

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:

The IQAC consistently formulates, implements, and reviews innovative initiatives with the support of the management. These initiatives encompass various measures such as student-centric learning, knowledge fests, curriculum workshops, professional development programs, research promotion initiatives, sustainability development, blended learning, faculty development programs, and international and national colloquiums, among others.

Furthermore, the IQAC has standardized several practices to ensure internal quality sustenance and enhancement across academic, administrative, and extension activities of the college. It provides guidelines for Bridge courses, Certificate Courses, Seminars and Workshops, Social Welfare Programs (SoWP), Class PTA, Career Enhancement Programs (CEP), and other initiatives aimed at enhancing student competencies, promoting inclusive practices, ensuring quality support, optimizing physical facilities for teaching, learning, and community services, and institutionalizing quality assurance.

Example:

The IQAC is in charge of conducting the result analyses of all batches of the college and in providing an assessment of the Programme Outcomes to the departments. To review the teaching learning process, IQAC has implemented several initiatives like Academic audit, Feedback system, Parents meeting, Result analysis, Best project award, Faculty seminars etc. in the College. Two of them are described below:

Feedback system

There is a well-structured and systematic student feedback system promoted by IQAC to analyse the effectiveness of the teaching learning process. From 2015 onwards the feedback on teachers was carried out manually by distributing questionnaires to students and filled in questionnaires are collected. Principal scrutinizes the filled in questionnaires and the same is returned to concerned teachers.

Reviewing Learning Outcome:

The institution reviews its teaching-learning process regularly by a comprehensive process operated at

three different levels, which ultimately culminates into an academic audit at the end of each semester.

Institution Level: Staff coordinators of various academic bodies are decided annually on a rotational basis. The Principal announces the strategies to be deployed in the academic year based on the annual review by the IQAC and a detailed Academic Schedule is prepared. Result analysis and other academic matters are discussed in the Staff council and HOD meeting. Academic audit and teacher feedback are collected at the end of every semester by the IQAC.

Department Level: The departments prepare an Action Plan for the year based on IQAC guidelines. Academic process based on the monthly report prepared by the faculty members is reviewed in department meetings. HoDs present the progress of academic activities in the college council and staff meetings.

Faculty/Mentor Level: Teaching plan, Teaching schedule and Monthly reports are prepared by every faculty. Mentors monitor and evaluate the result of each student under his/her group and the result of continuous evaluation is informed by the mentor in PTA meetings. Students' feedback is obtained by the IQAC for review and evaluation.

Faculty Development Program: The institution regularly conducts Faculty Development Programs (FDPs) to enhance faculty skills and professional development. These programs are designed to improve teaching methodologies, incorporate modern pedagogical techniques, foster research initiatives, and promote continuous learning among faculty members. Additionally, FDPs aim to strengthen academic collaborations, encourage interdisciplinary interactions, and support faculty in staying updated with current trends in their respective fields. These initiatives contribute significantly to the overall enhancement of teaching quality and academic excellence within the institution.

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
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Being a co-educational institution, Al Jamia Arts & Science college, Perinthlmanna takes effective measures for the promotion of gender equity since more than 70% of student's community is girls. The college promotes gender sensitization & women empowerment through various schemes.

The institution integrates diverse perspectives and addresses stereotypes. **It conducts numerous programs to ensure gender equity and sensitize all genders accordingly.** The programs such as workshops, discussions, and educational initiatives promote gender equity and foster a culture of respect and understanding. By encouraging open dialogue and challenging harmful stereotypes, the institution helps to create a more just and equitable society for all. College organizes various co-curricular/extracurricular activities through different bodies such as NSS, students' union, Women Cell, Clubs & Forums under various departments. Different gender sensitization programmes are conducted.

INSTITUTIONAL INITIATIVES FOR THE PROMOTION OF GENDER EQUITY

- Integrating human rights, civil rights, and gender studies into the undergraduate curriculum.
- Ensuring equal access to teaching and non-teaching positions without gender-based reservations.
- Providing equal opportunities for all genders to participate in academic and extracurricular activities.
- Encouraging participation in college elections, committees, and clubs without gender bias.
- Promoting gender equality in sports and games.
- Offering self-defense classes and camps specifically for female students.
- Ensuring equal representation in intercollegiate competitions for men's and women's teams.
- Operating an active Women's Development Cell (WDC).
- Providing regular mentoring and counseling for students of all genders.
- Offering equal opportunities for skill development and placement for all genders.
- Launching initiatives like "Give wings to your dreams" Offering microfinance initiatives, entrepreneurial support, and job opportunities to promote financial stability and independence.

FACILITIES FOR WOMEN ON CAMPUS

The institution has made significant efforts to create a welcoming and inclusive environment for women on campus, demonstrating its commitment to gender equality. The facilities provided cater to various aspects of women's needs, ensuring their comfort, safety, and well-being. Here's a breakdown of the facilities dedicated restrooms with essential amenities.

Physical Comfort and Hygiene:

1. Dedicated restrooms with essential amenities
2. Free sanitary napkin vending machines
3. Incinerators for hygienic disposal

Sports and Wellness:

- Women's sports team, promoting athletic excellence

Safety and Security:

1. Enhanced security measures, including CCTV surveillance
2. Early going register (a system to monitor and ensure safe departure)

Emotional and Spiritual Support:

1. Prayer room
2. Counseling room
3. Women's Development Cell (WDC) for guidance and support
4. Suggestion box

Accommodation:

- Comfortable and well-equipped ladies' hostel

These facilities aim to create a supportive ecosystem that empowers women to:

- Feel safe and secure
- Reach their full potential
- Thrive in their academic and personal lives
- Enjoy equal opportunities and participation

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:** B. 3 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: A. All of the above

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

Al Jamia Arts & Science College has an inclusive environment where all students feel supported intellectually and academically. The institution takes many initiatives to accommodate all students from different backgrounds. The admission norms are framed in such a way to promote the inclusion of students from different religious groups, linguistic minorities, economically backward sections etc. College arranges financial assistance (free ship) to economically backward students, in addition to scholarship they received.

Various programmes and competitions like intercollege fest, value education section in digital marketing, tutorial and mentoring sessions are conducted for their personality development and career excellence.

In order to inculcate equity, love, compassion and tolerance among students and staffs, college undertakes numerous programmes, celebrating occasion like Onam, Eid, and Holy with colourful programs organized by student union.

Specific days like World Arabic Day, World Food Day, National Unity Day, Republic Day, Kerala Piravi, World mental health day, Palliative day, Antidrug day were observed to uphold the spirit of unity in diversity. Commemoration program on APJ Abdul kalam was held on International Student Day. This creates tolerance and harmony towards cultural and regional diversity.

Student members of palliative and NSS unit of the college collect contributions from college community and handed over it to the pain and palliative society. NSS college unit initiated many inclusive programmes in surrounding community which include charity to kidney failure students, construction of house to economically backward people, New Year celebration in Orphanages.

Cultural programmes like literary competition in Malayalam, Arabic, Hindi, and English are conducted for students to overcome linguistic barriers. Food fest is conducted every year to introduce different dishes from various regions to showcase the talents and creativity of students.

Since the last five years, the college has taken a great effort to increase the level of awareness & appropriate practices amongst the students by celebrating various events regarding Constitutional values, rights, duties, and responsibilities. Students are made aware of the Indian Constitution through orientation sections. Legal awareness classes are provided to students. Quiz competitions are organized regarding the constitution. College union elections are held in Parliamentary model in corruption-free mode & all students are members of General courses.

Celebrating national events like Independence Day, Republic Day, Gandhi Jayanti, and Cargill Vijay Divas can indeed instil a sense of patriotism and create awareness about the sacrifices made by individuals for the nation. These events serve as important reminders of the country's history, struggles, and achievements. By observing these events, institutions like Al Jamia Arts and Science College can

help shape the minds of future citizens and inspire them to become responsible, aware, and patriotic individuals who value the nation's sovereignty and integrity

Observing days like Youth Day, Women's Day, Girl Child Day, Old Age Day, and Human Rights Day can indeed create awareness about the importance of respecting and valuing diverse groups. These observances are highlight the challenges and issues faced by specific groups and Promote empathy, understanding, and inclusivity

Al Jamia Arts AND Science College demonstrates a strong commitment to creating an inclusive environment that values diversity, promotes tolerance and harmony, and sensitizes students to their constitutional obligations and responsibilities.

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:

BEST PRACTICE I: HOPE (Hold On Pain Ends)

HOPE (Hold on Pain Ends) is an Social commitment programme of the institution trying to find backward people who need help or advice.

Objective of the Practice:

- To realize the vision and mission of the college
- To develop social responsibility among students
- To empower socially and economically backward communities in our locality
- To achieve the best possible levels of personal and social well-being.
- To achieve social justice through social development and social change.

Context:

Education is not just acquiring knowledge and obtaining degrees and recognition but using the knowledge gained for the benefit of society at large. Social responsibility and inclusiveness form an integral part of the graduation process.

Practice:

The college takes many initiatives to develop social responsibility among students through HOPE

ABHAYAM House Construction Project

The college is located in a rural area and there are numerous homeless families, who are economically poor and need immediate attention. Realizing the need to help them, the college NSS Unit initiated a house construction program to construct at least one house and hand it over to the deserving family.

A Helping Hand for Indigent Patients

Over the past five years, we have been able to reach many people with serious illnesses. It has been shown to provide comfort to many patients, including those with cancer, kidney transplants, and bone marrow transplants. The money was raised by collecting directly from the students and organizing a food fest.

Students With a Helping Hand as The Corona Epidemic Spread

The students were able to bring relief to many people inside and outside the college. Necessary assistance was provided to students and teachers who were diagnosed with the disease. Necessary equipment like masks, gloves, sanitizers, etc. was handed over to the Primary Health Centre at Angadipuram Grama Panchayat, where the college is located.

Flood Relief

The floods in Kerala in 2018 and 2019 caused great damage. College students visited the flood-affected areas and provided necessary assistance. The flood-affected houses and shops were cleaned by students in association with NSS. And also provided foodstuffs, clothes, clothes, and other necessary items to the relief camp. To find the required amount, the college union conducted a collection campaign from the students and staff of the college.

Snehasparsham Program

Raised and donated money from students to Madyamam Healthcare as part of the college's charitable activities. More than Rs 40,000 was donated through Snehasparsham. This money will be delivered to deserving patients who are financially backward

With Salva Home Care

Salva Home Care is a charitable trust located in Pandikkad, Malappuram district. They work for persons who are isolated in society. Our college students take care of this trust. Students help deliver the foods and other necessities they need. Moreover, the visit of students spread happiness and peace among these isolated people. Students spend time with them on special days like Eid, Onam, etc...

Post-Covid Activities

The school was cleaned up when it was time for schools to reopen after the devastating corona epidemic

of more than two years. Schools that had been closed for two years so they are not well for use. school grounds were trimmed and cleaned by students. Classrooms and furniture are washed by the students

Evidence of success:

- Built houses for two families through ABHAYAM project.
- Instilled a sense of social commitment and responsibility among students.
- Many people were provided with financial assistance for medical treatment.

Problem encountered and resource required:

- Frequent university examinations, affects the timely implementation of projects.
- Spread of the epidemic in 2020 and 2021 was a challenge in executing the project.

BEST PRACTICE II: STORY SEEDS

Al Jamia Arts and Science College has initiated a community outreach program, where college students distribute books among school students in the locality. This report highlights the college's best practices in book distribution and community engagement.

The objective of the Practice:

- 1.To encourage school students to develop a love for reading and improve literacy skills.
- 2.To spark imagination and creativity in school students through engaging stories.
- 3.To empower college students to lead and manage community outreach programs.
- 4.To foster mentorship between college and school students, promoting positive role models.

Context:

Storybooks spark imagination and foster a love for reading among school students and reach school students at a young age to develop reading habits and improve literacy skills. Storybooks promote empathy, social skills, and emotional intelligence.

Practice:

Implementation

- 1.Book Collection: College students collected storybooks from donations, purchases, and publisher contributions.
- 2.School Selection: Local schools were identified, and partnerships established to facilitate book distribution.
- 3.Student Engagement: College students engaged with school students, reading stories, and encouraging discussion.
- 4.Book Distribution: Storybooks were distributed, ensuring each student received at least one book.

Evidence of success:

1. Increased Reading Habits: School students showed a significant increase in reading habits and interest in storytelling.
2. Improved Literacy Skills: Students demonstrated improved language and communication skills.
3. Empathy and Social Skills: Storybooks promoted empathy, social skills, and emotional intelligence.
4. College Students' Leadership Skills: College students developed leadership, management, and communication skills.

Problem encountered and resource required:

1. Resource Constraints: Limited book availability was addressed through donations and publisher partnerships.
2. Time Management: College students balanced academic responsibilities with program commitments.

Conclusion

The storybook distribution program successfully promoted reading habits, improved literacy skills, and fostered empathy and social skills among school students. This initiative demonstrates the power of community engagement and collaboration in promoting academic excellence and lifelong learning.

Recommendations

1. Expand Program Reach: Increase the number of schools and students participating.
2. Diversify Book Collection: Include books from various genres and authors.
3. Establish Reading Clubs: Encourage ongoing reading habits through school-based clubs.
4. Monitor Progress: Track program impact and make data-driven improvements.

By building on this initiative, Al Jamia Arts and Science College can further contribute to the educational journey and personal growth of school students in the locality.

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:

MUD BRICK PREPARATION: A UNIQUE TRADITION OF AL JAMIA COLLEGE

As part of its commitment to sustainable building practices and hands-on learning, Al Jamia Arts and Science College undertook a unique project to construct its new Science Block. This initiative involved the preparation of bricks under the guidance of a certified and trained brickmaker, using primarily clay sourced from the college premises and minimal amounts of cement.

A certified and experienced brickmaker Architect Hasan Naseef. A (URVI Foundation) and *Hudco Design Awards* first prize winner, provided expert guidance throughout the brick preparation and construction process. This ensured adherence to industry standards. The primary material for the bricks was clay, sourced from the college grounds. This not only reduced the environmental impact of transportation but also utilized resources available on-site. Minimal amounts of cement were used to enhance the durability and strength of the bricks while maintaining the eco-friendly aspect of the project.

The collected clay was cleaned, mixed, and prepared for molding. This involved removing impurities and achieving the right consistency for brick formation. The prepared clay was molded into brick shapes using wooden or metal molds. The molded bricks were then dried in the open air for several weeks to remove moisture. Once dried, the bricks were fired in a kiln at high temperatures to achieve the required hardness and durability. This process involved careful temperature control to ensure quality.

A team of skilled laborers, trained in traditional bricklaying techniques, undertook the construction of the Science Block. Their expertise ensured the effective use of the prepared bricks and adherence to structural requirements. Throughout the construction process, quality control measures were implemented to verify the strength and durability of the bricks. Using locally sourced clay and minimizing cement usage contributed to a lower carbon footprint and reduced environmental impact associated with the construction. The project made use of available resources, demonstrating efficient and sustainable material management.

Students and staff gained hands-on experience in brick-making and construction, enhancing their understanding of sustainable building practices. The involvement in the project provided valuable skills and knowledge applicable to future projects and professional endeavors. The use of locally sourced clay and minimal cement reduced the overall cost of brick production and construction. This cost-saving approach was beneficial for the college's budget. Ensuring consistency in brick quality and strength required meticulous monitoring and control during the preparation and firing processes. The brick-making and drying processes were time-consuming, extending the overall timeline of the construction project. We conducted training programs for staff and students to enhance the knowledge gained from this project and to improve future construction initiatives.

We implemented more rigorous quality assurance protocols to address the inconsistencies faced and to enhance the overall quality of the bricks. We maintained detailed records of the brick-making process and construction phases to inform future projects and to improve practices.

The brick preparation and construction project for the Science Block at Al Jamia Arts and Science College exemplifies a successful integration of sustainable practices and hands-on learning. By using locally sourced clay and minimizing cement, the college achieved significant environmental and cost benefits while providing valuable educational experiences. Addressing challenges and implementing recommendations will further enhance the effectiveness of similar initiatives in future.

The college sources clay from its grounds, minimizing transportation needs and promoting the use of local resources. This approach aligns with sustainable practices by reducing carbon footprints and utilizing available resources efficiently. The clay is inspected to ensure that it is free from impurities like large stones, organic matter, and other debris that could affect the quality of the bricks. Depending on the clay's properties, additives such as sand or stabilizers are used to enhance the quality and durability of the bricks. These additives are chosen based on their availability and environmental impact. The collected clay is cleaned to remove any foreign particles that could affect the final product. Mechanical sieves or manual methods are used to achieve a clean mixture. The clean clay is mixed with water to achieve the desired consistency. The mix should be moist enough to mold but not too wet to cause deformation during drying and firing. The clay mixture is allowed to rest, which helps in achieving the right plasticity. This process improves the workability of the clay and ensures better brick formation.

Various molds, made from wood, metal, or plastic, are used to shape the clay into bricks. The choice of mold material depends on the scale of production and desired brick dimensions. The prepared clay is pressed into the molds to form uniform shapes. Proper filling and compacting of the clay ensure that the bricks have consistent density and strength. Once molded, the bricks are carefully removed from the molds to prevent damage. They are then placed on drying racks or platforms to begin the drying process.

The bricks are allowed to dry in open air or under covered shelters to avoid direct sunlight, which can cause uneven drying and cracking. Drying typically takes several days to weeks, depending on environmental conditions. Regular checks are conducted to ensure even drying. Any bricks showing signs of cracks or warping are removed from the batch to maintain overall quality. The kiln is prepared for firing, ensuring it can reach and maintain the necessary temperatures. This involves cleaning the kiln and arranging the bricks for optimal firing conditions. Dried bricks are carefully loaded into the kiln. The arrangement allows for proper airflow to ensure even firing.

The kiln is heated to high temperatures, typically between 800°C to 1200°C. The firing process is monitored closely to achieve the desired hardness and durability of the bricks. After firing, bricks are allowed to cool gradually. Rapid cooling can cause thermal shock, leading to cracks or structural weaknesses. Fired bricks undergo various tests, including water absorption, compressive strength, and dimensional accuracy, to ensure they meet quality standards. Bricks are sorted based on quality and appearance. Defective bricks are removed from the batch to ensure only high-quality bricks are used in construction. Finished bricks are stored in a dry, covered area to protect them from moisture and damage. Proper storage practices help maintain the quality of the bricks until they are used.

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

5. CONCLUSION

Additional Information :

Al Jamia Arts and Science College Perinthalmanna was established with the main objective of uplifting the educationally developing minorities and other communities, molding them professionally competent, socially responsible and morally sound citizens.

The institution has a prominent place among the numerous centres of higher education in the district of Malappuram. This is validated by the consistently good academic record of pass percentage above 90 in all years. With each academic year, the number of applicants for the admission has seen a steady rise. Currently college offers 10 UG and 2 PG programmes in various disciplines to promote multidisciplinary approach. ICT enabled teaching- learning strategies are integrated in all programmes to unleash the maximum potential of the students.

The institution has taken quality initiatives to become an outstanding model in the higher education sphere with an all-encompassing approach, and it is always looking for a sustainable progress as envisaged in the vision of the institute. Proactive management with a progressive vision and dedicated and talented faculty members, students, Alumni and parents are the strong pillars for consistent advancement of the institution. The mile stones set in the strategic plan (2018-2023) has been made in to a reality. The perspective plan (2024-2030) of the institution focuses mainly on the establishment of the **Knowledge World** – a centre of higher learning fostering a new generation capable of driving national progress and innovation through world class education in vital areas such as science and technology. The Competitive Examination Centre at Knowledge World is a dedicated facility that nurtures and prepares highly skilled individuals for competitive examinations, equipping them with the necessary knowledge and training for higher level positions in the public sector.

We ensure to make all developments taking care of our natural wealth and environment. We maintain eco-friendly campus in all aspects. The programmes and activities conducted by various clubs and committees also aim specific outcomes to enrich the young aspirants. Projects like **Hope, Abhayam, Story Seeds** exemplify the motive of social commitment.

We have already constructed **well- furnished hostels** for boys and girls with all necessary amenities ensuring a safe and comfortable living environment.

The institution is resourceful in collaborating and sharing information with peer institutions. The institution has several healthy and best practices that have contributed to the holistic development of the students and the overall upliftment of the locale. Four Year Under Graduate Programme is in full swing. **ABC ID** of all students is being created to ensure flexibility in learning in the **blended mode**. **Flipped classroom** is enabled with offline and online classes. The institution aspires to become an Autonomous Degree Granting College in the purview of NEP 2020.

Concluding Remarks :

Al Jamia Arts and Science College (AJASC), Perinthalmanna, showcases a successful blend of academic rigor, practical experience, and community involvement. The institution offers a diverse range of undergraduate and postgraduate programs while adhering to the Choice Based Credit System (CBCS) and Outcome-Based

Education (OBE). Its curriculum is continuously updated based on stakeholder feedback, ensuring students gain relevant skills through internships, field trips, and life skills training.

AJASC has made significant strides in research and community service. It has established a strong research ecosystem with substantial funding from non-governmental sources and fosters academic growth through IPR programs, seminars, and workshops. The college's commitment to community outreach is evident from its numerous programs and awards, supported by collaborative partnerships with various organizations.

The college's infrastructure supports both academic and extracurricular needs, featuring modern classrooms, advanced laboratories, and extensive library resources. Facilities for student welfare and sustainability measures, such as solar panels and effective waste management, are integral to its operations. AJASC's focus on student support through scholarships, career guidance, and an inclusive environment highlights its dedication to fostering academic and personal growth, solidifying its reputation as a leading educational institution.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
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) Answer before DVV Verification : 80 Answer After DVV Verification :80																				
1.2.2	<i>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</i> 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 Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>925</td><td>981</td><td>938</td><td>846</td><td>796</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>926</td><td>981</td><td>938</td><td>846</td><td>796</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	925	981	938	846	796	2022-23	2021-22	2020-21	2019-20	2018-19	926	981	938	846	796
2022-23	2021-22	2020-21	2019-20	2018-19																	
925	981	938	846	796																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
926	981	938	846	796																	
1.3.2	Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) 1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 537 Answer after DVV Verification: 537																				
1.4.1	<i>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</i> Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed																				
2.1.1	Enrolment percentage 2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

331	336	378	361	304
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
331	336	378	361	304

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
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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
221	183	223	209	198

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
221	183	223	209	198

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
---------	---------	---------	---------	---------

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)

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>298</td><td>305</td><td>247</td><td>233</td><td>194</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>298</td><td>305</td><td>247</td><td>233</td><td>194</td></tr></table> 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: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	298	305	247	233	194	2022-23	2021-22	2020-21	2019-20	2018-19	298	305	247	233	194	2022-23	2021-22	2020-21	2019-20	2018-19
2022-23	2021-22	2020-21	2019-20	2018-19																						
298	305	247	233	194																						
2022-23	2021-22	2020-21	2019-20	2018-19																						
298	305	247	233	194																						
2022-23	2021-22	2020-21	2019-20	2018-19																						
3.1.1	<i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i> 3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0.8</td><td>3.90</td><td>10.50</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0.8</td><td>3.90</td><td>10.50</td><td>0</td><td>0</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	0.8	3.90	10.50	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	0.8	3.90	10.50	0	0					
2022-23	2021-22	2020-21	2019-20	2018-19																						
0.8	3.90	10.50	0	0																						
2022-23	2021-22	2020-21	2019-20	2018-19																						
0.8	3.90	10.50	0	0																						
3.2.2	<i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i> 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: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>8</td><td>19</td><td>12</td><td>1</td><td>4</td></tr></table> Answer After DVV Verification : <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	8	19	12	1	4															
2022-23	2021-22	2020-21	2019-20	2018-19																						
8	19	12	1	4																						

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

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
4	0	3	2	2

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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
19	22	9	9	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	5	3	7

Remark : Value updated only for the extension activity conducted by the he institution through organized forums including NSS/NCC with involvement of community. DVV has excluded the activity not organized through NCC/NSS

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 :7

Remark : Value updated only for the activities organized as per the demand of the metric.

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
47.71	4.34	1.77	38.43	56.72

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40.48	3.90	1.37	25.19	56.64

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

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

Answer before DVV Verification : 205

Answer after DVV Verification: 205

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

50.69	40.51	18.98	28.10	14.53
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32.44	28.17	9.40	14.64	8.18

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
665	653	655	672	694

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
665	653	655	672	694

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: A. All of the above

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
453	1215	877	274	171

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
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453	1215	877	274	171
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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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
267	254	248	199	232

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
267	254	248	199	232

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

Answer before DVV Verification:

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

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

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.)**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has updated the data after excluding the certificates beyond the assessment years.

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
38	37	25	37	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	9	14	11

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: A. All of the above

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
31	31	29	30	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	28	27	30	27

Remark : Value updated after excluding the financial support less than 2000.

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
48	45	45	44	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
53	45	45	45	38

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
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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 : Value updated as no NIRF document and AAA have not been done from any authorized agency.
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 Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : Value updated as per clarification response.
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 : A. All of the above

Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions																								
1.1	Number of students year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1012</td><td>981</td><td>938</td><td>846</td><td>796</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1012</td><td>981</td><td>938</td><td>846</td><td>796</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	1012	981	938	846	796	2022-23	2021-22	2020-21	2019-20	2018-19	1012	981	938	846	796
2022-23	2021-22	2020-21	2019-20	2018-19																					
1012	981	938	846	796																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
1012	981	938	846	796																					
2.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 103 Answer after DVV Verification : 103																								
2.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>51</td><td>47</td><td>46</td><td>44</td><td>42</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>51</td><td>47</td><td>46</td><td>44</td><td>42</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	51	47	46	44	42	2022-23	2021-22	2020-21	2019-20	2018-19	51	47	46	44	42
2022-23	2021-22	2020-21	2019-20	2018-19																					
51	47	46	44	42																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
51	47	46	44	42																					
3.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>182.29</td><td>107.89</td><td>58.15</td><td>121.39</td><td>104.29</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>182.23</td><td>107.89</td><td>58.15</td><td>121.39</td><td>104.29</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	182.29	107.89	58.15	121.39	104.29	2022-23	2021-22	2020-21	2019-20	2018-19	182.23	107.89	58.15	121.39	104.29
2022-23	2021-22	2020-21	2019-20	2018-19																					
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