



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ANSAR ARABIC COLLEGE VALAVANNUR

ANSAR ARABIC COLLEGE VALAVANNUR, MALAPPURAM DISTRICT

676551

www.aacollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1964, Ansar Arabic College Valavannur is a government aided co-educational Arabic College, affiliated to the University of Calicut (in 1970) and recognized by University Grants Commission under section 2(F) and 12 B (in 2010). The college has been recognized as an Institution with Minority status by the National Commission for Minority Educational Institutions, Government of India. The college is run by Ansar Arabic College Committee under the patronage and guidance of the socio-cultural, educational reformist organization 'Ansarullahsangham'.

The college has become a beacon light of progress to the people of the backward district of Malappuram where the enrolment to higher education is low. The institution has been imparting quality higher education to the young generation of the region and has been inculcating healthy attitudes and resourcefulness necessary to face the challenges of their times successfully and to rise to their maximum potential. The focus is always on equipping the students with the necessary knowledge and skills along with moral and ethical values.

Acknowledging the excellence in academic resources and infrastructure, the PG Department of Arabic of the college has been upgraded as a Research Centre by the University of Calicut in the year 2020. The college offers two UG programmes viz. BA (Afzal-UI-Ulama) in Arabic, B Com with Islamic Finance, the PG programme of MA (Post Afzal-UI-Ulama) in Arabic and PhD in Arabic. In addition to these programmes the college also offers Afzal UI Ulama Preliminary (A two year Pre-University) Course, under the affiliation of the University of Calicut and financial aid of Government of Kerala.

Keeping in view of the overall development of the student community, the college provides them sufficient opportunities for progression and placement. A well-connected Alumni network contributing to the development of the institution is one of the highlights of the college.

Vision

To be an excellent centre of quality higher education accessible and affordable to all sections of the society especially to the backward and the marginalized.

Mission

- To identify and nurture the latent talents of the youth and mould them into useful citizens with right character capable of taking up lead roles and responsibilities.
- To provide a spectrum of wholesome academic and co-academic experiences in a qualitative environment.
- To equip the students with all necessary skills and qualities for professional competence and committed workmanship.
- To inculcate core human values in the students through humanitarian social service training programmes and enable them to serve the poor and the deprived.
- To inculcate true and honest spirit of patriotism among the students and enable them to serve the country in times of need and emergencies.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Noble mission of the college management in uplifting the backward and the marginalized sections of the society by imparting quality higher education.
- Adequate infrastructural and instructional facilities.
- Litter free and green campus.
- Library with reasonably good number of books, periodicals, digital section and wifi facility.
- Well organized Alumni association to support the development of the college.
- Santhwanam Rehabilitation centre to support persons from the surrounding society, incapacitated due to accidents, stroke etc.
- Mental rehabilitation centre to support persons from the surrounding society, isolated due to mental illnesses and acute depression.
- One of the best units of National Service Scheme under University of Calicut piloting the extension activities of the college.
- Institutional Sick Student Welfare Fund for supporting poor students in need of expensive medical treatment.
- Maintains to promote love for agriculture and interest for natural living among students through plantation project.
- NADWA- weekly training programme to mould students in communication skills through various art and cultural forms.
- Pre-marital Counselling Centre sanctioned by the Directorate of Minority Welfare, Government of Kerala.

Institutional Weakness

- Weak Social and financial background of the students hinders their studies.
- Limited number of UG and PG programmes.
- Limited role in curriculum designing.
- Marriages of girl students obstruct the successful completion of their studies.
- Absence of governmental provision for physical education teacher in Arabic colleges hinders imparting training in sports and athletics .

Institutional Opportunity

- The Commerce Department with the UG programme of B Com can be upgraded with the PG degree of M Com.
- Scope for starting more innovative programmes of studies.
- Opportunity of raising more funds from the alumni for developmental needs.
- The college has a potential for students exchange programme with similar institutions across the country.

Institutional Challenge

- Starting more UG and PG Programmes.
- Reducing drop out ratio especially among girls.
- Since majority of students hail from poor socio-economic background, running self-financing academic programmes is almost non-viable.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Ansar Arabic College Valavannur has a proper supervision in imparting updated curriculum through a bonafide review system and its implementation. The college offers two under-graduate programmes, one post-graduate programme and one PhD programme. The curriculum of all programmes is designed by the University of Calicut. Our teaching faculty, who are members of the Boards of Studies of the University of Calicut, are actively engaged in the curriculum structuring and give their valuable inputs and feedbacks. Through a well-planned strategy for the implementation of the curriculum, the college ensures that students are equipped with in-depth domain knowledge, capability, creativity and innovation, experiential learning and research aptitude. On the basis of the University calendar, the institution prepares its own calendar, course plan, teaching schedule and teaching plan for the effective curriculum delivery. We make sure that the students are equipped with an awareness of human values, gender equity, professional ethics, environmental conservation and sustainable development among students.

All programmes in the college come under Choice Based Credit System (CUCBCS). The CBCS of the University of Calicut offers flexibility to students in choosing courses. Open Course system is also introduced in the under-graduate curriculum providing a chance for inter-disciplinary studies. In addition to the regular programs the college initiated certificate programmes from 2015 onwards. For the last five years 16 certificate programmes were successfully conducted by the college through different departments. Certificate courses and other career-oriented programmes are introduced by the college to enhance the learning experiences of the students.

A structured feedback system is initiated by the IQAC to collect feedback about curriculum from Students, Employers, Teachers and Alumni. The feedback is collected directly from the stakeholders through a well-defined questionnaire with 5-point Likert scale. The feedback reports are analysed and submitted to governing body for taking suitable actions.

Teaching-learning and Evaluation

For the attainment of various course outcomes and programme outcomes college has a very efficient teaching learning system. Innovative teaching learning methods have been taken for imparting quality higher education and employment. The institution follows CUCBCS of the University of Calicut.

There has been a steady rise in the enrolment of students to the college. In the admission process institution ensures reservation for marginal sections like SCs, STs and OBCs. The seats reserved for management category is filled on the basis of merit. An average of 86.62% seats were filled against seats reserved for various categories during the last five years.

To ensure a good student-teacher ratio, the number of teachers recruited is steadily increased. All sanctioned posts are filled with experienced teachers. The number of full time teachers for the latest academic year is 15. The college has an established mechanism for identifying slow and advanced learners and thereafter different

programmes are being offered for these categories of students. The academic performance of the freshers are evaluated by Students Academic Performance Test(SAPT). Special programs like Total Learning Solutions (TLS), Lingua Franca for Slow Learners are conducted. For advanced Learners programmes like Media Vibe, Colloquy and V- PETS are conducted.

Experiential and participative learning is promoted. Interactive learning is promoted for proper outcome.

The college encourages ICT enabled teaching-learning process to produce and modify resources quickly and easily. All the faculty use ICT for the advancement of teaching and learning process.

There is a Mentoring system in the college for guiding students for their improvement. Each mentor conducts individual sessions to motivate and support them.

We have 100 percent full time teachers against the sanctioned posts during last five years, which help in improving the quality of teaching-learning process. Average percentage of full time teachers with Ph.D during last five years is 19.69.

Evaluation process is transparent and is according to the norms of the University. Effective measures are taken to resolve the problems and grievances faced by the students related to examinations. There is a two tier Grievance Redressal mechanism, at the department level and the institutional level.

Research, Innovations and Extension

Ansar Arabic College Valavannur provide the students a great atmosphere for research and is constantly striving to improve its research culture since the introduction of a dedicated research centre . The institution has a very good ecosystem to encourage research aptitude and culture among the students and teachers.

The College has conducted various National and International Workshops and Seminars and other programs in the last five years. Our teachers have published books, multiple chapters in edited volumes/ books, papers in national journals, and conference proceedings. Two of our faculty members are research guides.

The institution was also successful in converting innovative ideas into fruitful programs such as 'Al-Ansar Arabic News Channel' focusing on the language improvement among the students and teachers. The 'Nadwa' weekly training program to enhance the overall communicative development of students is another example. The college also publishes magazines every year with a vision for consistent development of reading and writing skills of the students of the college.

The institution has always been looking forward to have effective collaborations with various organisations. In pursuit of this, the college was able to sign two MoUs with two reputed educational institutions in Kerala .

The institution has various clubs and forums such as National Service Scheme (NSS), Students Initiative in Palliative (SIP), Green Club, Women Development Cell, Students' Union etc. through which various extension programmes are conducted. During the last five years 42 extension and outreach programmes were undertaken in collaboration with community and Non- Governmental organizations by these forums. The two units of NSS in the College regularly organize various extension activities like house construction to the needy, Swachh Bharath cleaning mission, Organic Kitchen gardening, massive flood relief activities and other awareness activities. 'Abhayam' house project where 2 houses were constructed for the needy and poor is notable to mention among the numerous other social initiatives. The NSS unit of college was awarded as the best unit under University of Calicut in 2020.

The extension activities carried out in the college have received 9 awards of recognition and appreciation from Government/ recognized bodies during the last five years.

Infrastructure and Learning Resources

The Institution has adequate infrastructure and physical facilities for teaching learning activities. The college has a campus area of 3.07 acres and built up area of 4292.81 sq.m. The college building has three Main Blocks, one is two storied and the other two are three storied. There are also separate small blocks for computer lab and library.

All the class rooms are ICT enabled. A fully equipped and Air Conditioned seminar/conference hall with LCD projector, high-tech audio system and a seating capacity of 150 persons is available for conducting academic seminars and other programs. There is an Audio Visual Hall with a seating capacity of 60 persons. It is WiFi enabled and equipped with LCD projector and interactive board .The college also has an auditorium with a seating capacity of 450 persons for conducting largescale academic and cultural programmes. The college has a computer lab sufficient for UG and PG programmes. The band width of internet connectivity is 50 mbps and the campus is WiFi enabled .

The college has adequate facilities for sports, games and cultural activities. Playground is used for athletics and outdoor games viz. football, cricket etc. There are separate courts for Shuttle Badminton and Volleyball. A Yoga Centre and a Fitness Centre are also there in the campus .

College Library has sufficiently good collection of books. It has adopted the Open Access System. It is automated using an integrated library management system (KOHA). The Online Public Access Catalogue (OPAC) enables users to search and locate the books in the library. WiFi and Internet Facility are available in the library. The subscription of INFLIBNET, N-LIST provides access to a huge collection of e-books and e-journals .

The college follows a well-established system for the maintenance and utilization of its academic and physical facilities in order to ensure its sustainability.

Student Support and Progression

The institution has a vibrant mechanism for student support and progression. The institution supports the students for availing various scholarships provided by the state and central governments, during the last 5 years. A good number of students of Ansar Arabic college have benefitted from scholarships and freeships provided by the governments .

In addition to the government scholarships 10 financially backward students identified by respective departments are provided with Management scholarship by the institution every year .

The College has a Career Guidance and Placement Cell which enables the students to prepare for competitive examinations and to be placed with well paid jobs. Each year more than 52 percentage of students were benefitted by the guidance for competitive examinations and career counselling offered by the institution. Under the career guidance and placement cell, the institution offers special coaching to prepare for UGC NET, SET, K Tet. , MAT and other competitive examinations. Under the placement cell 33.33 percentage of students were placed in various government as well as private institutions during the year 2019-2020 . A good number of students progressed to higher education at state and central universities.

Every year all departments conduct bridge courses for the newly admitted students.

The Grievance and Redressal Cell is functioning efficiently in the college. The College has a transparent mechanism to report the sexual, mental and physical harassment of students.

The students of Ansar Arabic College has an active students' council which organises various cultural and

sports activities. Each year students' council organises various programs for the students. The institution ensures representation of students in various academic councils, clubs and administrative bodies. Every student has an opportunity to express his/her skills and talents through the college union activities.

The institution also organises various programmes for skill enhancement.

The Alumni Association of the College (AVACOS) is registered. During the last 5 years the Alumni Association has been supporting the institution with financial as well as non-financial contributions. Each year the college organizes Alumni Meet for the old students.

Governance, Leadership and Management

Ansar Arabic College Valavannur governed by Ansar Arabic College Committee was set up with the great objective of reforming the surrounding communities of the backward region through imparting quality higher education. The college strives to maintain an academic ambience, conducive to nurturing national and international competitiveness, professionalizing scientific temper, research aptitude, strong nationalism and higher commitment towards the society among its learners. The Internal Quality Assurance Cell (IQAC) has been pivotal in chalking out a balanced plan of action catering to develop curricular and extra-curricular excellence and progress among students. The governing body collects the inputs of the Principal and IQAC while formulating the plan of action of the institution. The college follows decentralized and participatory governance. The departments prepare action plan on the academic, curricular and co-curricular activities and the implementation and planning of the action plan is monitored by the IQAC and the college council.

The faculty members are encouraged by the management to participate in academic seminars and workshops and provides financial assistance for it, if needed. The IQAC conducts Faculty Development Programmes in each academic year. Apart from the welfare schemes of government, the management of the college provides many welfare schemes to its staff. The institution has a systematic and transparent system for financial management. The institution conducts internal and external audits regularly to check accuracy and authenticity of transactions. The Governing body coordinates the effective utilisation of funds for the development of the college. The IQAC plays important role in formulating strategic plan, in conducting academic audit, and result analysis. The feedback system from the stakeholders helps to achieve the planned objective.

Institutional Values and Best Practices

The college provides different facilities for ensuring safety and security of students. Ensuring gender equity is a prime concern of the institution. Over the last five years, 34 programmes related to gender equity have been conducted. A well-established Women Development Cell is functioning in the institution to ensure gender equity. The college provides specific facilities for girls, like ladies rest room with wash room, separate toilets, napkin vending machine and incinerator.

The college has given special care in the usage of water. Rain water is properly harvested and used for daily consumption. The College has a proper waste management system in place for solid, liquid, and e-wastes. There is a biogas plant, and it is a part of the waste recycling process. The green club keeps the campus clean and green. A green audit was conducted by an external team and green protocol was adopted. The college ensures energy conservation and a part of power requirement is met through solar panels and all the lightings are through LEDs.

The institution provides value based education that can make a generation of students who can contribute to national integrity and development. The college regularly organizes various programmes intended to promote

constitutional values, fundamental duties and human rights among the community of the college.

The best practices of the college are: Caring Touch (Snehasparsham) and Nadwa (Weekly training programme for students to communicate effectively and express freely through various art, literary and cultural forms). Through the Abhayam home project the college NSS constructed two houses for the poor. It reflects the vision and mission of the institution. The institution concentrates on the education of the marginalized , especially the girl students. The Women Development Cell organizes workshops and training programmes beneficial for the girl students in terms of skill acquisition and to boost their desire towards higher educations.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANSAR ARABIC COLLEGE VALAVANNUR
Address	ANSAR ARABIC COLLEGE VALAVANNUR, MALAPPURAM DISTRICT
City	VALAVANNUR
State	Kerala
Pin	676551
Website	www.aacollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Ashraf C	0494-2547037	9745273047	-	principalaac@gmail.com
IQAC / CIQA coordinator	Abdurrabb M	-	9446881746	-	iqacansarcollege@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes minority status.pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	31-10-1970			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	University Of Calicut	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	06-04-2010	View Document		
12B of UGC	06-04-2010	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	ANSAR ARABIC COLLEGE VALAVANNUR, MALAPPURAM DISTRICT	Rural	3.07	4292.81

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arabic	36	Plus Two	English	61	61
UG	BCom,Commerce	36	Plus Two	English	48	48
PG	MA,Arabic	24	UG	English	20	15
Doctoral (Ph.D)	PhD or DPhil,Arabic	36	PG	English	4	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				13			
Recruited	0	0	0	0	2	0	0	2	8	5	0	13
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	7	0	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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	1	0	1
PG	0	0	0	0	0	0	4	4	0	8

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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	1	0	1

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	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	86	0	0	0	86
	Female	170	0	0	0	170
	Others	0	0	0	0	0
PG	Male	11	0	0	0	11
	Female	14	0	0	0	14
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	7	0	0	0
	Female	9	0	0	0
	Others	0	0	0	0
ST	Male	3	0	0	0
	Female	2	0	0	0
	Others	0	0	0	0
OBC	Male	7	13	3	13
	Female	19	7	7	12
	Others	0	0	0	0
General	Male	9	8	22	9
	Female	42	41	32	29
	Others	0	0	0	0
Others	Male	10	10	12	7
	Female	16	13	10	12
	Others	0	0	0	0
Total		124	92	86	82

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
84	82	82	82	82
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	3	3	3

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
281	222	210	175	144
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
51	37	46	48	46

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
76	58	58	32	34

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	12	11

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	12	11

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 10

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
10.87094	11.08569	25.98563	19.89384	11.23397

4.3

Number of Computers

Response: 39

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Ansar Arabic College Valavannur, being an affiliated institution of University of Calicut, sticks to the syllabi offered by the University to the respective programmes. The programmes offered by the college are run on CBCS pattern as prescribed by the University.

The College plans its own Academic Calendar by considering all the revisions made by the University each year to the curriculum. Academic Calendar is one of the effective mechanisms adopted by the college to implement the curriculum effectively. The handbook and calendar prepared by the college encompasses internal exam dates, college rules and regulations, fee structure, duties and responsibilities of faculty members.

For the effective functioning of the teaching-learning environment, Teacher's Diary, Class Diary, Department Diary and Outcome-based course plans are being maintained. A Master Time Table and Department Time Tables are prepared in every academic year. A record of mentoring sessions called 'THANMIYA' (Mentoring and Counselling) is also being maintained.

Students are also enrolled into Certificate Programmes. SAPT Test helps to identify the slow and advanced learners and to provide more activities for each slow and advanced learner. Bridge Courses are conducted by each department in order to familiarize the students with the new programmes. IQAC conducts orientation Programmes for students and parents where the classes are handled by an external mentor.

Co-curricular activities like seminars, invited talks and workshops are planned to supplement the syllabus content and bridge the gap between the curriculum and the emerging frontiers of knowledge.

From 2019 onwards, students' attendance is monitored through Schola software. Mobile alert facility has been provided to the parents on matters related to attendance.

CAREER ORIENTATION FOR THE STUDENTS ;

The Department of Arabic organised "AL-AKHBAR" an intercollegiate Arabic News Reading program to exhilarate media skills in reading .The IQAC organises 'NADWA' – a Weekly capacity building program beyond classroom experience to enhance effective communication and interpersonal skills required for the development of a balanced and well developed personality held on every Wednesdays. Arabic Club, Quiz Club, Debate Club, Literary Club, English Club and Women Development Club of the college organises various programs to enrich the soft skills and logical ability among the students and ensure their active participation in different programs. Wall Magazines, Language Acquisition programs led by delegates from foreign countries are also being conducted. A program 'VERBLING' is jointly being organised by the Departments of Arabic, English and Malayalam to enrich the vocabulary of

students. **IQRAH** is an initiative by the Department of Arabic, to reserve a full day for teachers and learners to reinforce the habit of reading on every December 18, International Arabic Day.

The examination cell of the college conducts centralised internal examination twice a semester and results are being published in a time-bound manner.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The college is affiliated to the Calicut University and adheres to the regulations of the University in conducting CIE and End Semester Examinations. Student evaluation and assessment is based on CBCS introduced by the university.

- **ACADEMIC CALENDAR:** At the beginning, an Academic Calendar for the year, in line with the University, is charted out and scheduled by the Staff Council and IQAC. This schedules the time-bound completion of the continuous evaluation as well.
- **COURSE PLAN:** Teachers prepare course plans along with a detailing of the Course Outcome in each module.
- Awareness on the Internal Evaluation is provided to the first year students and parents during their orientation programme. The syllabus and the question paper pattern are given to the students at the onset of each semester.
- **CIE**
Out of the total marks, 20% is for internal evaluation which is done on the basis of the following:

ASSIGNMENTS:- Students have to submit assignments relevant to their courses in line with the university rules.

SEMINARS:- Course related topics are assigned to students for seminars to improve their knowledge.

INTERNAL EXAMINATIONS:- The schedule for conducting internal examinations, valuation of answer scripts, publishing of results and PTA meeting are intimated to the teachers and students one week before the commencement of the examinations. The internal examinations are conducted in a centralized manner by the Internal Examination Cell, headed by the Coordinator. Two internal examinations are conducted as per the university guidelines for every course in each semester.

- **PROJECT REPORT AND EXTERNAL VIVA :-**The final semester UG and PG students have to

submit a project report. A mock-viva, conducted at the college level seeks to boost self-confidence in the students and thereby grooms them for the external viva. The evaluation of the project is conducted externally and the students appear for a viva-voce soon after their end semester examination.

- **PROGRESS REPORT:** A parents' meeting is organized by the end of each semester for discussing the students' performance in the internal examination. The parents get a vivid picture of their child's progress through such meetings. A progress report is prepared by the class teacher and signed by the parent. IQAC ensures adherence to the academic calendar in respect of the conduct of CIE. Any deviation identified is analysed and discussed in relevant bodies for its resolution.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 4

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 16

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	3	3	2

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 65.9

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
180	162	123	131	85

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

Ansar Arabic College follows the curriculum laid down by the university since it was affiliated. The college ensures that the students are well informed about the issues like Gender, environment, values, and ethics, etc.

The College implemented three methods to ensure student awareness of these issues.

1. Through the courses in the Syllabus.
2. Through implementing Institutional level Clubs and cells.
3. Programs conducted by the college to make the students aware.

Through the courses in the Syllabus:

Around 71 courses in the curriculum address issues relevant to Environment and Sustainability, Gender, Human Values, and Professional ethics.

(Detailed list of Courses is attached as Proof)

Through Institutional level Clubs and cells to address issues related to Gender:

1. WOMEN DEVELOPMENT CELL : This Cell aims to support female students to deal with problems they may face on the campus and in society. It monitors all activities and training programs related to safety of women. Experts are invited to conduct workshops and sessions related to women safety like self-defence, cybercrime etc.

2. ANTI RAGGING CELL: Anti Ragging Cell is functioning in the College for curbing the menace of ragging.

TO ADDRESS ENVIRONMENT AND SUSTAINABILITY

GREEN CLUB – The College Green Club stands for nature through awareness programmes, observance of important events and days related to preservation of nature and environment.

TO ADDRESS HUMAN VALUES AND PROFESSIONAL ETHICS

1. STUDENTS INITIATIVE IN PALLIATIVE programme of the college (SIP) helps students serve the community and spread the awareness of Human values and ethics through providing palliative care for the needy patients in the surrounding areas .

Programs conducted by the college:

The college conducts various events on the issues relevant to gender, human values, professional ethics, and the environment to observe days of national and international importance.

GENDER:

The college provides full time service of NSS volunteers for women empowerment. Coordinated activities in the areas of Agriculture, Literacy and E-Learning.

SELF DEFENCE TRAINING classes for women students were organized in collaboration with the Malappuram district police under the Women Development Cell.

ENVIRONMENT:

The college organizes various programs such as Environmental day celebration, World Food day program, World Coconut day celebration .One of the biggest initiatives of NSS was the NON-TOXIC CURRY LEAF VILLAGE campaign.

National Service Scheme units conducted CLEAN CAMPUS GREEN CAMPUS drive as a part of the SWACCH BHARATH program, Classes about promotion of 3R's and the dangers of plastic.

HUMAN VALUES:

ABHAYAM housing project of NSS Units provided housing to two flood-affected families.

Conducted Flood Relief programmes like A HAND to PATHAR (A landslide affected village in Nilambur). Observed days like Old age Day, Childrens Day etc.

NSS volunteers conducted visits to Shandhi Bhavan, Children's Home Randathani, Special school Kalpakancheri and Old Age homes in Kannur and Tavanur.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 3.64

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	3	2	2

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document

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

Response: 39.86

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

Response: 112

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 85.99

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
124	92	86	82	76

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
132	100	100	100	100

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 51.79

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
48	20	10	25	17

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The IQAC and the Departments of the College conducted various programs to ensure the abilities and excellence in our students. The academic performance of the Fresher's are evaluated by **STUDENTS ACADEMIC PERFORMANCE TEST (SAPT)** conducted by all departments during the beginning of an academic year. The students who scored below 40 % are identified as slow learners and above 75% as advanced learners. Considering this details, students are given special attention for upgrading their curricular and extracurricular activities.

SPECIAL PROGRAMMES FOR SLOW LEARNERS :

TOTAL LEARNING SOLUTIONS (TLS) is an initiative taken by IQAC and implemented through all departments to provide special learning platform for slow learners. The selected students are given due consideration for their academic excellence. Extra tutorials and assignments help them to cope up with the other students in the class.

LINGUA FRANCA is an activity based programme conducted by the Department of Arabic to enable the students of Arabic competent in Arabic language. The program aims to help learn languages through the four skills viz. listening, speaking, reading and writing, and enable them to speak and think in a foreign language.

ADDITIONAL TRAINING :

Additional books, homework and assignments are given to slow learners to boost up their academic activities. Troubleshooting is an initiative program of IQAC and departments of the college to solve learning disabilities among students. Many a time few students are sighted with dyslexia, absent mindedness and disinterestedness in learning. Such students are given special attention to tackle their educational needs.

PEER TUTORING program is an academic scheme for slow learners by giving opportunities to the advanced learners to conduct different sessions under the guidance of a teacher. This will help the students to interact each other and develop learning atmosphere.

PROGRAMMES FOR ADVANCED LEARNERS:

MEDIA VIBE is an initiative by IQAC and implemented through all departments for more accessibility in News Channels and multi-disciplinary programs.

MEET THE SCOLAR is an initiative by the Department of Commerce that help the advanced learners to get inspired through the successful stories of successful entrepreneurs and evaluate their business

strategies.

SPEAKERS FORUM is a platform for MA Arabic students, to help them present research papers and discuss the changing scenario of language learning. Every Wednesday of the week, MA students are given opportunities to present a paper of their choice during Nadwa.

COLLOQUY is an initiative by the Department of Arabic that incorporates students seminars, literary quizzes, debates, discussions and related competitions.

VIRTUAL PLATFORM FOR EMPOWERING AND TRAINING STUDENTS (V-PETS) is an initiative by the Department of Commerce for enhancing qualitative techniques among advanced learners. The department paved way for the proper academic development of the students and provide each section chances to interact with the resource person representing a field of expertise through series of programmes conducted at regular intervals. Seminars and video conferences are also organized by the Departments through various LMS to tackle the challenges in the pandemic scenario.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 20.07

File Description	Document
Any additional information	View Document

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

Response:

Pragmatic Learning

Various programs like seminars, workshops, invited talks and technology aided Orientations are conducted to evaluate the better learning experience of the students.

LANGUAGE TACKLING WORKSHOPS The Department of Arabic organised Communication skill workshops by inviting native scholars of Arabic Language to enable the students acquire competency in

Arabic language and reduce the bias of learning a foreign language. Students are motivated by giving direct guidance and inspiring sessions.

FESTS: Departments of the college organised **food Fest** to explore the delicacy of Indo Arab cultural flavours.

Department of Arabic organised “**ALAKHBAR**” an intercollegiate Arabic News Reading program to exhilarate media skill in reading.

The IQAC organizes **NADWA** – a cultural program to enhance a Colourful ambiance beyond classroom experience . This is a unique program conducted by our college for enhancing effective communication and interpersonal skills and for the development of a balanced personality of the students .

“**Rehabilitation for Differently Abled Persons (Santhwanam)**” is an Ansar Arabic College initiative to support the physically and mentally disabled people through rehabilitation.

Participative Learning

Arabic Club, Quiz Club, Debate Club, English Club, ED club and Women Cell of the college organised various programs to enrich the soft skills and logical ability among students and ensure their active participation in different programs.

Wall Magazine: Monthly release of wall Magazine by the Department of Arabic facilitates writing skill. Each student is given opportunity to contribute in the Wall Magazine. This highlights the importance of creating writing and editing. Each student should be able to publish his/her work once in a month.

Language Acquisition Programs, in which delegates from foreign countries interact with the students, enable them to stay tuned with communication skills.

A program named ‘**Verbling**’ is insisted by the Department of Arabic/ English/Malayalam to enrich the vocabulary of students. Each student is given opportunity to find a new word and it should be displayed with the meaning in Arabic, English and Malayalam in the department Vocabulary Corner.

Collaborative Learning

IQRAH is an initiative by the Department of Arabic, reserve a full day for teachers and learners to reinforce the habit of reading skill on December 18, International Arabic Day.

Green Campus is another initiative of planting trees inside and outside the campus, aims to develop environmental sustainability.

“**Koode**” is a NSS and SIP initiative to empower the minority students and strengthen them for solving domestic and social problems.

Under Writer’s Desk, many of our students published their creative worksthrough virtual platform in this covid era.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The college enhances ICT enabled education for teaching- learning process and to produce and modify resources quickly and easily. We practice ICT in education, which allows new ways of learning for students and teachers and adds value to teaching and learning, by enhancing the effectiveness of learning.

ICT Optimization

All the faculty use ICT for the advancement of teaching and learning process. Moreover, it offers different LMS like Google Meet, Google Classroom, Moodle and YouTube to facilitate the offline mode of teaching. Video conferencing platforms like Zoom, Google Meet etc. are used to provide a platform for virtual classroom. YouTube lectures and Educational videos are provided for effective and affordable to self learning and to enhance a global ambiance in academic Environment. Most of the faculties have YouTube channels to upload academic and educational videos for the academic achievements of the students.

ICT Assessment

Various assessment tools like Google forms, quizzes, questionnaires are utilized by the teachers for quick and effective evaluation. ICT enabled assessment reduces the chaos in subjective evaluation and immediate rectification is enabled at the moment of evaluation. The students can submit their assignments through various ICT platforms and the grading process is so transparent and easy to assess their progress. An Orientation Programme on LMS was conducted for first year UG students in order to familiarize them with the online teaching scenario. Campus wide net connectivity and the Digital library and E-resources like N-LIST, NDLI and INFLIBNET facility ensure access to e-resources.

College library is automated with Koha. A well-equipped browsing centre and computer centre having a bandwidth of 50 mbps are functioning effectively. Each Department is equipped with computers and LCD projectors. G Suit facilitates safe and secure use of Google tools in a reliable and compatible manner. 100% Smart Classrooms foster opportunities for blended learning Advanced video conferencing facility using interactive boards. Online Attendance System through SCHOLA to ensure reliability and accuracy

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 20:1

2.3.3.1 Number of mentors

Response: 14

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 19.83

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	2	2

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 8.43

2.4.3.1 Total experience of full-time teachers

Response: 118

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

EVALUATION PROCESS AND REFORMS

The college strictly adheres to the prescribed guidelines of University of Calicut with regard to internal assessment & evaluation. The continuous internal evaluation is based on four components: internal examinations, attendance, assignment/seminar/viva voce with fixed weight ages to each component.

LUCIDITY

Examinations: Under the guidance of Internal Examination Controller (IEC), planning the timetable, allotting classrooms, collection and sorting of question papers, valuation and the publishing of consolidated

mark lists are organized and executed with prime responsibility. Along with monthly examinations, two internal examinations are conducted in each semester. Question papers of all departments are prepared as per the pattern prescribed by the University and handed over to the IEC. The venue and the date of the internal exam will be announced one week prior to the exam. The invigilation duty for the teachers is allotted by the IEC. The examination halls are under CCTV surveillance to ensure utmost Transparency.

Assignment/seminar/ viva-voce: The University advocates one assignment and one seminar for each course from I to VI semester, individual project and viva voce in the VI semester for every UG programme. Assignments/seminar topics for each semester are given in advance and evaluated assignments are returned with proper corrections and grading.

Project: Each student is assigned with a project and the project guide will ensure the necessary guidance and support.

Online recording of attendance is implemented with the help of software **SCHOLA**. Monthly attendance statements and consolidated statements at the end of the semester are displayed on the department notice board.

Uploading Internal marks to University Portal: Internal marks of each course,

Form A and consolidated internal marks Form B are published in the notice board. The students are given provision to verify the internal marks and submit grievances. After student verification, marks are uploaded to the university website within the stipulated time after the verification process by the faculty, HOD, Principal respectively.

SOLIDITY

Internal examinations are held centrally as per university norms under the invigilation of faculties with one invigilator to 30 students. Examinations are conducted under CCTV surveillance to prevent malpractices. The examination halls are opened only 20 minutes before the examinations. Proper instructions are given to the invigilators to monitor the examination process. The consolidated internal marks are displayed on the notice board. Supplementary chances are given to those who failed in the exams or who are interested to improve their scores. Differently abled students are provided with scribes.

Online internal examinations are conducted by different departments through various LMS like Google forms, Google classrooms etc, to overcome the challenges in the pandemic situations.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

Effective measures are taken to resolve the problems and grievances faced by the students related to examinations. A Grievance Redressal Cell for examination is initiated by the IQAC, in which the students can approach for reporting their grievances at Department Level, College level and University Level respectively. The college has taken a transparent method to deal with any issues related to students' examinations.

Grievance Redressal Cell for Examination

Grievance Redressal application form is available on the website developed by the institution. Direct complaints can also be submitted in the complaint box under camera surveillance.

Time Bound and Efficient Completion

For the time bound and effective completion of the examination process, the institution has implemented a three- tier level access: Department Level, College Level and University Level.

Department Level

Grievances are resolved by the HOD and concerned faculty members at the Department Level. Students are given ample opportunity to clear their doubts and their issues regarding examination. For that question paper discussions are conducted at the time of distribution of valued scripts. Any grievances regarding valuation are brought to the notice of the concerned teacher at the time of answer script distribution. Students can specify their grievances related to the inability to attend examination to the HOD, who directs it to the concerned teacher. Supplementary chances are given to the slow learners. Moreover, a class wise PTA is scheduled after each internal examination, and a progress report of internal examination is given to the parents. This can create an effective rapport between parents, teachers and students.

College Level

The grievances which are not resolved at Department Level are redirected to college level, in which a committee constituting principal as Chairman, Internal Examination Coordinator and HOD of concerned Department are functioning in the institution.

University Level

A committee is constituted by the Vice Chancellor as Chairman, Pro- Vice Chancellor, Convener Syndicate Standing Committee on Students Discipline and welfare, Chairman- Board of Examination as members and the Controller of Examination as member- Secretary. After receiving a complaint, a formal enquiry will be conducted by a duly constituted committee and report is submitted to University for redressal. Decisions based on the grievances are taken within one week at the primary level. The final documentation of the marks are done only after hearing the grievances from the students.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Objectives

The main objective of COs PSOs and POs are what a faculty member will cover in a course and what a student must be able to do at the conclusion of the course. The aim of each course is to achieve the desired goal by the end of the educational experience. The college helps the student to have more confidence in their knowledge of subject matter. IQAC of the college has taken certain initiatives for the better learning advancement of a student and also to help him/her to clarify, organize and prioritize learning.

The following activities and programmes are offered by the institution for an effective COs, PSOs and POs to the shareholders:

- a. The students and faculty members are provided with the syllabus of all programs on the website which contain the detailed description of POs and COs of each programmes.
- b. The college website shares POs, PSOs and COs of all the UG and PG programmes offered by the college.
- c. Department meetings are held at the beginning of every academic year and conducted a detail discussion on the POs , PSOs and COs to each of the faculty members.
- d. The information regarding to courses are displayed on the Department Notice board and the college calendar.

During this pandemic era most of the teachers have attended webinars on Outcome Based Education and introduced various LMS for advanced learning and compete with educational challenges.

The IQAC of college along with different Departments Organize Orientation Programmes and Bridge courses for the first year students at the onset of each academic year. The details regarding the course such as syllabus, nature, scope pattern of examination, expected outcome PO,PSO,CO etc are communicated to the students there this platform. The ice breaking session helps the students to clarify their doubts regarding the course offered by the college. The attainment of learning outcome is evaluated at two levels: continuous internal evaluation (centralized internal examinations, class tests, seminars, assignments, test papers, attendance etc) conducted by the institutions and the end semester examination conducted by the

university. Apart from the curriculum, co curricular and extracurricular programmes are planned by the faculty to attain the expected PO.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The college has a systematic evaluation for the attainment of POs and Cos for each course. IQAC of the college has given instructions to the HoD for the course plans with the guidance of a faculty in charge. A meeting will be held in the beginning of the academic year to design and implement the course plans. Eventually, as per the instruction of concerned HoD, the faculty in charge provides different Learning Activities for each module to facilitate the learning and evaluation process. Learning Activities are evaluated and documented on the basis of formative and summative tests. POs, Pesos and Cos are evaluated through **Continuous Evaluation and Output Evaluation**.

Continuous Evaluation

For the proper evaluation of Learning Outcome, the college gathers information based on the following methods:

- a. Formative and summative tests for estimating Cos
- b. Assignments, seminars and classroom discussions.
- c. Participation in field trips.
- d. Performance in viva
- e. Performance in course based tasks and exercises.
- f. Evaluation based on class performances.

The Program Outcomes are mainly achieved through the curriculum. Student Activities like class tests, assignments, seminars, discussions etc are enabled to achieve the stated outcome. For each subject in the curriculum, the course objectives are defined and are evaluated by the faculty in a regular basis to ensure the program outcomes are being met systematically. Any queries related to the assessment and evaluation are outlined in accordance with course outcome and achievements are documented from the appropriate responses. The accomplishment of every CO is determined by the performance based on tests and assigned

exercises. A general appraisal is enabled to fulfil the achievements of the course outcome.

Output Evaluation

IQAC has prepared a structured pro-forma for rating feedbacks. It has been distributed to the students towards the end of the academic year. Analysis and synthesis of the feedback forms are conducted under the supervision of IQAC. Moreover a detailed discussion is also conducted for furtherance.

IQAC announces the output based on the analysis and referred to the College Council. IQAC seeks suggestions from different departments for the advancement of the succeeding years. The success rate is evaluated by the proper analysis of increasing results, awards and placements. The college has taken measures for increasing the output by various student oriented programs.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 76.63

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

2019-20	2018-19	2017-18	2016-17	2015-16
40	49	51	28	24

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

2019-20	2018-19	2017-18	2016-17	2015-16
76	58	58	32	34

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.99	
File Description	Document
Upload database of all currently enrolled students (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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 7.14

3.1.2.1 Number of teachers recognized as research guides

Response: 1

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	2	2

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem**3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge****Response:**

The College has a systematic eco system for innovations enabling the students to get motivated and pursue their studies in the most modern way leading to optimum educational advancement and providing them more innovative perspectives. For instilling such an ambiance, the college facilitates various educational platforms for both the teaching and student community. The important dissemination and utilization of the academic innovations are listed below:

- Ansar Centre for Research and Publications encourages faculty members to undertake various research activities and academic advancements. The centre also takes measures to inculcate research skill among students and provide necessary support and guidance for the academic project works.
- Al Ansar Arabic News Channel has been launched on 30th August 2019 to circulate the local, national and international news across the globe.
- Entrepreneurship Development Club (ED club)

The ED Club of Ansar Arabic College Valavannur functions under the leadership of the Department of Commerce. To nurture the culture of earning to withstand independently, the club initiates two major activities. The club members are given training for making paper pens so as to reduce the usage of plastic pens and make the environment eco-friendly. The club distributed paper pens in the 10th ward of Paravannur Village which is an adopted village of Ansar National Service Scheme Unit. Secondly, the club initiates the Training and Distribution of Cloth Masks. As the world has been entrapped by the pandemic of Covid 19, the college has given timely training to make cloth masks and successfully distributed them at Kalpakanchery Police Station, Primary Health Center and neighborhood Anganwadies.

- The Department of Commerce has established a virtual platform-VPETS (virtual Platform for

Empowering & Training Students) through experiential and empirical learning. Resource persons from various sectors interacted with students through virtual platforms, in which the students could understand the various experiences of experts and get enlightened from their live sessions. One session per month has been organized since 2020.

- Different departments in collaboration with IQAC conducted quiz competitions in connection with various day celebrations.
- Student magazines and wall magazines.
- Skill Development Workshops: In collaboration with different clubs, the college undertakes various platforms to conduct programmes for the development of soft skills. Various clubs such as ED Clubs, Women Development Cell and NSS Units organized workshops for personality development, career development, gender sensitization, social skills, writing skills and interview skills.
- Exhibitions are organized by Departments and Cells: Arabic Exhibition on Arabic International Day, Food Fest on International Food day, Gandhian Thoughts and Pictures Exhibition on Human Rights Day provided with vivid experiences to students.
- The college has 2 MOUs and 6 linkages with educational institutions and other bodies to facilitate student exchange and faculty exchange.
- LMS: Google Classrooms, YouTube channels, Zoom, Google meet, etc. are very effectively used for imparting knowledge during the Covid Era.
- The college takes measures for the proper functioning of Debate Club, Speakers' Club, Green Club and literature Club to enhance co-academic exposure of students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 9

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	1	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years	
Response: 3	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
Response: 3	
3.3.1.2 Number of teachers recognized as guides during the last five years	
Response: 1	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years											
Response: 0.62											
3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.											
<table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> </tr> </tbody> </table>		2019-20	2018-19	2017-18	2016-17	2015-16	6	0	0	2	0
2019-20	2018-19	2017-18	2016-17	2015-16							
6	0	0	2	0							
File Description	Document										
List of research papers by title, author, department, name and year of publication	View Document										

3.3.3 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:** 0.62**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
6	1	0	1	0

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

Ansar Arabic College Valavannur has come with a variety of projects and activities to strengthen its social commitment. The college has scheduled and implemented successful projects for enabling students to uplift their social responsibilities with the neighbourhood areas and in providing resources as well as assistance to people in need.

- College responds to the national cleaning drive through Swachh Bharat Pakwada. Conducted “Clean Drive” a special program for cleaning Kadgathukund Town as part of 150 years of celebrating Mahatma on 2 nd October 2019.
- Conducted a Jackfruit sapling plantation program on 12 October 2018 as part of the declaration of Jack fruit as Kerala’s official fruit.
- To inculcate awareness on the importance of sustainable environment, the college launched Clean Campus Green Campus programme, Anti- drug Rally, Run for Unity programme, Oath Taking, Quiz competition etc. in the academic year 2017-18.
- Santhwanamis an Ansar initiative to help, support and rehabilitate the physically incapacitated and mentally ill people by providing medical treatment and care free of cost with the financial support of Thanal / Anappadikkal charitable Trust. The NSS unit and Students Initiative in Palliative (SIP) jointly conducted special pain and palliative care for the differently abled people.
- To nurture, educate and inform the students the college organized programmes like Drug Elimination, Anganvadi Visit, Medicinal Herbs Plantation Project etc.
- Abhayam is a signature project of our college, through which the college NSS successfully constructed two houses with all amenities for the needy and poor .

- NSS Volunteers distributed curry leaf plant saplings to all houses in the 2nd ward of Valavannur Grama Panchayat and taught them how to plant and care for the plants as part of the Non Toxic Curry Leaf Village Project of our college NSS.
- During this pandemic era, hand sanitizers and masks were produced and distributed to the public.
- Koode (Along with you) is an Ansar initiative to reach the unreached. The college NSS unit and SIP wing jointly visited and interacted with the students of MA Moopan School for Special Needs and conveyed the message that they too are with them in their march towards self dependence .
- Snehasparsham (Caring Touch) is another signature program for connecting the needy people in times of distress. The college instituted Sick Students Welfare Fund for assisting the poor and sick students in need of urgent medical or surgical treatment to save their lives and continue their education. During the great flood and heavy landslide that occurred in Kerala the college NSS provided clothes, water, food and other necessities to the calamity affected people .The NSS units also actively participated in rescue and rehabilitation efforts during the flood situation in Kerala.
- Various flood relief programs were conducted to help the people of Kerala, Bihar and Assam, who were facing difficulties due to the flood.
- In order to grow and develop a healthy mind and body, a one day yoga camp was conducted on International Yoga Day.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 2

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 16

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	2	5	0	0

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 25.29

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
145	33	126	0	0

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**Response:** 3**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	0	0

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**Response:** 1**3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

THE CAMPUS

The College Campus is located in the Valavannur village. The Institution has adequate infrastructure and physical facilities for teaching- learning as stipulated by the University of Calicut, Government of Kerala and University Grants Commission (UGC). The college has a campus area of 3.07 acres and build up area of 4292.81 sq.m. The college building has three main blocks, one is two storied and other two are three storied. There are also separate small blocks for computer lab and the library.

CLASSROOMS

The college runs one PG and two UG programmes which need 8 classrooms altogether. 100% of the classrooms are ICT enabled and have the basic amenities for a good academic environment . Seven class rooms are equipped with LED TVs and one classroom is equippe0d with an LCD projector. All class rooms have Wi-Fi facilities.

COMPUTER LAB

A Computer lab with 28 systems is facilitated for the students. This lab is equipped with a printer. LAN, Wifi and Internet facility is arranged in the Lab. Language learning facility is also arranged in the Lab.

AUDIO VISUAL HALL

There is an Audio Visual Hall with a seating capacity of 60 persons. It is wifi enabled and equipped with an LCD Projector and interactive board.

Wi-fi ENABLED CAMPUS

Internet is available throughout the campus. Two broadband connections, one with a speed of 50 Mbps and the other with a speed of 2 Mbps.

LIBRARY

The library at Ansar Arabic College is an integrated knowledge resource centre stacked with books pertaining to syllabus, academic and non academic references, periodicals, magazines, national and international journals. Library is automated with KOHA version 20.11.03.000

RESEARCH SCHOLARS' ROOM

College has a research room under the Arabic Department. Research is underway to support the growth

and development of Arabic language, literature and history. The centre has provided all the facilities required for research scholars. Plenty of books and journals are given to them for reference. Now the centre has 2 guides and 4 research scholars.

REPROGRAPHIC FACILITY

We have the photocopying facility for students. Students are provided with easy access to photocopy their curriculum and reference based materials.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

Sports, games and cultural activities are an integral part of the development of students. We have all provisions for sports, arts and activities are conducted under the supervision of the assigned teachers.

COLLEGE SPORTS GROUND

We have 4 track 100 meters ground for athletic events. Along with this, we have long jump and high jump pits. We are conducting field events like javelin throw, discuss throw, and shot-put in this ground. This ground is used by our teams for practicing cricket and football.

YOGA TRAINING

We impart yoga training for students to develop physical and mental fitness. A hall with an ambience for meditation is used for this purpose.

FITNESS CENTRE

We have a well-equipped fitness centre for our students. It has multi-fitness machines, barbells, and different equipments.

VOLLEYBALL COURT

We have an outdoor volleyball court as per standards for our volleyball players. The court is used by the volleyball team as well as the casual game enthusiasts.

BADMINTON COURT

We have a shuttle badminton court for our Badminton Players.

AUDITORIUM AND CULTURAL ACTIVITIES

We have a full-fledged auditorium that can seat around 450 students. All the major functions and cultural activities are taken care of in the auditorium. During the college annual cultural competitions, other venues like the seminar hall and few classrooms are used.

INFRASTRUCTURE	SIZE/AREA
Auditorium	595.94 Sqm
Play Ground	1600.00 Sqm
Volley Ball Court	162.00 Sqm
Fitness Centre	17.28 Sqm
Audio Visual Hall	70.20 Sqm
Yoga Centre	17.28 Sqm
Alumni Room	17.28 Sqm
PTA Room	17.28 Sqm
Students' Union Room	18.00 Sqm
Badminton Court	81.74 Sqm

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 10

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 25.27

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
1.28376	1.96531	9.73800	9.14371	1.50000

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The College library is automated using an integrated Library Management System (**KOHA**), It has adopted the Open Access System. Wi-fi and internet facility is available in the library. It has a build up area of 278.2 square meters and 10,694 books. Besides, there are reference books, digital library, access to E-journals, and a printer, photocopier and 3 PCs. Library has a collection of handwritten manuscripts and various magazines. The books are not limited to the subjects prescribed in the syllabus, but it ranges from history to psychology. The PG students have separate area for reference. Library was initially automated with Book Magic, the library management software is developed by Mesh logic. Later, in 2017 it was changed to **KOHA**, the first open source and web centric library management software. It is a true enterprise- class ILS built using library standards and protocols such as MARC 21, UNIMARC, z39.50 etc. Koha customized to suit the requirements and its' OPAC, circulation, management and self-checkout interfaces are all based on standards compliant World Wide Web technologies – XHTML, CSS and

JavaScript. **OPAC [Online Public Access Catalogue]** provides the bibliographical holdings of the library by browsing through title, author, subject, call number search etc. The users can check the status of their library account and the availability status of books and other documents in the library. Web OPAC of our library is accessible through the College Website. Library is modernized with a bar-coding technology system that facilitates check-in, check-out and renewal of books and also for all the transactions of library functions/routines/operations.

Library provides remote access to e-resources subscribed by library through **INFLIBNET -NLIST** programme. **National Digital Library** have also been made accessible to students and staff. Two Gate registers are maintained at the library entrance to mark the attendance of the users, one for students and other for staff. The library has its own **solar power system** for uninterrupted power supply. Pure drinking water and Toilet facility is also available in the library.

Build up Area of Library	Seating Capacity in Reading Room	Books	Periodicals	Newspapers	Softwar
278.2 Sqm	40	10694	28	5	KOHA

Name of ILMS software: KOHA

Year of Installation: 2017

Current Version: 20.11.03.000

Working hours: 8.30 am to 4.30 pm from Monday to Saturday.

Facilities provided by the library

INFLIBNET Facilities

- **INFLIBNET N-LIST** has access to 6000+ e-journals, 164,300+ e-books under N-LIST and 600,000 through NDL
- The students and the faculty with library membership have access to online resources like N-LIST

Reprography and Printing Facilities

- Printing and photocopying services are provided to students and staff

Information deployment and notification

- Arrival of new books are displayed on the new arrival's rack

Digital Library

- 7 computers with internet connectivity
- Used free of cost by staff and students during working hours
- The digital library can be accessed by staff and students anywhere from the campus

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.73

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.25075	0.19025	0.14546	2.94316	0.0994

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 4.75

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 14

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution is equipped with 46 computers, 8 laptops and 3 projectors. Power supply is ensured by 1 UPS with 3 KVA, 4 UPS with 1 KVA, 35 UPS with 600VA and a generator with 15 KVA. The campus is enabled with WIFI facility. All the departments could access the internet which is helpful for teachers and students to enhance their knowledge at their convenience. We have 7 classrooms with **LED TVs** and one classroom with **LCD Projector**. There is one Seminar hall, air conditioned, equipped with LCD projector and audio equipment which has seating capacity of 150 persons. There is also an Audio Visual Hall with LCD Projector and a seating capacity of 60 persons

The institution has a well-maintained website that gives complete information about the events that are happening in the college. The student's attendance is also taken using an attendance management system named **Schola**, through mobile phones. Reports can also be made through this system. There are different Whatsapp groups for teachers and students so that the head of the institution, the teachers, and the students are in constant touch. We have two broadband connections one with a speed of 50 Mbps and the other with 2 mbps. We have a well-established computer lab with 28 Computers. The college provides training courses for students like Arabic – English Typing. The students can use the facilities of the computer lab from 9 am to 4.30 pm on every working day. There is printer facility for students. One staff member is responsible to run the computer lab.

The library is automated with **KOHA version 20.11.03.000**. There are 7 desktops for digital access to electronic resources. There is also an online catalogue for searching books in the library and barcode facility for circulation. We also have a generator with a capacity of 15 KVA, which could provide power supply to the entire college.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 7:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 21.94

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)

2019-20	2018-19	2017-18	2016-17	2015-16
5.65193	1.88811	4.97429	1.92824	1.32918

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

The Ansar Arabic College Valavannur has well established systems and procedures for maintaining and utilizing physical, academic and support facilities. There are standard operating procedures for maintenance of infrastructural and support facilities. Continuous monitoring, up-keeping, optimal utilization and improvement of both curricular and extra-curricular facilities, services and equipment on the campus is ensured by the administration.

Physical Facilities include infrastructure, buildings, furniture and fittings. These are being maintained by a committee headed by The Principal as Chairman. Budget is allocated periodically to ensure proper maintenance and utilization of the Physical facilities. The maintenance is attended to promptly as and when a complaint is raised and brought to the notice of the Principal. The security of the campus is taken care of by a Security staff.

Electrical and plumbing needs are taken care of on a need basis. The furniture and fixtures are routinely checked by the staff and repaired during the semester break. The buildings including the auditorium and seminar hall undergo routine check-up and maintenance during the annual summer break. Computers and softwares are maintained and updated regularly. The entire work is coordinated in the college office.

The library advisory committee will take decisions about the purchase of books and prepare the budget. The committee also takes decisions about fees and fines in tune with the general policy guidelines of the college. The reading area of the library is cleaned regularly by the cleaning staff. The functionality of the Computers, printer and photocopier in the library are ensured on daily basis.

The needs of the departments are prepared annually and submitted to the principal and the principal in consultation with the planning board approves and purchases the goods required by the various departments. The College is taken care of by office staff.

The college canteen is also under contract. We could provide homely food for staff and students. The college volleyball court and sports ground are prepared during the annual sports matches. Closed circuit cameras are installed for surveillance of campus 24/7. The solar-powered lamps will light up the campus during the night.

The college follows the policy of a waste free campus. It has a well-structured method of waste management. Two waste pits have been constructed for depositing solid wastes including food wastes. The college has installed waste bins with different colours for dumping plastic and non plastic wastes, so that littering the campus is not allowed under any circumstances. The college is equipped with biogas plant to

deposit food wastes. The gas produced from the biogas plant is used for cooking purposes in the canteen kitchen. Liquid waste is drained through proper sewers into covered pits. Liquid waste pit has been constructed in the campus into which the waste water drains in, helping the water to percolate into the earth and thereby retaining the water table in this area.

There is an E-Waste Management system in the college. Damaged computers and peripherals are repaired and reused. Optimum use of all electronic equipment through Repair and Reuse policy ensures to keep E waste to the minimum .A tie up has been arranged with a company namely , India Tech Solutions for Technologies for managing E waste as per safety norms. This contract is renewed every year . Circulating proper and timely guidelines to students on the wise use of electronic instruments also helps us to keep our electronic goods from getting damaged .

The college sports ground and volleyball and badminton courts are cleaned routinely. A nearby school namely, Ansar English Secondary School is permitted to conduct their sports competitions in the College sports ground. College Examination halls are used for conducting University Distance Education Examinations. A Pre-marital Counselling Centre has been sanctioned to the College by the Directorate of Minority Welfare under the Government of Kerala. The College seminar halls and classrooms are used for conducting the pre-marital guidance classes and programmes under this Centre .

The College Management have appointed a cleaning staff on monthly wages to clean the campus. Water tanks are cleaned every two months. The overall cleanliness of the institution is taken care of by the support staff with the collective effort from staff and students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 54.71

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
70	88	107	149	105

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 5.96

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
14	13	12	11	10

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 45.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
107	87	132	53	81

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 14.53

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	8	7	8

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 98.68

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 75

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 69.64

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	13	7	8	14

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
12	16	11	12	20

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

Ansar Arabic College, Valavannur has a well-organized Student Council elected through the parliamentary mode as stipulated by Lyngdoh Commission and guidelines of Calicut University, Kozhikode. An Election Committee formed for the purpose conducts the election under the close monitoring of the Discipline Committee.

The institution has a mechanism for constituting a Students' Union every year.

- The dates for filing the nominations and the day of election are declared by the University.
- The college authorities ensure strict adherence to ethical practices during the entire process of the election in the parliamentary system.
- In the first phase, two class representatives are elected from each Undergraduate class and one from each postgraduate class.
- In the second phase, these class representatives elect the office bearers for the College Union.
- The College Union has a Chairperson, Vice-Chairperson (exclusively reserved for female students), General Secretary, Magazine Editor, University Union Councillors, two Lady Representatives and

Arts Club Secretary besides the degree representatives for each year and a PG representative.

- The Principal administers the oath to the elected members. The Principal act as President of the College Union and one member from the faculty is nominated by the College Council as staff advisor to monitor the activities of the College Union. The College Union kicks off after the oath taking and elected body nominates representatives to the Students' Grievance Redressal Cell Sports Committee and the IQAC etc. The Students' Union and Sports Committee are active in conducting arts and sports festivals. They also play an active role in coaching students towards participating in intercollegiate fests, University, State and National level cultural and Sports events.

The IQAC ensures that there is students participation in all the decision making/implementing bodies.

- The students union is in constant interaction with the teachers and the Principal. Students participation is ensured in all committees like Anti Narcotic Cell, Anti Ragging Cell, Internal Compliance Cell, Discipline Committee etc.
- Students hold key posts of Volunteers in NSS.
- The College Magazine is an initiative of the College Union to showcase the talents of the students.
- Students are the Co-ordinators and active members in all the clubs, cells and other supporting bodies.

OPEN HOUSE

The Student Forum, consisting of Council Members, Secretaries of Clubs and Class representatives is held twice a semester and the students have the opportunity to openly express their views, needs and requirements.

Representation in Academic and Administrative Bodies

The Students have representation in many ad-hoc committees. The feedback given by the students in academic and administrative aspects have been incorporated in the teaching-learning process.

Leadership Training

As an IQAC initiative, it is an institutional practice to train student leaders for effective leadership and management.

Roles and responsibilities

The Students frequently meet the Principal and the Staff Advisor on all matters regarding College activities. The College Union assists in maintaining campus discipline, organizing general assemblies, planning and execution of college events and various celebrations.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**Response:** 10.8**5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
11	23	7	7	6

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	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:**

The Alumni of Ansar Arabic College Valavannur (AVAACOS) Report.

Association of ValvannurAnsar Arabic College Old Students commonly known as AVAACOS started functioning from the year of 1975 onwards. Each year the members of AVAACOS will get together and discuss the contributions and activities for the benefits of its members as well as the college. The AVAACOS is registered under the Societies Registration Act. XXI 1860 Number MPM/CA//380/2020. AVAACOS plays a vital role in all the prospects of success and improvement of the institution. For the last 46 years, old students have been encouraging this institute to keep pace with modernity and technological advancement. During the last five years, the old students have been working hard with full energy and determination to place their college at the zenith of excellence. The vibrant alumni act as an extended right hand of the college involving various socio-political and cultural spheres. The Old Student's Association aims at perpetuating friendship and co-operation among the alumni through publications, informed group meetings, and all other possible means. AVAACOS has also undertaken several major development

projects to be completed in the nearest future.

The Association is functioning in India and abroad. It seeks to further the socio-literary and cultural interest of the college by maintaining an active channel of communication between the college and Alumni.

Financial Contributions:

Contributions of the old students to facilitate ample infrastructure, renovation of auditorium, main library building and provisions for a student-centric campus atmosphere are momentous in the growth of this institution. Minimum of three alumni meeting is held in a year. The main intention behind celebrating Alumni Day in January is to unite the maximum number of former students and register them in the Alumni family.

Following are the major contributions of AVAACOS:

AVAACOS collects donations and finds out sponsors from old students of previous batches and hands over the amount to the college authority.

In 2015-16, AVAACOS collected an amount of Rs 481000/- for the construction of smart classrooms in the campus.

In 2016-17 they raised a fund of Rs.267743/- to contribute to the smart classroom project and to purchase equipment for effective education.

In 2017-18, AVAACOS donated a fund of Rs. 1406002/- to continue the smart classroom project and to purchase equipments.

In the 2018-19 academic year, the contribution of AVAACOS was Rs.178389/- for the distribution of scholarships to students.

In 2019-20, AVAACOS donated Rs. 34200/- for the distribution of the Alumni Scholarship.

Non-Financial Contributions:

A Road to Excellence:-

It is an initiative by AVAACOS to support the students in their Career Development and skill Enhancement activities. The final year students can have the opportunity to acquire jobs through this programme.

Gateway To Job Market:

The experts of AVAACOS organised various types of awareness programmes to train and motivate our students to occupy well paid jobs in reputed establishments. Eminent members from Alumni support the events and programmes of the College as invited guests and mentors.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: A. ? 5 Lakhs

File Description	Document
Upload any additional information	View Document
Link for any additional information	View Document

MAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The founding fathers of the college, like the great visionary K P Mohammed Bin Ahammed , set up the college with the great objective of reforming the surrounding communities of the backward region through imparting quality higher education. Having succeeded in this uplifting mission to a greater extent , the college is now striving to conquer new frontiers of educational progress. The management of the college is steadfast in materialising its goal of founding a reformed society based on ethical core values and academic excellence with progressive national and global outlook.

The college strives to maintain an academic ambience, conducive to nurturing national and international competitiveness, professionalising scientific temper, research aptitude , strong nationalism and higher commitment towards the society among its learners . The Internal Quality Assurance Cell (IQAC) has been pivotal in chalking out a balanced plan of action catering to develop curricular and extracurricular excellence and progress among students.

VISION

To be an excellent centre of quality higher education accessible and affordable to all sections of the society especially to the backward and the marginalized.

MISSION

To identify and nurture the latent talents of the youth and mould them into useful citizens with the right character capable of taking up lead roles and responsibilities.

To provide a spectrum of wholesome academic and co-academic experiences in a qualitative environment.

To equip the students with all necessary skills and qualities for professional competence and committed workmanship.

To inculcate core human values in the students through humanitarian social service training programmes and enable them to serve the poor and the deprived.

To inculcate true and honest spirit of patriotism among the students and enable them to serve the country in times of need and emergencies.

The College is well governed to promote life oriented education to all its stakeholders. The management representatives manage and supervise the functioning of all the College activities in a decentralized manner. Valuable instructions and guidelines are provided by the concerned authority on all matters ensuring a smooth functioning of the College. All matters concerning the appointment of teachers and non- teaching staff, maintenance of infrastructure and admission to management quota seats, which comes to 20% of the sanctioned seats of UG and PG courses, are all monitored by the management. The Principal and the College Council take decisions and form bylaws regarding academic, non- academic and administrative matters in tune with the vision and mission of the College. The Principal, Heads of all Departments, two elected representatives, Librarian and the Head Accountant constitute the College Council. This is a potent decision making body in the College which efficiently functions to maintain

discipline in the campus in tune with the vision, mission and objectives of the institution.

Our college is situated in a rural setting and a majority of our students community hail from very poor family background. In order to improve their education and career the college attempted to implement several schemes and programmes that are highly beneficial for them.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The Institution follows the practice of delegating decision making authority to lower levels of management. College follows a Bottom to Top approach in decision making. The institution effectively delegates authority for operational autonomy to all academic departments, clubs and associations to work towards decentralized governance.

Case Study

An example of a participative management system in our college is **the renovation of the college Seminar/Conference hall**. The idea of having a well equipped auditorium came from a team of students on 28.03.2017 through the elected students Union. The College union advisor prepared a plan and presented it in the college council on 30.03.2017. All the members of the Council appreciated the proposal and assigned the duty of further study on the project to the Planning and Development Committee on 01.06.2017. A detailed study was conducted by the Planning Committee along with student representatives and the same was again discussed in the College Council. Proposal was sanctioned by the principal and forwarded to the management on 19.07.2017. The Governing Body called up a meeting of teachers, nonteaching staff, PTA, the Alumni Association office bearers and students to sensitize about the code of conduct and mode of operation of the seminar/conference hall. The Fund required for the project was sanctioned by the College Alumni Association (AVAACOS). A committee for the maintenance and functioning of the auditorium was formed and the committee headed by Mr. M Abdurabb (IQAC coordinator), and the members of the committee includes representatives of teachers, the PTA, the students and of course the alumni representatives. This mode of decentralization has increased the participation of students in curricular and co-curricular activities and has contributed significantly towards their overall development. The project was completed and an Air Conditioned, High-tech seminar /conference hall with LCD projector, high tech audio system and a comfortable seating capacity for 150 persons became a reality.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institution provides advanced technology to impart quality education among the students. Unlike the common standard of learning, the institution has given diversity in learning, so as to offer a wide range of learning modalities including self guided e-learning, modules, tutor based e-learning programs, online communities of practices, webinars and other resources and materials. The strategic plan of the institution highly recommends the advancement of teaching and learning by initializing 'e-campus'.

The institution aims to:

- Setup and implement an online quality assurance to its primary stakeholders
- Outreach to all our teachers and learners to enable them access quality support in learning across the globe
- Equip the learners more technological friendly
- Impact computer assisted learning among the students.

The institution has frequently updated its IT facilities including WiFi. For that the institution is enabled with WiFi facility. All the departments could access the internet which is helpful for the teachers and learners to enhance their knowledge at their convenience. In order to ensure security among the users, the institution insists the internet usage of UG students inside the campus only with the permission of the concerned faculty. The PG and Research students are provided with unlimited use of data for their learning and reference.

The institution has a well-maintained website that gives complete information about the events that are happening in the college. The student's attendance is also taken using an attendance management system named Schola, through mobile phones. Reports can also be made through this system. There are different Whatsapp groups for teachers and students so that the head of the institution, the teachers, and the students are in constant touch. We have two broadband connections one with a speed of 50 Mbps and the other with 2 mbps. We have a well-established computer lab with 28 Computers. The college provides training courses for students like, Arabic – English Typing. The students can use the facilities of the computer lab from 9 am to 4.30 pm on every working day. There is a printer facility for students. One staff member is responsible for running the computer lab.

The institution has digitised the library for ensuring the access of academic and non academic books. The library is automated with KOHA version 20.11.03.000. There are 5 desktops for digital access to electronic resources. There is also an online catalogue for searching books in the library and barcode facility for

circulation. We also have a generator with a capacity of 15 KVA, which could provide power supply to the entire college.

The institution provides smart classrooms. Selected classrooms are integrated with the digital displays, whiteboards, assistive listening devices, and other audio/visual components that make lectures easier, engaging, and more interactive. We have 7 classes with LED TVs and one classroom with LCD projector. The institution has successfully furnished advanced technology for enabling quality and standard among students. The institution also succeeded in imparting technology based learning, though the majority of the students are from a socially backward society.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

The college has a strong vision and mission, and its functioning is extremely transparent in the governance and leadership to provide affordable quality education and to achieve academic excellence. The institution has a participatory leadership in all spheres. The college has always been focusing on human values while implementing the policies and procedures.

College Management Committee

The institution along with the management committee have established a multilevel leadership system. The college is run by Ansar Arabic College

Committee under the parent organisation namely Ansarullah Sangham at the top. Ansarullah Sangham is a non profit organization established in 1964 for the uplift of the socially backward Muslim Minority community. Considering the poverty, illiteracy and social backwardness of the community, the founding fathers of the institution established a platform for imparting quality higher education accessible and affordable to the weak, the poor and the marginalised. Ansar Arabic College Committee is the Governing Body constituted for the proper governance of the college. The Ansar Arabic College Committee is headed by Sri. A. P. Abdussamad, the President and other governing members include Sri. M Ahmed Saeed, the Manager, Sri. Ashraf Parayil, the Secretary, Sri. Sharafudheen Theyyampattil, the treasurer and the Principal Sri. Ashraf .C, ex-officio member. The college has been functioning in compliance with the UGC regulations, the directives of the Directorate of Collegiate Education, Govt. of Kerala, the Acts and statutes of the University of Calicut and the prevailing privileges for the minority institutions.

The Principal executes the administrative policies in consultation with the college council for the final

approval. The Principal along with the college council undertakes all the internal administration of the college.

The college has a strong and active Alumni Wing for providing and contributing financial support to the external college activities.

The IQAC of the college is a significant team to monitor both academic and non academic activities and takes necessary steps to ensure the quality and standards of the college. Functions of the IQAC includes Academic plan preparation, promotion of research and publication, implementation of Innovative strategies and sensitising stakeholders. The Alumni association, the PTA , the IQAC, the Planning and Development Cell, the Board of Internal Examination and the Statutory Cells function a significant role in the administration and management of the college.

There are two departments and the department heads monitor the daily routine of the college. The Department council meetings are convened regularly to discuss, record and decide the academic and non-academic performance of the students. There is a tutor in charge of each class to monitor students class wise. Administrative wing is headed by Head Accountant, Upper Division Clerk, Lower Division Clerks and Class D Officers.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The college provides the following welfare measures schemes for the staff:

- **Academic Refreshment:** The management organizes one day Academic Refreshment (FDP) for the teaching and non-teaching staff of the college at the beginning of every academic year.
- **Financial aids** provided to the needy teachers for participating in Academic Retreats/ Orientations/ Refresher/ Workshops/ Seminars.
- Teachers are given **free medical health check ups.**
- Well-equipped **Staff Recreation Room**
- Two Wheeler and Four Wheeler vehicle **parking facilities** are available for staff members separately.
- Faculties with outstanding academic and non-academic achievements are honoured duly on the **Achievers Day Celebrations.**
- All the teachers are provided with computer cum internet facilities in the departments.
- Purified drinking water is provided to teachers and students after testing the quality measures.
- Separate prayer room is provided for lady staff members with a well-maintained washroom.
- **Staff** are provided with healthy and delicious food at reasonable prices from the **college canteen.**
- **Staff Association** ensures the welfare of all staff members of the college.
- **Staff Tours** are organized occasionally for teaching and non-teaching staff by the staff association.
- **Group Insurance Scheme** is given for the entire staff.
- **Paternity and maternity leave** available to the staff as per government rules.
- Well equipped **fitness center** is provided to the staff at the evening
- **Advance salary** is provided to the needy staff from the management fund
- **Daycare** is provided to the kids of the staff at the college day care center

File Description	Document
Upload any additional information	View Document

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

Response: 50.67

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	9	5	5	6

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 2.2

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
5	3	1	1	1

File Description	Document
Upload any additional information	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 17.53

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
10	1	0	0	1

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The institution upholds a cogent appraisal system for grading the performance of both teachers and nonteaching staff. This has been designed and implemented since the beginning of college. The system aims to grade and

evaluate the performance of faculty members and nonteaching staff. The institution also focuses on the further development of the same based on the pre implemented appraisal system.

Performance Assessment System

During the embryonic years of the institution the college enacted a manual system for the assessment and evaluation of faculty members and nonteaching staff. Students are given a field form of questionnaire and the principal of the college compiled and consolidated them from the students and handed it over to the faculty members by the end of each academic year.

Online Appraisal System

An online appraisal system has been implemented by the IQAC 2017 for marking and recording the result to the faculty members and to make the communication better and confidential. The system enables the manual system thereby reducing the existing problems. Moreover the system provides internet access to every student and can also reduce the strenuous work of examining the feedback forms. The students are provided with a proforma to rate their remarks and comments on the performance of teaching and nonteaching staff. Then students are asked to mail the filled proforma to the head of the institution. Principal is the final authority to generate the reports and retain confidentiality throughout the process.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The main sources of funds for the colleges are from the Government of Kerala, the Management and the Alumni. As a Government aided college, it receives financial assistance from: the UGC ,Government of Kerala, University funds for conducting examinations, scholarship for students from the state and central governments, funds collected from the staff and students, tuition fee, support from the Alumni and PTA. The college has a systematic and transparent system for financial management. The institution conducts internal and external audits regularly to check the accuracy and authenticity of transactions. Internal and external financial audits of grants and funds sanctioned by Governments and UGC are conducted separately.

Audits of Funds received from UGC and other Government Sources

Three types of audits are conducted by the institution. Separate audits are conducted for all grants and funds received by the state and central governments and from the UGC as per instruction prescribed by the Government of Kerala.

Audits by Directorate of Collegiate Education

The Directorate of Collegiate education Trivandrum through the audit team of Deputy Director of Collegiate Education Kozhikode conducts periodic audit and verifies all the financial documents related to the public funds utilized by the college.

Audits by Accountant General ,Kerala

The Accountant General, Kerala also conducts their periodic verification of all the accounts sanctioned by the Government. Their suggestions and directions are also incorporated for the utilization of funds.

Audits by Chartered Accountant

The accounts are audited by an external chartered accountant at the end of every financial year. After verification of income and expenditure statement, an audit report issued by the auditor with utilization certificate and all necessary verified accounts are submitted to the concerned sanctioning authorities.

Internal Audit

An internal and external audit is conducted for the funds received from management, PTA and Alumni on closure of every financial year. All the payments are primarily approved by the Principal and manager. At the end of the financial year an experienced person from the management Committee conducts an internal audit and presents it before the management committee. The audit report thus presented before the management committee is further audited externally by a Registered Chartered Accountant.

File Description	Document
Upload any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 5.08

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
3.76	0.7000	0.4098	0.2097	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The institution has a systematic strategy for mobilizing and optimum utilization of such funds. A committee is formed as a “Planning and Development Committee” under principal. The committee consists of a member from the management committee, a member from the office administration ,a member from each academic department and the Librarian. All the strategies regarding fund mobilization and its utilization are taken by this committee. As the institution does not receive any capitation for appointments and admissions the management has to depend on other reliable resources for fund mobilization. The institution applies for grants from various agencies like the UGC and for students scholarships from various government agencies, apart from the fund initiated by the management, PTA and the Alumni. Since college belongs to Government Aided status, the government grants salary for the teachers and non-teaching staff.

The institution mobilizes funds by submitting proposals to various agencies and utilizing it in the best possible way. They are:-

- General Development Assistance by UGC. It is managed by the head of the institution and Planning and Development Committee.
- As the institution has Government Aided status, A major portion of committed and regular funds are provided by the government of Kerala in the form of salary to employees.
- Most of the students receive scholarships from various schemes viz. e-grants, CH Muhammed Koya minority scholarship for girls, post matric scholarship from central government, Fisherman scholarship etc. have also been mobilized.
- For the uplifting of backward students and to promote them, various Coaching Classes are also conducted by the institution such as remedial coaching classes ,NET/SET/KTET and PSC classes with the help from the Alumni.
- The college is selected as a centre for a Pre-marital Counseling cell by the Minority Welfare

Department of the Govt. of Kerala . Many programmes are conducted under this cell by receiving funds from the state government.

- Central and State government fund for NSS.
- The institution has an Entrepreneurial Development Club (ED Club) under the District Industrial Council. The DIC provides funds for conducting programmes to inculcate entrepreneurship skills in students.

Financial assistance from philanthropists has been received and utilized for the constructions of buildings, smart classrooms, and the beautification of the campus along with the fund from management.

File Description	Document
Upload any 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

Response:

The college has successfully implemented TWO Practices for maintaining the quality assurance strategies and processes.

Practice I

The college has a very systematic strategy on several practices for the internal quality assurance and enhancement in academic and extra academic activities of the college. The IQAC of the college initiates a Three-Decker program viz. Bridge course, Students Academic Performance Test (SAPT). The IQAC initiative of the Three- Decker programs have been given below:

1.Bridge Course

The IQAC of the college organize Bridge courses at the beginning of the academic year this could be regarded as an ice breaking for the freshers to understand the graduation programme and the syllabus. Students are given active participation to overcome their course fright. Each Department has a time table for the regularity of the course . This course also enables the students to create a perfect rapport with the faculties. Various interactive sessions are offered to the students to give them an introduction and outline of the entire academic course.

2.SAPT

In addition to the bridge course, the college initiated a novel method for ensuring the academic competency of the students. The academic performance of the freshers are calculated by Students Academic Performance Test (SAPT) conducted by all departments during the beginning of an academic year. The questions of the test comprises of three components viz. 60 percent of questions are from the subjects , 20 percent of questions from Communicative English and 20 percent of questions are taken from general knowledge. The students who scored below 40 percent are identified as slow learners and considering these details, students are given special attention for upgrading their curricular and extra curricular activities.

3.Orientation for Higher Education

The institution is proud to equip the students for future educational advancement. In collaboration with IQAC the college enhances various

orientation programmes for the final year students. A meeting will be held at the beginning of the final semester and the duties are assigned to the the concerned faculty members for the conduct of an effective orientation programme . The institution has the privilege to see the students admitted in reputed colleges and universities for their higher education.

Practice II

Mentor Mentee System

The IQAC of the college initiated the mentor - mentee system in the academic year 2019-20, with a view to accelerate the educational and personal growth of students.

Implementation of Mentor Mentee system

The institution provides a mentor mentee system to each and every student in the college. Under the system, the students are selected randomly from various classes and allotted under the guidance of concerned faculty members. Each faculty member has to consider an average range of 18-19 students as his/her mentees. The mentor has to monitor the mentees especially on keeping the record of daily attendance, class performance, test papers, classroom response etc. so as to effect their academic , personal and social advancement . All the details are recorded in a booklet and maintained by the concerned mentor.

File Description	Document
Upload any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

A good teacher can inspire hope, ignite the imagination, and instill a love of learning. The institution has a strict practice on achieving learning goals by analysing the needs for implementing an active learning strategy. Consequently, the institution provides 100% ICT furnished classrooms which enables the global learning outlook. The institution carries out reviews through **ContinuousFeedback system** and **Academic Audit**.

Continuous Feedback system

The institution adheres to an effective feedback system in order to review teaching - learning process. The institution ensures the standard and quality of its primary stakeholders. The IQAC of the college has taken valuable measures for collecting the feedback from different stakeholders of the college.

Students Feedback system

For evaluating the teaching learning process, the college gives prime importance to the students. IQAC has prepared a rating proforma for collecting

the feedback from the students. At the end of the year, the students are given the feedback form which permits them to rate and specify their opinions regarding the teaching learning process. IQAC also ensures the confidentiality of the feedback process. IQAC gives proper guidance and suggestions for the improvement of those teachers who obtain poor scores. IQAC tries to provide maximum amenities for the students to ensure better service by considering the comments. Feedback on curriculum obtained from students is analysed and suggestions are placed before the concerned boards of the University for modification. Students are given chances to get redressal for their grievances in the internal examination and evaluation grades.

Teachers' Feedback

IQAC holds a proper system to Collect feedback from the teachers. The teachers are also given the opportunity to comment on the academic and non academic matters inside the college. Teachers grievances are rectified by keeping the confidentiality and giving timely suggestions and recommendations from the Principal. Like students, teachers are given feedback form during the end of each academic year. Apart from the feedback form, teachers could raise their opinions and suggestions during meetings and IQAC considers it for the betterment of academic departments.

Parents' Feedback

While holding PTA meetings, the IQAC collects feedback from parents by issuing a questionnaire. IQAC analyses the collected data and evaluates it to gather valuable guidelines from parents of our students. Implementation of an Incubation Centre for the PG students to clear NET was one of the ideas the IQAC received from a parent in a PTA meeting.

Alumni Feedback

IQAC gives emphasis on collecting feedback from alumni members. The cell prepares and distributes feedback form to alumni members while conducting alumni meetings and annual gathering of alumni members.

ACADEMIC AUDIT

A review of the teaching learning process is conducted by the IQAC every year. The review is conducted by an external body. Continuous monitoring and evaluation plays an important role in formulating plans for the coming years. IQAC conducts a yearly audit of all documents of teaching departments, clubs, forums and all the cells. The Cell gives audit reports with proper recommendations and suggestions. In the next audit, the cell checks the previous academic audit report and ensures that all the points are cleared.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**

2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: D. 1 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

NVAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender equity and sensitivity are displayed in the routine activities of the college and are endorsed through gender equality promotion programmes. The college keeps all students on a par, irrespective of gender. Specific programmes are organized to promote sensitivity to gender equity. Girls students are engaged to take part in the academic and cultural activities along with boys. The institution highlights the significance of various gender roles in the society. Gender issues have been taken as part of different curriculum to make aware of the contemporary problems through many courses.

Safety and security of women: We assure the safety and security of women through relentless care, vigilance and surveillance.

Security guard: A security guard is posted at the main gate.

CCTV Surveillance: CCTV cameras are installed at various points, ensuring safety .CCTV cameras are installed at the entrance of the college gate, parking area, office, corridors of different floors of the college to ensure the safety and security of students and staff.

ID cards are issued to the students to prevent the entry of outsiders into the college premises.

Redressal of grievances: The internal complaint committee (ICC) is concerned with any grievance, especially sexual harassment that may arise

The Anti-sexual Harassment Cell (AHC) functions in the college

The ICC and AHC address a complaint and take necessary actions

The college adopts a zero tolerance policy towards any such transgression

The college is extremely alert to matters pertaining to any kind of harassment and gender sensitivity

The Women Development Cell monitors all activities and training programs related to safety and security of women

Experts are invited to conduct workshops and various sessions related to women safety like self-defence, cybercrime, etc....

Vigilance against Ragging:

Anti- ragging committee is formed as per the UGC guidelines On admission, students sign an affidavit about non- involvement in ragging anywhere in the campus. Anti-ragging posters are prominently displayed at all different places within the campus.

Mentoring and Counselling:

Well regulated monitoring system for regular academic and personal counselling. Every student is assigned a faculty as her mentor who meet the mentees, providing constant care and support (Thanmiya). The service of a professional psychologist is also provided to students. Adolescent issues, management of stress and tension, and individual problem development are resolved.

Common Room:

A well-furnished common waiting room with restroom. The college provides separate spaces namely Boys Centre and Girls Centre for male and female students for them to relax and socialise among themselves. Both are attached with washrooms. The girl's room is equipped with sanitary pad vending machines and efficient sanitary pad disposal system as well as a sick room. Separate prayer hall is made available to the female students as well.

Day care centre:

Day care centre functions in the college where a secure environment is ensured for the children of staff and students during working hours.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy**
- 2.Biogas plant**
- 3.Wheeling to the Grid**
- 4.Sensor-based energy conservation**
- 5.Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Ansar Arabic College follows the policy of a waste free campus. It has a well- structured method of waste management. Plastic being the greatest threat to the ecosystem and environmental sustainability the college promote minimal use of plastics only in the campus and have constructed two waste pits for depositing solid waste including food wastes . The college installed waste bins with different colours for dumping plastic and non plastic wastes .The college is equipped with biogas plant to deposit food wastes. The gas produced from the biogas plant is used for cooking purposes in the canteen kitchen. The college has taken specific measures to manage plastic waste. The plastic wastes collected through the sorting process are sent to the Panchayath waste processing unit.

Solid waste:

Biodegradable materials are collected separately and disposed of in pits set apart for the purpose. Materials which can be converted into bio-manure are specially processed and put to productive use. Food waste is transformed to vermicomposting and is used in organic farming. Equipments are put to maximum use through proper maintenance. Equipments damaged beyond repair is disposed of with utmost care so that they do not pollute the environment. The college is using hundred per cent LED bulbs.

Liquid waste:

Liquid waste managed with special care. Liquid waste is drained through proper sewers into covered pits. Liquid waste pit has been constructed in the campus into which the waste water drains in, helping the water to percolate into earth and thereby retaining the water table in this area. The biogas plant is also used for the proper disposal of waste water. Waste water is also used to water the plants in the campus.

E- Waste:

Damaged computers and peripherals are repaired and reused. Optimum use of all electronic equipment through the repair and reuse policy ensures to keep E waste to the minimum. Proper guidelines is given to

students on the optimal use of equipment, helps us to keep our electronic goods from damaging. Tie up with a company (India Tech) for managing E Waste as per safety norms. This contract is renewed every year.

Waste recycling system:

We have a structured waste recycling system in our college. A major part of wastes are channeled to the biogas plant and the produced gas is used for cooking purposes. Paper wastes like newspapers used for handcraft creation of the students. Waste water is used to water the plants in the garden of the campus.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The college integrates the cultural and social diversity where students from varied backgrounds harmoniously engage in academic and extracurricular activities. The college has adopted a policy of inclusiveness accepting students from all communities .We do not privilege any religion, cast or class and function on the basis of perfect quality and an abiding tolerance. The college authority strongly believes that an inclusive environment should be created in the campus and neighbourhood in which the college has influence. The college is dedicated to the uplift and development of all students.

Policy of inclusiveness and Tolerance

The college has adopted a policy of inclusiveness.

The college approves and accepts all sorts of social and cultural diversities.

Does not privilege or discriminate against anyone on the basis of class, religion or cast.

The college functions on the basis of perfect equality and abiding tolerance.

Harmony and Amity

Assure a harmonious existence of students from diverse religion, classes , religious casts and social and cultural backgrounds.

Students from all communities live together in amity and harmony.

Students from many districts are enrolled in our academic programmes.

Imparting the message of oneness through celebrating various festivals

The college celebrates festivals of all communities.

Regional and religious differences are no bar in celebrating these festivals in perfect harmony.

Catering to the needs of the immediate society The college being situated in a rural area the needs of community and providing them with necessary information to face their livelihood challenges with this aim we have engaged in the following initiatives:

Outside the campus, Environmental Initiatives like the cleaning mission of Swachh Bharat Abhiyan was actively undertaken and promoted in the neighbouring society with community participation .

News reading competition for college students.

Awareness programmes on organic farming.

Tree planting drives in nearby villages.

Established plastic free premises in a nearby school.

Conducted awareness programme on plastic free villages (10 th ward of Kalpakanchery Panchayath).

Conducted women empowerment programme for women in the neighbourhood.

Conducted an interaction with special school children of neighbourhood special school.

Organized quiz competition for higher secondary students in nearby schools.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Imparting human values

To mould students into responsible citizens of whom the nation will be proud of, the college is vigilant to inculcate values, and a sense of social responsibility in the students.

Impart values through extracurricular and academic performances.

Celebration of National Days invariably brings in a sense of pride in being Indians and inspire them to dedicate themselves to serve the nation.

The activities of the NSS highlight social responsibility and commitment to the underprivileged sections of the society

The volunteers of the NSS in collaboration with the college union have been organising a programme entitled 'Manaveeyam'.

SIP (STUDENTS INITIATIVE IN PALLIATIVE) Volunteers are collecting funds every week to contribute to foundling and children's' homes.

Blood donation drives are a regular practice of the institution.

With unprecedented enthusiasm our students took part in the rescue Operation in the recent flood.

Engaged in the post flood cleaning and rehabilitation mission . Under the leadership of the NSS Units basic amenities needed for the victims of flood were gathered by opening a collection centre in the campus. The students collected dress and necessary things and distributed in the flood camp at Thirunavaya ,a nearby worst flood affected area .

NSS volunteers distributed school kits to the coastal area.

The students collected and contributed to Chief Minister's DistressRelief Funds (CMDRF)of the states of Kerala , Bihar and Assam during floods. .

Imparting social responsibility:

Enables the students to function at dire times with an inherent drive as a volunteering force for doing the right thing at the right moment.

They are free to express their options and dissent if any.

The social responsibility and dedication to values are evident through their wholehearted participation in community service programs

Students engage in:

Cleaning missions of Swachh Bharath Abhiyan

Abhayam Home for the Poor project

Flood Relief activities

The service mentality thus shaped became naturally evident during the wearisome occasion of the floods that shocked and shattered the state of Kerala. With great pride we record our students initiative in

helping these people in distress.

Rehabilitation for Differently Abled Persons titled Santhwanam is an Ansar Arabic College initiative to rehabilitate the physically and mentally disabled people of the nearby areas . Our student volunteers provided with training to care such people work with qualified experts and specialists to bring such distressed people back to normal life .

Imparting constitutional values:

The college envisions our students as responsible and dedicated citizens of the nations

Constitutional responsibilities and values are conveyed to the students through structured programmes.

National Days like Independence Day, the Republic Day, and National Constitutional Day are celebrated

Commemorates the architects of India and the watersheds of Indian history

Celebrates birthdays of makers of India like Mahatma Gandhi, Jawaharlal Nehru, Dr BR Ambedkar, Dr S Radakrishnan and Sardar Vallabhbhai Patel.

Students who have not taken election identity cards are provided the facilities to avail them through special drives within the campus .

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

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

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

College regularly celebrates National festivals, observance of days to commemorate national personalities.

Environment Day:

Tree plantation drives and awareness programme as well as workshops for making paper bag and eco friendly pens are organised on this day.

International Yoga Day:

The college NSS units organises yoga and meditations sessions and classes on international yoga day.

Independence Day:

Ansar Arabic College celebrates Independence Day every year with great national spirit and patriotic fervour .All teachers and students gather on the playground and the principal hoists the National Flag after which the Independence Day message is delivered. Competitions such as Independence Day quiz and patriotic song competitions are organized in commemoration of those who strove and sacrificed their lives for the nation.

Republic Day:

Republic day is celebrated every year . The principal of the college hoists the National Flag and delivers Republic Day address before the students and staff of the college . Debates on the Indian Constitution are conducted on the day .

Gandhi Jayanthi :

Gandhi Jayanthi, the birth anniversary of the father of our nation is celebrated at Ansar Arabic College with great enthusiasm and gaiety. In connection with the day Ansar Arabic college NSS volunteers clean the campus and surroundings. Every year Gandhi Jayanthi is observed by pledging a new oath to serve the society and stand for non-violence and peace.

Children's' Day

The NSS units of Ansar Arabic Collegem celebrate Children's Day every year. Our college observes Children's Day to commemorate the birthday of Pandit Jawaharlal Nehru by organizing visits to Anganavadies and LP schools nearby and spending time with the children and distributing sweets and gifts to the children .

Teachers Day:

In memory of Dr.S.Radhakrishnan, the great scholar, philosopher and teacher of modern India, Ansar Arabic college celebrates teachers day and connects various cultural programs in the campus. Students take initiative in arranging and organizing teachers' staff rooms. Gifts are distributed by student representatives.

NSS Day .

The College NSS Units celebrate the NSS Day regularly in which the various events are organized in the college.

Old Age Day

The National Service Scheme celebrates the international day for older persons. Volunteers make the students aware that listening to advice and accepting instructions may help them gain wisdom in the future , Old age is a critical period in their life path and that we need to consider and protect them at this stage.

World Arabic day:

World Arabic day is celebrated every year on 18 th December. Variety programmes like Arabic Exhibition ,quiz competition etc. are conducted by the Arabic department of the college .

Women's Day:

The College Women Development Cell conducts different programmes on the International Women's Day on 8th March every year .

Other important days solemnly observed in the college with appropriate programmes include National Integration Day , Communal Harmony day, International Drugs Abuse Day , World Human Rights Day , Hiroshima Day etc. International Wildlife Week is Observed by organizing Poster Making ,Quiz competition etc .

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	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 practices:

SnehaSparsham (Caring Touch)

Objectives:

- To provide financial support to the severely sick poor students of the college for meeting the high cost of the treatment of their illness and thus enabling them to continue their education unhindered .
- To promote the deprived students.
- To extend financial assistance to backward families.
- To improve social values among students.
- To encourage a sense of volunteerism among students
- To strengthen the relation between college and society.
- To equip students for disaster management.

The Context :

Our college is situated in a rural area and a large number of students community mark their poor family background. In order to improve the quality of their education and career the college attempted to implement several schemes and programmes that are highly beneficial for them. As part of this the college raised a fund from affluent parents, alumni, staff members and from the benevolent people to assist the students who are severely sick and unable to meet the costly treatment of the illness and hence unable to continue their education and also to assist the deprived students with payment of fees, buying books, uniformsetc...Some of those programmes are as follows:

Ansar Sick Students Welfare Fund, Students Welfare Fund , Weekly fund collection, and NSS Abhayam Project (an NSS initiative for constructing homes to the poor) .

The Practice:

Ansar Sick Student Welfare Fund.

Having realised the extreme difficulties of some students afflicted with severe illnesses which need urgent medical or surgical treatment, the College initiated a welfare fund and collected an amount of Rs.1574632 in the year 2019-20 from affluent parents, staff members, alumni and the benevolent people. The amount was bestowed exemplarily for their medical treatment. A kidney transplantation surgery with an expense of Rs.12,00000(Twelve lakhs rupees) for Mr.Fawas (a first year Bcom student) was done utilising this fund. Yet another student with a chronic renal disease Ms. ShifanaShiril (second year BA student)was assisted with Rs 85000/- (Rupees Eighty Five thousand). Besides, Ms. AyishaSherin(first year PG student) with a cyst in her breast was assisted with 50000/-(Rupees Fifty Thousand)for her treatment. The balance amount is kept in the bank account specially maintained for the purpose and to be distributed among similar severely sick students, when cases arise in future .

Students Welfare fund.

This fund facilitates to help the poor and deprived students pay the tuition fee, examination fee and for buying books and uniforms.This fund is also collected from alumni,staff and the benevolent people.

SIP Weekly Fund Collection:

The SIP(Students Initiatives in Palliative) unit of our college initiates the weekly collection of funds from the students for the purpose of welfare activities and charity purposes, financially assisting Old Age Homes and Fondling Homes like ShandhiBhavanam(at Poovanchina,Randathani).

NSS Abhayam (Housing Project):

The Calicut University NSS flagship programme of 'Abhayam' housing project launched in connection with the 50 th anniversary of the University was successfully implemented in the college. College NSS units assisted to construct a house in 2017-18 at Mundanchira ,ward 3 of Valavannur Grama Panchayath. Yet another house construction scheme was accomplished in the year 2019-20 at Chembra ,Ward 9 of Tirur Municipality.

Human welfare Activities:

Rehabilitation for Differently Abled Persons (Santhwanam). 'Santhwanam' is an Ansar Arabic College initiative to support the physically and mentally disabled people through rehabilitation . The goal of the programme to stretch our caring and helping hands towards the unreached. The college in collaboration with 'Anappadikkal Charitable Trust'(Thanal),aim to ensure the person in question,who is at risk of having seriously diminished physical,mental and social functions,achieve independence and meaningful life. The students are given trainings to help and interact with the needy people. The treatments begin from the very onset of a traumatic event or diagnosis of a chronic illness. Selected students are given special training to attend the individual's physical needs. The programme also focuses the very aspect of the individual's needs and care assessed and addressed.

Cleaning Mission:

As a part of CleanParavannur (cleaning mission) NSS volunteers cleaned the PARAVANNUR village surrounding EMALPS PARAVANNUR.

Environment conservation:

The NSS unit planted tree saplings in the college yard as well as in the village of Kandungathkundu as a part of environmental day.

Blood donation:

Blood donation is an invaluable service for humanity. Students of Ansar Arabic College have been saving the lives of many by voluntarily donating blood as per the requirements of nearby hospitals in a camp conducted by Kalpakanchery Govt. School in 2020.

Special School Visit:

A special school visit was jointly organized by the SIP Unit with the NSS Units by naming the program "KOOODE"(Along with you) to MA MOOPEN

SPECIAL SCHOOL led by Ms. Suhrabi (Asst. Professor). Through this programme the volunteers tried to give the message to the special and mentally retarded children of the schools that our volunteers are also ready to go along with them in their march to a more better life.

Children's Foundling Home Visit

Palliative Volunteers of Ansar Arabic College visited the 'Shanti Bhavanam', a Childrens and Foundling Home in Poovanchina on 01/02/2020. A total of 11 students, led by Assistant professors Ms.Suhrabi, Ms.FathimaSuhra, and Ms.Sumayya, visited the childrens home. The team was greeted by 24 innocent faces, including 4 infants. The visit was aimed at developing empathy among students for the innocent infants and children.

Old Age Home Visit:

Our students visited the "Thavanur Old Age Home", in 2016-17 , "Salva Old Age Home", Pandikkad in 2018-19 and "Athani Care Home"Kannur in 2019-20.

Non-Toxic Curry Leaf Village Campaign:

One of the biggest initiatives of the National Service Scheme the year 2017 -18 was the promotion of the

idea of Non-Toxic curry leaf Village. Curry leaves are an integral part of Kerala kitchen. It has been found with poisonous substances because of indiscriminate use of lethal pesticides and has been endangering lives .On the basis of these findings the NSS units of college felt the necessity of starting a campaign of planting saplings of the toxin free curry leaf plants in every homestead and thus ensuring the availability of this leaves without lethal toxins . thus sufficient number of saplings of toxin free curry leaves were collected from Kerala Agricultural University Anakkayam Centre and the campaign was successfully implemented in Valavannur village in the year 2017-18.The campaign was received with great appreciation by the people of the village .

Flood Relief Kit:

The State of kerala was severely affected by two floods in2019 and 2020.A squad of students was formed under the National Service Scheme units of Ansar Arabic College, Valavannur for collecting necessary commodities to the relief camps operating inTirur Taluk. Through this campaign of NSS volunteers, the necessary commodities were collected from the public, voluntary organizations etc. The commodities worth 2 lakhs rupees consisting of clothes, food items, medicines, kits, bed sheets, utensils, sandals etc.collected from different areas and were distributed under the leadership of responsible persons in different camps.

Evidence of Success:

Enabled our students with financial difficulties to overcome it and continue their studies. The sick students who were unable to afford the heavy cost of treatment to their diseases were enabled to undergo life-saving treatment without delay and thus ensured the continuation of their studies .

The college bagged the best NSS programme officer award from the University of Calicut andSwach Bharat Summer Internship award to 10 NSS volunteers and one Programme Officer from the Department of Drinking Water and Sanitation , Ministry of Jalshakthi , Govt. of India .

Students attained human values.

The college could provide necessary assistance to society. Formulated a group of social volunteers in society. Developed strong and secure cooperative relationship between the college and the society.

Problems Encountered and Resources Required

The college experienced financial constraints at various types of programme since the college has to do a wide range of activities to fulfill the needs of the society.

Best practices: 2

Nadwa(Weekly training programme for students to communicate effectively and express freely through various art, literary and cultural forms).

The IQAC of the college organizes a weekly training programme in the last hour of every Wednesday to enhance the innate talents of the students. The programme has been successfully going on in the college since 2013.The programme aims to augment the self expression of the students by providing them opportunities to express themselves freely through various cultural, literary and art forms. Almost all students get chances to participate in the programme when their turn comes in the weekly training programme. Even relatively introvert students are encouraged slowly to express themselves through any of the cultural forms of their choice.As the programme is organized every week class wise all students are provided ample opportunities for their self expression. Events like debates,speeches in Malayalam,English,Arabic,Hindi,skits,monoacts,mimicry,reading one's own short story ,news

reading, analysing global events, singing, etc... are regular items of the programme.

Objectives

To ensure the quality of students by giving opportunities to express freely through various cultural/literary events. To avoid their stage fear.

To develop leadership quality.

To encourage their communication skills.

To empower the student's confidence level.

To sharpen the creative productivity of the students.

To bring out the literary capabilities inherent in the students.

To provide impetus to students to read and debate upon a book of their choice

The Context

Our college is very supportive for uplifting the students from all sectors of society, especially the students from socially and economically backward

society. In order to promote their talents and also to develop literary and artistic talent the IQAC of the college has been conducting Nadwa programme since 2013. The main objective of the programme is to scaffold the student with literary and artistic talents along with academic excellence. This platform enables the student to reduce their stage fright and perform confidently in front of an audience. The students are given responsibility to schedule the programmes of the day under the guidance of a faculty in charge. The students could develop their leadership qualities and to ensure the standard of conducting different programs. Each student has been given the opportunity to perform any form of the art of their personal interest. Students who lean backward from all programs are given scheduled programs to perform without fail.

The Practice

Nadwa

Nadwa is conducted every Wednesday (in the last hour) at the class level to discover and nurture the creative talents of the students and to boost their confidence. It is a great opportunity for students to express themselves through any form of art of their choice. A student who has consistently participated in the Nadwas will surely be able to discover his inner talents and use them to the fullest. Students are also given training on how to face an audience each week. Many events are presented, including stories, poems, essays, speeches, and storytelling. It also gives them the opportunity to discuss all the information about the world around us. This is an inspiration to all students.

Nadwa gave the students a suitable platform to hone their literary and artistic talents with productive suggestions, healthy criticism and heartfelt appreciation. It introduced them to the wider horizons for the enrichment of extra-curricular activities. The programme gives them a sense of confidence to speak out. Thus Nadwa helps to trigger out conducive thoughts among students, encourage them to give expression and inspire them to the course of progressive action.

Evidence of Success

The students are able to develop their speaking skill and presentation skills and to think creatively. The programme helped them to face interviews and procure good jobs. Our students perform in an outstanding manner in all events that demand leadership and dynamic action from the youth like in times of disaster, flood etc..

Passed out students and alumni give very good feedback of the programme and cites the programme as a major reason for their success in their jobs and career enhancement. More weak students can get good chances to bring out their talents. Our students are able to identify their abilities in co-curricular activities. This program is very helpful to overcome their stage-fright and develop better interaction and presentation skills. Our students are participating in different types of public programs.

Problems Encountered and Resources Required

In some occasion the progress of the Nadwa programme encounters some difficulties due to the unexpected scheduling of examination by the university

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for 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:

Ansar Arabic College Valavannur is situated in the valavannur village in the Tirur Taluk of the backward District of Malappuram in the Kerala State. The college was established in the year 1964 by a reformist socio cultural educational organization called 'AnsarullahSangham'. Through establishing the college the organisation aimed at uplifting the highly backward population of the area by imparting quality higher education to its young generation. On its roads to progress the college got affiliated to the University of Calicut in the year 1970 and became a government aided college in the year 1979. Now the college is run by Ansar Arabic College Committee under the parent organisation 'AnsarullaSangham'. Minority status was awarded to the college by the national commission for minority educational institutions, New Delhi. Considering the social status and social conditions of the locality of the college, the female were totally restricted and segregated from the mainstream of the society nevertheless, the college has taken further steps for reforming the social condition of the society .With the maximum support from the college and management. The college tries to consistently counsel both students as well as parents about the importance of education and the empowerment of women through counselling classes and PTA meetings. To provide mental support to the student community especially female students, the college has a functional counselling centre and Women Development Cell.

The main objective of this Cell is to give awareness to students about the significance of higher education

and provide mental support to achieve such a goal. As a part of this, the students are regularly given counselling as well as classes on stress management. Students in need of special consideration are given individual counselling by the college counsellor. The result of University exams have also been encouraging. Many of the girl students qualified for higher education, some of them got admission in central Universities. Our PG student Ms Juhaina won the First Rank of the University of Calicut MA Examination in the year 2019-20. Regardless of the gap taken after her degree due to pregnancy and other personal matters, she crowned the top position in her Post Graduation period. Ms. Juhaina is an Outstanding Student from an ordinary social scenario with minimum level of educational background. It was really a prideful moment for the college. The college has been granted a Pre Marital Counselling Centre by the Directorate of Minority Welfare under the Government of Kerala. Under this Counselling Centre, Premarital Counselling classes have been given to registered batches of students. The results have been distinctive. In the recent years, there has been a significant increase in the enrolment of female students belonging to the minority community. We have organised more women development programmes in our college. It enabled the girl students for gaining empathy towards fellow beings, boldness to face challenges of adverse realities of life and to mould a stable, responsible and balanced personality. The college stands for equal justice and wishes to create a more inclusive society for our girl students. Women empowerment implies the ability of women to take decisions with regard to their life and work and giving them equal rights in all spheres like: personal, social, economic and so on. The College has taken several activities to empower girl students and make them self-reliant. Inclusion of at least one girl student is assured in every cell and committees.

Women Development Cell (WDC) of Ansar has focussed many socially committed programmes not only for women but also for the goodness of the public. Girl students of our college under WDC have coordinated such virtues around the nearby localities. Our girl students have developed their strength and spirit to respond against the exploitation and atrocities from society and even from their way to campus and home. Students are awarded their basic human rights, as citizens they also uphold the right to equality. Women Development Cell of Ansar Arabic College is a vibrant and effective cell exclusively for the women community. The cell has both the faculty and students of the college as its members and works with an aim to create a gender sensitised community within the campus as well as society. The girl students are provided safety and security inside the campus ensuring the safety and security with all security measures like surveillance cameras and security guard services. A badminton court is set inside the campus for girl students. The college has conducted special programmes in co-curricular activities for girls students like sports, Girls' Day, and girl's tour.

Women Development Cell in Ansar Arabic College strives to maintain and augment an atmosphere of empowerment by organising seminars, workshops on gender sensitization and legal awareness. They are made aware of their legal rights as women, and responsibilities as citizens. Female students are given self-defence training on a regular basis in collaboration with Kerala Police. Training programmes on self-employment are also provided. Other important objectives include giving training in jewellery making, leadership training, conducting health and hygienic awareness classes, and palliative training.

Women Development Cell took initiative to visit industry (Milma factory Kannur), special school (Moopen School for special needs), fondling home and children's home (Shanthibhavanam-Randathani), Old Age home.

Visit Flood and Landslide Victims (a hand to Pathar, a flood and landslide hit area in Nilambur Taluk):

The Women Development Cell conducted a group counselling session that was very effective under the guidance of teachers on 3rd September 2019 at PATHAR, a place devastated by flood and landslides .

The girl students conducted a special Women's Day program for ladies of nearby colonies. Apart from academic endeavours, co-curricular and extra-curricular activities are important for improving confidence, self-esteem and team work.

The college students union encourages the active participation of female students in all programmes such as college day, artsday, etc..They also organise cultural programmes exclusively for female students. In addition to those the college promotes group work like gardening, making paper bags etc..for girl students.

Other facilities: Day care facility, prayer room, rest room, sanitary napkin vending machine, incinerator.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

Functioning in an educationally backward region, Ansar Arabic College Valavannur has been striving hard to bring about significant change in the society through education of the underprivileged, especially the women and the deprived. The College through its tremendous campaigning succeeded in breaking the social and religious taboos before the education of the women, especially from the backward Muslim community and now the College enrollment testifies that about 70% of the learners are women.

We are proud that we have succeeded in producing over the years many exemplary teachers, administrators, politicians, social workers and philanthropists. The institution feels proud in finding its alumnae distributed across the globe in enviable positions.

Considering the meritorious functioning of the College the Directorate of Minority Welfare, Government of Kerala has sanctioned a Premarital Counseling centre to the institution. Affirming the commitment to the society the entire staff of the College contributed their one month salary to the Chief Minister's Distress Relief Fund. The staff and students were doing commendable service to the distressed people during the flood that devastated the state during 2019. The College hosts a Rehabilitation Centre of its own for serving the physically incapacitated and the mentally injured people of poor economic background. A Sick Students Welfare Fund is instituted in the College for helping the severely sick students to overcome the difficulty in meeting the exorbitant expenses of their medical treatment and thereby enabling them to continue their education unhindered.

The College is always committed to maintain our environment clean, green and hygienic and a step towards that direction can be evidenced from its campaign in the adopted village by distributing saplings of Curry Leaf plants for making the village a toxin free curry leaf village.

The recently held two International Seminars were successful in bringing the expertise of renowned scholars from different countries to the institution. The institutional infrastructure with 100% ICT enabled classrooms and well equipped seminar halls help to ensure qualitative delivery of information to the learners.

Concluding Remarks :

We are in our way of achieving excellence through imparting quality higher education to the poor and the underprivileged. We believe that we can ultimately evolve as a centre of excellence in the field of higher education through our incessant and relentless striving.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>112</td> <td>83</td> <td>58</td> <td>31</td> <td>33</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Remark : As per documents and clarification received from HEI,DVV input is recommended. multiple count of courses should not be considered here.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	112	83	58	31	33	2019-20	2018-19	2017-18	2016-17	2015-16	4	4	3	2	2																				
2019-20	2018-19	2017-18	2016-17	2015-16																																					
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2019-20	2018-19	2017-18	2016-17	2015-16																																					
4	4	3	2	2																																					
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>124</td> <td>92</td> <td>86</td> <td>82</td> <td>76</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>124</td> <td>92</td> <td>86</td> <td>82</td> <td>76</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>133</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>132</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Remark : As per the documents received from HEI for the sanction seats from university the</p>	2019-20	2018-19	2017-18	2016-17	2015-16	124	92	86	82	76	2019-20	2018-19	2017-18	2016-17	2015-16	124	92	86	82	76	2019-20	2018-19	2017-18	2016-17	2015-16	133	100	100	100	100	2019-20	2018-19	2017-18	2016-17	2015-16	132	100	100	100	100
2019-20	2018-19	2017-18	2016-17	2015-16																																					
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133	100	100	100	100																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
132	100	100	100	100																																					

marginal seats for 2019-20 is 28 so after calculating all the data input is 132.so DVV input recommended accordingly.

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
73	43	32	44	35

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
48	20	10	25	17

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

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

2.3.3.1. Number of mentors

Answer before DVV Verification : 15

Answer after DVV Verification: 14

Remark : As per the data provided in EP 3.1, DVV input is recommended.

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

2.4.2.1. Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	2	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	2	2

Remark : As per the clarification received from HEI, based on considering only full time teachers ,DVV input is recommended.

2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 120 Answer after DVV Verification: 118</p> <p>Remark : As per the clarification received from HEI, DVV input is recommended.</p>																																								
2.6.3	<p>Average pass percentage of Students during last five years</p> <p>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:</p> <table border="1" data-bbox="308 712 1050 846"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>49</td> <td>51</td> <td>28</td> <td>22</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 925 1050 1059"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>49</td> <td>51</td> <td>28</td> <td>24</td> </tr> </tbody> </table> <p>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:</p> <table border="1" data-bbox="308 1182 1050 1317"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>76</td> <td>58</td> <td>58</td> <td>32</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1395 1050 1529"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>76</td> <td>58</td> <td>58</td> <td>32</td> <td>34</td> </tr> </tbody> </table> <p>Remark : As per the data and clarification received from HEI,DVV input is recommended.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	39	49	51	28	22	2019-20	2018-19	2017-18	2016-17	2015-16	40	49	51	28	24	2019-20	2018-19	2017-18	2016-17	2015-16	76	58	58	32	34	2019-20	2018-19	2017-18	2016-17	2015-16	76	58	58	32	34
2019-20	2018-19	2017-18	2016-17	2015-16																																					
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76	58	58	32	34																																					
3.1.2	<p>Percentage of teachers recognized as research guides (latest completed academic year)</p> <p>3.1.2.1. Number of teachers recognized as research guides Answer before DVV Verification : 2 Answer after DVV Verification: 1</p> <p>Remark : As per clarification received from HEI,DVV input is recommended.</p>																																								
3.1.3	<p>Percentage of departments having Research projects funded by government and non government agencies during the last five years</p>																																								

3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.1.3.2. Number of departments offering academic programmes

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	3	3	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	2	2

Remark : As per the clarification received from HEI ,that HEI has only two departments so based on that DVV input is recommended.

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years**3.2.2.1. Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
8	1	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
8	1	0	0	0

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 6

Answer after DVV Verification: 3

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 3

Answer after DVV Verification: 1

Remark : As per the documents received from HEI ,based on that DVV input is recommended.

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	6	0	2	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	0	0	2	0

Remark : As per the data received from the HEI ,based on that like research papers which are published in the year 2019 comes under 2019-2020 and so on due to this paper published in 2020 should not consider in this metrics ,So DVV input is recommended accordingly.

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

3.3.3.1. 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:

2019-20	2018-19	2017-18	2016-17	2015-16
4	8	2	2	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	1	0	1	0

Remark : As per document and clarification received from HEI, based on that DVV input is recommended. In this metrics the books publish in 2020 should come under 2020-21, and the contents of provided links by HEI is in regional language.

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	8	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

Remark : As per the clarification received from the HEI ,based on that DVV input is recommended.

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	12	7	3	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
9	2	5	0	0

Remark : As per data and documents received from HEI, based on that DVV input is recommended.

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
272	214	181	158	127

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
145	33	126	0	0

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

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	1	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	0	0

Remark : As per the documents and clarification received from HEI,DVV input is recommended.

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

Remark : As per the documents received from HEI, based on that DVV input is recommended.

4.2.2 The institution has subscription for the following e-resources

1. e-journals

2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

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

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

Remark : As per the documents provided by HEI, DVV input is recommended.

5.1.1 Average percentage of students benefitted by scholarships and freships provided by the Government during last five years

5.1.1.1. Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
74	89	111	158	115

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
70	88	107	149	105

Remark : As per the documents and clarification received from HEI, based on that DVV input is recommended.

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

5.1.4.1. 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:

2019-20	2018-19	2017-18	2016-17	2015-16
107	112	145	65	83

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
107	87	132	53	81

Remark : As per the documents and clarification received from HEI, based on that HEI input is recommended.

5.2.1	<p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.1.1. Number of outgoing students placed year - wise during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="308 311 1046 445"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>8</td> <td>15</td> <td>8</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 521 1046 656"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4</td> <td>8</td> <td>7</td> <td>8</td> </tr> </tbody> </table> <p>Remark : As per documents and clarification received from HEI , based on that DVV input is recommended.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	13	8	15	8	14	2019-20	2018-19	2017-18	2016-17	2015-16	5	4	8	7	8
2019-20	2018-19	2017-18	2016-17	2015-16																	
13	8	15	8	14																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
5	4	8	7	8																	
5.2.2	<p>Average percentage of students progressing to higher education during the last five years</p> <p>5.2.2.1. Number of outgoing student progression to higher education during last five years Answer before DVV Verification : 86 Answer after DVV Verification: 75</p> <p>Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.</p>																				
5.3.3	<p>Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1413 1046 1547"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>27</td> <td>15</td> <td>12</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1624 1046 1758"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>23</td> <td>7</td> <td>7</td> <td>6</td> </tr> </tbody> </table> <p>Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	39	27	15	12	6	2019-20	2018-19	2017-18	2016-17	2015-16	11	23	7	7	6
2019-20	2018-19	2017-18	2016-17	2015-16																	
39	27	15	12	6																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
11	23	7	7	6																	
6.3.4	<p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p>																				

6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	1	0	0	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	1	0	0	1

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4.10	2.48	14.46	2.88	4.81

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3.76	0.7000	0.4098	0.2097	0

Remark : As per the clarification received from HEI, based on that DVV is recommended.

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**

5. landscaping with trees and plants

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

Answer After DVV Verification: B. 3 of the above

Remark : As per the clarification received from HEI, option 1,4 and 5 are selected.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>190</td> <td>141</td> <td>141</td> <td>82</td> <td>82</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>84</td> <td>82</td> <td>82</td> <td>82</td> <td>82</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	190	141	141	82	82	2019-20	2018-19	2017-18	2016-17	2015-16	84	82	82	82	82
2019-20	2018-19	2017-18	2016-17	2015-16																	
190	141	141	82	82																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
84	82	82	82	82																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>74</td> <td>45</td> <td>46</td> <td>49</td> <td>44</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>37</td> <td>46</td> <td>48</td> <td>46</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	74	45	46	49	44	2019-20	2018-19	2017-18	2016-17	2015-16	51	37	46	48	46
2019-20	2018-19	2017-18	2016-17	2015-16																	
74	45	46	49	44																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
51	37	46	48	46																	
3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>15</td> <td>15</td> <td>13</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>14</td> <td>12</td> <td>11</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	15	15	15	13	13	2019-20	2018-19	2017-18	2016-17	2015-16	14	14	14	12	11
2019-20	2018-19	2017-18	2016-17	2015-16																	
15	15	15	13	13																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
14	14	14	12	11																	
3.2	<p>Number of sanctioned posts year-wise during last five years</p> <p>Answer before DVV Verification:</p>																				

2019-20	2018-19	2017-18	2016-17	2015-16
15	15	15	13	13

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	12	11

NAAC