



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

AL-AMEEN COLLEGE

**EDATHALA NORTH P O ALUVA
683561**

www.alameencollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Al Ameen College, Edathala is one of the major institutions of Higher Education under the patronage of Al Ameen Education Trust, situated amidst the tranquillity of a 25 acre campus in the hamlet of Edathala in Ernakulam district. The institution established in 1981 as a junior college was elevated to the status of a degree college in 1991 under the jurisdiction Mahatma Gandhi University, Kottayam and included under 2(f) and 12(B) of the UGC act. With the introduction M.Com Programme in 2001, the institution was raised to the standard of Post Graduate College.

The college offers 12 U.G Programmes and 3 P.G Programmes. U.G.C Sponsored B.Voc Programme in Sound Engineering introduced in 2018 is a unique and remarkable feature of our emphasis to Skill based education. Since its inception, the college keeps a positive spirit with the changing academic scenario of Skill and outcome based education. The undergraduate programmes in Petrochemicals, Physics, Tourism and Economics initiated exceptional and novel subjects relevant to the Industry and Job openings. New generation Programmes in Business Administration, Computer Technology, Travel and Tourism, Biotechnology and Communicative English open up a new level curriculum in coherent with the contemporary opportunities and challenges in global careers.

Our institution takes diverse efforts to blend technology with curriculum. Incorporating Moodle platform with the curriculum is an attempt made by the institution towards achieving blended teaching learning process. Co-curricular activities are promoted to attain the multifaceted development of students.

The college was accredited with B grade by NAAC in 2015 and this certification made us to achieve the RUSA grant of Rs 2 Lakhs for the infrastructure development. We are also selected as Participating Institute under Unnat Bharat Abhiyan (UBA) which enabled the students to work with people from rural areas, to identify the development challenges in the area and to find appropriate solutions for the sustainable development of these community.

The institution strives to realize the vision set forth by the founders by moulding a generation with compassionate heart, secular outlook, social commitment, environment consciousness and ethics.

Vision

To create an educated and enlightened society. To place a strong thrust on secularism, culture, tradition and character formation for the betterment of society.

Mission

The College strives to provide the best possible academic platform by offering ICT enabled comprehensive teaching-learning techniques for transforming our youth into globally competent, ethically sound and socially committed individuals.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Located in a serene environment
- Inclusion of conventional and vocational courses in the curriculum
- 100% ICT enabled classrooms
- Wi-Fi enabled campus
- A local chapter of Spoken Tutorial functions in the College
- UGC approved Add-on courses and B.Voc programme
- Certificate and Capability Enhancement Programmes
- Soft skill training
- Research Lab
- Well-equipped laboratories for Physics, Chemistry, Biotechnology and Computer Science departments.
- Well-maintained infrastructure and basic amenities
- Excellent and supportive management team
- Exceptional team of dedicated and committed staff
- Existence of vibrant and varied clubs/cells/associations/committees
- IGNOU study centre that enhances vertical mobility of students
- E – Governance Centre
- Placement training
- Availability of Government and Non-Government Financial Aids and Grants
- Increase in number of student placements
- Execution of mentoring and counselling sessions for students
- Sports and health club complex.
- Increasing number of student participation and winning in various Arts and Sports competitions conducted at intra-collegiate, intercollegiate and University levels.
- Conduct of various exhibitions, conferences, expert talks, industrial visits, etc.
- Participating institution in Unnat Bharat Abhiyan
- Strong and vibrant Alumni
- Participation in Swachh Bharat Mission Programmes
- Guest Room
- Ladies' Hostel
- Community extension programmes
- An active Pain and palliative club
- Audio lab with sophisticated sound instruments
- Divyanjan friendly campus
- NVDA software installed in the Library for visually challenged students.
- Language lab with a special trainer.

Institutional Weakness

- Lack of flexibility in syllabus revision as the college is affiliated to a University
- Delay in publishing exam results by the University affects the progression of students.
- Inadequate public transportation facilities
- Poor socio-economic background of students and the poor educational background of their parents

hinder vertical progression of students and on a whole affects their attitude and outcome in their studies

- Restrictions on infrastructural development due to the location of College in NAD premises (Naval Armament Depot, Aluva)
- Lack of Research Centres in the college.
- Semester system curtails the time for co-curricular activities of students.
- Limited number of research publications are in international journals

Institutional Opportunity

- Proximity to Erankulam, the industrial capital of Kerala, adds to the opportunities of placement for students.
- The new Bio-Technology Park expected to begin in the near future adds to the career opportunities of our students.
- Compulsory Soft Skill Training programmes organized by the college enhance the global competency of the students.
- Vocational courses organized and implemented by the college helps the students acquire additional skills.
- The placement drive, orientation and trainings arranged by the Placement Cell in the College opens a wide spectrum of opportunities for career enhancement of students.
- AL-AMEENIAN INNOVATION AND BUSINESS INCUBATION CENTRE (AIBIC) functioning in the college acts as an institutional mechanism for providing various services including gathering information on all aspects of business for budding entrepreneurs, to create entrepreneurial culture in the College and to expose students to the practical aspects of starting a business.
- Possibilities to explore the surrounding natural potential to maximum extent through various programs of Organic Farming.
- Opportunities for the Folklore Club of the College to explore various folk art forms of the Nation in general and Kerala in particular.
- A highly sophisticated audio lab and editing studio gratifies the talents of students in diverse areas of film making, sound mixing, etc. along with providing opportunities for e - content development of faculties.
- Elevating Post Graduate Department of Commerce to a Research Centre.

Institutional Challenge

- Non-sanctioning of new academic programmes by the Government restricts entry into new areas of knowledge.
- Educational, socio-economic and cultural backgrounds of the majority of students and their families restrict the career and higher educational prospects of the students.
- Orthodox family background prevents parents from allowing even the aspiring girl students to pursue their studies thus resulting in high drop-out rates among them.
- Lack of proper communication skills among students.
- Winding up of Faculty Development Programmes by UGC hinders the development of research among staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Al-Ameen College adheres to the curriculum framed by Mahatma Gandhi University, Kottayam and offers 14 programmes – 11 UG and 3 PG programmes. Most of the programmes are either vocational or oriented towards skill development and employability. Many of the UG programmes (B.Sc Petrochemicals, BTTM and B.Voc, etc.) are in tune with the emerging global and national trends. Three courses were introduced newly to address post accreditation suggestions. Among them B.Voc Sound Engineering is a pioneer course in the affiliated institutions in Kerala. Being an affiliated institution, our College has only a meagre role in designing and developing the curriculum. As a measure to enrich and enhance the students, Capability Programmes, Certificate courses and Two Add-on courses approved by UGC in the area of Holistic Yoga Therapy and Tally were introduced. These Programmes envisage holistic development of the students by sensitizing them towards cross cutting issues relevant to current concerns such as gender, environment sustainability, human values and professional ethics. It helps in developing creative and divergent competencies of the students.

The institution is a recognised study centre of IGNOU. At the beginning of every academic year, IQAC drafts an academic calendar and based on this each department prepares their own action plan. Teachers submit a structured and detailed teaching plan to IQAC at the beginning of the year which is published through Moodle as a public document which can be easily accessed by the students and parents. An aptitude test is conducted by the departments to identify the slow and advanced learners with respect to their curriculum. Based on the results slow learners are allocated to SSP and advanced learners to WWS programme. The college has a fully automated software which enables attendance marking, internal mark entry and conduct of internal examinations along with mobile alerts to the parents. A monthly academic monitoring report is collected from each tutor and evaluated by IQAC as part of academic audit. Students are also directed to register for SWAYAM and other online courses. Inputs are taken from the stakeholders including students, parents and employers and used effectively in restructuring the curriculum.

Teaching-learning and Evaluation

The college admits students from different backgrounds enriching the geographical, socio-economic and cultural diversity of the institution. The college entails an admission procedure regulated by M.G. University and the students are admitted on the basis of their eligibility criteria and communal reservation norms. The institution incorporates inclusive education and utmost care is taken to provide adequate facilities for differently abled students.

The students are provided with well-qualified, experienced and competent faculty who devote their valuable time for providing guidance and counseling to their students. An ideal student-teacher ratio and mentor-mentee ratio is maintained in the institution.

Academic calendar which define the landmark dates that drive much of the day-to-day activities of the academic institution is designed every academic year in-line with the University's Calendar and is incorporated in the College Handbook.

In order to encourage innovative and creative thinking in learners, the educators embrace activity based methodologies, provide vicarious learning experiences and adopt newer and sophisticated types of software that support real-time learning and discussions. All these techniques are envisaged to assess the learning level of students, thereby providing them with individualized instruction catering to one's needs and requirements. The tutors identify slow, average and advanced learners and provide compulsory learning strategies accordingly.

The realization of educational objectives is measured through continuous and comprehensive evaluation system which provides a holistic profile of the learners. The College has internal Exam Cell to conduct and deal with examination and its related grievances. Implementation of online portals for the conduct and assessment of internal exams helps to maintain transparency in a time-bound and efficient manner.

The Programme Outcome defined by the institution, Programme specific Outcome and Course Outcome for every program and course developed by the departments provide an integrated approach to the overall content of education. Feedback from students and parents are collected and analyzed to measure existing practices.

Research, Innovations and Extension

The institution focuses on promoting research culture among faculties and students through various initiatives in the form of research grants amounting to Rs.5000 to the Ph.D awardees, special leave to faculty members aspiring for Ph.D degree and financial assistance to attend seminars and workshops. During the report period, 15 faculties were awarded Ph.D and five submitted thesis. The research committee of the institution motivates students and faculties to file proposals for research grants and fellowships. 12 Faculties were awarded MRP from UGC and one from non-government body. Three departments received UGC funds for organising national seminars. KSCSTE granted nine seminars and student projects. The research lab with sophisticated facilities openly accessed by teachers and students fulfil the research activities. One faculty participated and presented a paper in an international seminar held at Indonesia. Management provides funds for the conduct of various seminars, workshops and colloquiums for students and teachers. Apart from the curriculum based field studies, students were also assigned to conduct flood survey and surveys under UBA.

The soul of our institution lies in its community extension activities implemented through various cells/clubs like the Community Extension Club. The NSS unit has constructed 2 houses for widows in the year 2014-15 and 2018-19 and has received the best NSS Unit and Best Programme Officer Awards from MG University during the year 2014-15 and in 2018-19. Five villages were adopted under the UBA scheme and as part of the inclusion of tribal community, a library was set up in Kuttampuzha. Our institution also mediates among collectors and manufacturers of ayurvedic plants under the initiative "**Kurunthotty**". Training and marketing of kudumbasree products, providing school stationaries at subsidised rates to the local community "**Pusthakasanchi**" are few of our social responsibility schemes. 143 extension and outreach activities along with 112 linkages and 32 MoU's were undertaken by us. The institution arranged a flood relief camp and students and faculties wholeheartedly participated in the cleaning and other rescue measures during the calamity. The harvest of the organic farming in the College is provided to the "**Oottupura**" of Ernakulam General Hospital as part of our charity mission.

Infrastructure and Learning Resources

The campus prevails in a splendid atmosphere, comprising of 25 acres in the rural area of Edathala, with a built in capacity of 8143.58 square meters. All class rooms have wall mount LCD projectors with Wi-Fi accessibility for enabling 100% ICT enabled campus. A well-established studio specially designed for the B.Voc course operates along with 10 laboratories in science and computer departments, making the institution self-sufficient in accommodating academic requirements of the students in an effective manner. Adequate number of desktops, laptops, printers, etc. is also provided to the departments to cater to their individual needs. A well-equipped language lab under the supervision of a special trainer fulfils the communication and soft skill development of students. The management has an established infrastructure utilisation and maintenance

policy. The system administrators along with the office administrator maintain effective control over the usage and maintenance of infrastructure.

The library holds more than 18000 books along 22 print journals and a good number of online journals, periodicals, newspapers, CDROMs, bound volumes of journals, previous year question papers, newspaper on clippings and e- resources. The library also has a rare collection of ancient Ayurvedic scripts on palm leaf: Thaliyola. An E – Governance cell operates to disseminate information regarding admission, fee structure and other related matters to the stakeholders. A separate Sports Complex for Gymnasium, Yoga and Health Club and well maintained playground, football court, long and high jump pit, volley ball court, basketball court, table tennis board, Kho – Kho court, Khabadi court and Badminton court are facilitated to satisfy the diverse needs of the students. A Cooperative store inside the campus delivers books & other stationaries at subsidized rates. College bus facilities and ladies hostel helps to tackle the issues of locational disadvantages. A modernized air conditioned seminar hall, auditorium and open stage fulfil the academic and non-academic requirements of the students. Lift, Ramps, Wheel Chairs are extra amenities provided for the physically challenged students. Herbal, Butterfly and State Flower Garden in the campus sensitise the students with nature and environment. Surveillance cameras along with security persons make the campus safe and secure.

Student Support and Progression

The institution provides supreme facilities for its prime stake holders – students. In pursuit of the overall development of the students, various skill acquisition programmes, Soft Skill development, Vocational Education and Training, etc. are imparted. There is a full time Placement and Career Guidance Trainer to mould the students to develop their skills to reap the job opportunities in the competitive environment. Two Add-on courses approved by UGC in Yoga and Tally supplements the shortcomings of University curriculum. Systematic procedures are followed in providing remedial courses to those who are intending to improve the results. A bridge course is given to the students to accommodate the skills required for the course. Based on the scores of the qualifying examinations, aptitude test and tutors' analysis conducted by the respective departments, students are categorized into slow learners and advanced learners. Slow learners are provided with special attention and care and supported with SSP (Scholar Support Programmes) and advanced learners are provided with WWS (Walk With Scholar) and other capability enhancement programmes. Entirely free coaching for competitive examinations are organised by various departments, cells/ clubs, etc.

The institutional co-ordinator along with departmental co-ordinators provide timely information and advices regarding the various scholarships available for students. An effective grievance redressal mechanism is functioning in the institution to handle and address various issues which can be communicated by the students directly to the grievance cell co-ordinator or through printed grievance form circulated by the Student Grievance cell or else it can be accessed through online complaint portal in the website. An active Student Council coordinates various academic and non-academic activities of the institution, it act as a mediator in communicating and representing the students to the Principal and Management. The students play an active role in the smooth functioning of various cells/clubs and administrative bodies including IQAC. A great support is extended by the Alumni of the institution in both academic as well as non-academic activities.

Governance, Leadership and Management

Al-Ameen College, Edathala is one of the major Higher education institutions in Ernakulam district under the aegis of Al-Ameen Education trust headed by a group of dedicated and inspired thinkers. The institution

observes decentralisation, transparency and participative mode of management in all aspects of its governance and leadership. Al-Ameen College inculcates and nurtures the values of empathy, humanity and ethics envisioned by the great visionaries of Al-Ameen Educational Trust.

The college takes up all possible measures to ensure the welfare of its entire staff. Financial and non financial motivational measures are provided by the College authorities for the empowerment of their staff. Research inquisitiveness of staff is also duly promoted. There are specific performance appraisal measures adopted for enhancing efficiency of the staff. The institution always strives to preserve the nature with all its beauty and pride in the campus. 'Eco-consciousness' under an initiative "*Make an Impact & Give back to Nature*" is the motto applied while planning and implementing innovative infrastructural reforms, department-wise co-curricular and extra-curricular events, community extension activities etc. in the college. 'Arogyapacha' is a beautiful illustration for such 'a community extension activity with Eco-consciousness' of the college through which organic vegetables are cultivated and supplied free of cost to the Canteen of Ernakulam General hospital.

Marginalised sections of the community are always given attention by the college and this is evident from the community extension activities designed and executed under the initiative of various clubs and cells of this college. '**E GRATIA**': Pension program offered by College for giving financial assistance to four families in Edathala Grama Panchayath is ample evidence for this. Financial transparency is another feature of Al-Ameen College. College Management ensures complete accountability in disbursement of all funds that they get from Government and Non-Government agencies.

Institutional Values and Best Practices

The college takes utmost care to foster gender sensitive culture within the campus by conducting various programmes, awareness classes, film shows, gender camps and seminars. Anti-sexual Harassment Cell and Women Cell of the College help to maintain a gender-neutral, supporting, cordial and healthy atmosphere for women and students. Their grievances are addressed time bound to create a safe and secure campus. The institution is always keen in imparting an education based on social justice, human values and professional ethics. To inculcate eco-friendly attitude among staff and students, the College banned the use of cups, plates, flexes, bouquets and files made of plastic in public functions.

Rain water harvesting and Well recharge systems are introduced to conserve water and to maintain a stable water table. Divyang students are provided with special support systems like lift, ramp and wheel chair. Green audit is conducted in the institution to assess the environmental impact of its activities. College has an effective waste management system in which solid liquid and e-wastes are segregated and treated separately. Biogas plants and vermi compost units are installed to treat the solid waste whereas liquid wastes are collected in separate tanks and diverted to soil after proper neutralisation. College in association with the NGO Plan@Earth collects the E waste from the campus

Energy audits and energy conservation activities are conducted to analyse and evaluate energy utilisation in the campus. The college maintains a constructive relationship with the local community by sharing the resources with them for the social, cultural, educational and entrepreneurial enrichment. To foster the social commitment among students and to impart holistic education, institution always takes initiatives to organize special coaching and training programmes for neighbouring school students, differently abled students and local community. We also help orphaned senior citizens as well as deprived and underprivileged sections of the society.

Our college organizes activities to promote universal values, national festivals and to commemorate the birth

and death anniversaries of great Indian personalities. Our best practices are focused in integrating ICT in curriculum and empowering Transgender community. The institution address upgradation in teaching learning process and instills social commitment among its stakeholders.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AL-AMEEN COLLEGE
Address	EDATHALA NORTH P O ALUVA
City	ALUVA
State	Kerala
Pin	683561
Website	www.alameencollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	M B SASIDHARAN	0484-2836221	9745232016	0484-2837561	alameencollege@gmail.com
IQAC / CIQA coordinator	CINI KURIAN	0484-2838682	9847734920	-	cinikurian@gmail.com

Status of the Institution	
Institution Status	Private and 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 Certificate-compressed.pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	17-11-1981			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	Mahatma Gandhi University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	17-01-2006	View Document		
12B of UGC	17-01-2006	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	EDATHALA NORTH P O ALUVA	Urban	24.83	8143.58

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	BCom,Commerce	36	Plus Two	English	50	49
UG	BCom,Commerce	36	Plus Two	English	70	70
UG	BSc,Chemistry	36	Plus Two	English	30	30
UG	BSc,Physics	36	Plus Two	English	30	28
UG	BA,Economics	36	Plus Two	English	38	38
UG	BSc,Bio Technology	36	Plus Two	English	38	37
UG	BA,English	36	Plus Two	English	38	36
UG	BTTM,Tourism	36	Plus Two	English	38	38
UG	BSc,Computer Science	36	Plus Two	English	38	29
UG	BCA,Computer Science	36	Plus Two	English	38	30
UG	BBA,Business Administration	36	Plus Two	English	50	48
UG	BVoc,Sound Engineering	36	Plus Two	English	50	31
PG	MCom,Commerce	24	UG	English	19	19
PG	MSc,Physics	24	UG	English	26	25
PG	MSc,Mathematics	24	UG	English	15	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				4				19			
Recruited	0	0	0	0	1	3	0	4	3	16	0	19
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				54			
Recruited	0	0	0	0	0	0	0	0	8	46	0	54
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				15
Recruited	8	4	0	12
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	12	8	0	20
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				6
Recruited	4	2	0	6
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	2	12	0	15
M.Phil.	0	0	0	1	2	0	5	7	0	15
PG	0	0	0	0	0	0	2	45	0	47

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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	556	2	0	0	558
	Female	721	1	0	0	722
	Others	0	0	0	0	0
PG	Male	17	0	0	0	17
	Female	97	0	0	0	97
	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	13	12	10	11
	Female	22	26	27	27
	Others	0	0	0	0
ST	Male	2	1	1	2
	Female	1	8	3	1
	Others	0	0	0	0
OBC	Male	34	30	28	22
	Female	63	57	58	52
	Others	0	0	0	0
General	Male	73	70	74	69
	Female	120	105	101	99
	Others	0	0	0	0
Others	Male	96	82	84	82
	Female	99	97	99	93
	Others	0	0	0	0
Total		523	488	485	458

3. Extended Profile

3.1 Program

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

Response: 644

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	14	14	14	13

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1394	1313	1172	1020	897

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
156	136	135	125	118

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
451	414	307	290	307

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
77	73	72	67	62

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
77	73	72	67	62

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 44

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

2018-19	2017-18	2016-17	2015-16	2014-15
112.29	73.21	68.86	81.29	275.60

Number of computers

Response: 205

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:

Al Ameen College, Edathala is affiliated to M.G University, Kottayam and adheres to the Rules and regulations conceived by academic body of the University. In order to ensure the effective delivery of curriculum our College adopts innovative, time tested methods and systematic strategies. The systematic strategy involves Planning, Execution, Analysis and follow up phases.

Planning

Prior to the commencement of the academic year, an academic calendar is formulated by the IQAC and Staff Council in coherence with the University calendar and is published in the Website and hand book. This academic calendar deploys units of time for curricular and co-curricular activities thereby ensuring a balance between the different types of engagement a student is expected to participate. Departments are directed to prepare an action plan in accordance with the academic calendar. To overcome the shortcomings of the University curriculum we provide certificate courses, skill enhancement programmes and add-on courses.

Implementation and Delivery

At the beginning of the academic year all faculty members are given a training programme to implement the curriculum in an effective manner. Departments publish individual time table approved by the Principal and IQAC in the LMS platform for transacting the curriculum. Detailed information about the courses, syllabus and teaching plan are also communicated with the Stakeholders through this online platform. The institution adopts a blended mechanism for teaching learning process to impart effective curriculum delivery. This blended mechanism includes traditional method, Moodle based online learning, Collaborative and Cooperative learning, Self-learning and Supportive learning.

Traditional Learning - includes the conventional chalk and board method.

Blended learning- It blends the traditional learning with ICT enabled learning process. Lecture notes, slides, question banks accessed through MOODLE, quizzes, internal exam, assignments and aptitude tests conducted via Moodle are part of this method.

Collaborative and Cooperative Learning – industrial visits, internship and OJT are conducted to familiarize the novel technologies adopted in industries. Invited Talks, lectures from expert Alumni are arranged to provide practical exposure to students.

Self-learning- Students are encouraged to register for online courses in NPTEL, Swayam utilising well equipped Wi Fi enabled class rooms, language lab and Computer labs.

Supportive Learning- Underachievers are always supported with Remedial coaching, Scholar Support programme, Peer learning, Question bank, Book bank, etc. Bridge courses help to create a comprehensive platform to acquire the skills demanded by the curriculum. Most of our students hail from the rural background lack outdoor survival and bush lack skills. Soft skill training is provided to help them excel in the new work atmosphere.

Evaluation and Analysis

Appropriate academic evaluation is done based on periodic assignments, group discussions, seminars, viva, and periodic assessments. During the Analysis stage, Parent-Teacher meetings, feedback mechanism and grievance redressal mechanism play major role to identify the shortcomings.

Follow-up phase

The Academic Council meet twice a year to follow up the strategies that were taken to improve the quality of the Education provided by the institution.

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

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 8

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	3	5

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/

Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**Response:** 14.25

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	3	1	1

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 51.55

1.2.1.1 How many new courses are introduced within the last five years

Response: 332

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 15

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

1.3 Curriculum Enrichment

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

Response:

- Being an affiliated college of M.G.University, our curriculum should be in tune with the University Regulations. However much efforts are taken by the College to integrate cross cutting issues relevant to gender, Environment and Sustainability, Human Values and Professional Ethics by organising various programmes under the auspices of different cells and clubs.

Gender

A Women Cell functions in the headed by a Lady faculty Coordinator and a student coordinator who look into the problems faced by the girl students. The cell also takes initiatives to empower and make them capable of making decisions on their own.

- Women cell organizes workshops to strengthen self-confidence, self-defence and physical fitness of the girl students.
- Entrepreneurship programmes and Skill development programmes are conducted to take up industry-relevant skill training that will help them to secure a better livelihood.
- Under the flagship of Department of Commerce, a workshop for Empowerment of Transgender was organised with an aim to include the marginalised group of transgender community.
- The institution observes women's day to promote and raise awareness of women's rights and to avoid gender inequality in all walks of life.
- College organizes extension lectures to bring awareness among the girl students about health, hygiene and nutrition.
- Efforts are made to avoid early marriage by creating awareness about girl's right to education and the impact of early marriage.
- To equip the girls with the new phase of life after marriage, a pre marital orientation course is offered to the girl students.

A well-functioning IPR cell in our institution organises Workshops and Seminars on Intellectual Property rights. Interaction with patentee is arranged by this cell to make the students and teachers familiarize with

Human Values and Professional ethics

The curriculum designed by the university include many of the aspects of Professional Ethics and human values in the Undergraduate Programme. To make up for the lost values and ethics among the students, Ethics and Value education club organises classes on moral values. They help the students to get involved in and learn more about the values and to practice them in their day to day life Professional ethics in research projects of students and teachers are ensured by plagiarism check.

Environment and Sustainability

To sensitize the students on environmental issues, institution organises different programmes in collaboration with KSCSTE and Directorate of Environment and Climate Change. Multidisciplinary courses on Environmental Sciences are included in all the Undergraduate Programmes. Nature club of our college conducts Institutional Krishi project in association with Krishi Bhavan to promote organic farming. Bhoomithra Sena took initiative to set up a zero waste butterfly garden to save environment by reducing the trash. To create awareness among the students and to promote energy conservation with a view to increase the production and facilitate the use of energy on a sustainable basis, our institution organises energy conservation activities under the project 'Urjakiran' of Energy Management Center. Our institution takes all measures to integrate sustainability in all facets of its programs, processes and student experiences.

File Description	Document
Any Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 28

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 28

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 100

1.3.3.1 Number of students undertaking field projects or internships

Response: 1394

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
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 percentage of students from other States and Countries during the last five years

Response: 0.37

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	9	6	2	2

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 90.47

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
523	488	485	458	330

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
568	518	518	485	423

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 91.52

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

2018-19	2017-18	2016-17	2015-16	2014-15
135	134	127	115	102

File Description

Document

Institutional data in prescribed format

[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, after admission and organises special programs for advanced learners and slow learners

Response:

The institution takes intensive efforts to cultivate an inclusive ethos aimed at catering the diverse learning levels of students after admission. Our institution adopted a streamlined educational mechanism to address the prevailing discrepancies. Adopting this strategy, institution monitors and evaluates the students.

Categorization

After the admission, students are given an orientation programme detailing the infrastructure and academic facilities in the college, Programmes structure and pattern, scope and opportunities, curricular and co-curricular activities, rules and regulations. Students enrolled in various streams of Programmes are categorised into slow learners and advanced learners based on the marks of qualifying examination and aptitude test conducted by respective departments.

1. Slow Learners

Institution designed special coaching sessions for underachievers to hone their abilities and prepare themselves for the larger world.

a) Remedial Classes- Remedial classes are arranged for the slow learners in Zero hours to improve their academic performance. The teachers take rigorous efforts to make them practice with problem solving, question paper answering sessions to cope up with the curriculum. Special course notes are prepared and distributed to those students who are at the verge of dropping out of the programmes due to the arrear

subjects.

b) Scholar Support Programme- is conducted with the aid of Government to lift the slow learners. Special classes are given to those students facing academic learning difficulties.

c) Personal Counselling- Students who need extra care and attention are identified with the help of class tutors and are given personal counselling by the professional counsellor who visits the college twice in a week.

d) Peer teaching-It is encouraged with the help of advance learners

e) Blended learning-Integrating ICT with existing learning practices help the students to understand the critical concepts in the courses. The teachers take special care and attention to prepare lecture notes, slides, video lectures and question banks and uploads in MOODLE.

2. Advanced Learners

a) Placement Training and Competition exam coaching- Advance learners are motivated to strive for higher goals .They are provided with extensive coaching for career planning and Placement interview. Special training for competitive examinations NET,JAM,Bank tests are conducted in the institution. IAS aspirant table is a special feature in the library offered to the students to avail extra books and magazines helpful for Civil Service Examinations.

b) Inculcating Research attitude among Advance learners-Research orientation and attitude is inculcated in students by encouraging them to undertake Student Research projects. They are also motivated to undertake research surveys and make quality publications in peer reviewed journals.

c) Walk with a Scholar- It provides practical exposure and to imbibe high study aspirations among high achievers. They are given expert lectures from distinguished personalities from different fields. These students are provided with an opportunity to visit well reputed Universities and Research Institutes to familiarize with the fast changing academic scenario.

d) Online Courses- High achievers are motivated to enroll in Online Courses provided by MOOC.This opportunity always boost their strive for excellence in their academic journey.

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

2.2.2 Student - Full time teacher ratio

Response: 18.1

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.22

2.2.3.1 Number of differently abled students on rolls

Response: 3

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View 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:

Teaching and Learning in Al-Ameen College are more interactive and interesting. Teachers no longer resort to the high-handed lecture method that place the learner at the peripheries of knowledge production. They rather employ all sorts of modern teaching practices like experiential learning, participative learning and problem solving methodologies that provide the learner more involvement.

Students are drawn towards various experiences to master different accomplishments. Activities like watching classic movies and making short films, travelling to various destinations, visiting prestigious institutions and industries around, participating in seminars and discussions on various topics, promoting the creation of live radio shows, organising exhibitions, engaging the students with live scientific experiences like sky watch, promoting critical enquiry by organising open floor discussions on socially relevant and intriguing topics like the Union Budget of India and demonetization, publication of magazines and exhibition of posters, arranging online trading classes, organising internships along with famous banks and involving the students in the marketing of various Kudumbasree products are some of the experiential learning strategies opted by the College.

Making the student an active participant in the teaching-learning process is achieved through ICT enabled lectures, seminar presentations and assignments in the MOODLE software. Students are also encouraged to engage in group discussions, peer tutoring, knowledge sharing programmes, debates and quizzes and collaborative and cooperative learning. Various case studies are initiated to make the students involve in the design of ideas and the dissemination of knowledge. Drama and Film Workshops, Micro teaching, Flip teaching are some of the other participative approaches taken by our teachers.

Various skill enrichment methods like coaching classes, orientation classes, certificate courses and consultancy activities are used to realise the development of problem solving ability in students. Human values and environmental consciousness are developed through organising field trips, charity initiatives, orphanage visits, observing important dates related to nature, maintaining a butterfly park, organising nature camps and the like.

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

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 77

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 18.1

2.3.3.1 Number of mentors

Response: 77

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

To revive the pedagogy by introducing innovations and creativity across the range of its disciplines and improving the learning experience of its students is regularly practice in our institution. ICT is being

integrated with Teaching Learning Process to disseminate the knowledge in more exciting and transformative way both in content and method. The improvised pedagogy introduces multimedia sessions, webinars and audio visual classrooms to the stake holders. Language lab in our college is a very useful tool for the students that facilitate classroom engagement and interaction via computer-based exercises and activities to maximize language immersion. Online Spoken tutorials, online courses on JAVA and LATEX supplements the University Curriculum.

Institution offers a compassionate, creative and democratic academic space to bring out their own thoughts into novel ideas. Students are encouraged to present these novel ideas in the form of flash mob, mime , skit and drama.

Apart from this, each department adheres to their own innovative and creative methods. Open textbook examinations, WEBINAR, contact classes, poster making sessions, sky watching tutorials, telescope making classes, designing tools for learning fundamental science concepts, experimental shows using optics, movie shows, open forums, sessions on sky mapping, energy audit of the college with the participation of students, peer learning, simulation of experiments using virtual lab, journal review, discussions, peer tutoring, knowledge sharing programmes, debates, quizzes, role plays, collaborative and cooperative learning, case studies, drama and film shows, micro teaching, flip teaching, service learning, mind mapping, active learning, authentic learning, brainstorming, classes outside classes, consultancy activities and practical sessions are the various innovative methods used by the teachers of our institution.

File Description	Document
Any additional information	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 5 years	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. during the last five years

Response: 12.31

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	9	8	6	6

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 7.48

2.4.3.1 Total experience of full-time teachers

Response: 576.33

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 4.27

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	0	2

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 20.08

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
18	16	14	12	11

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The College being affiliated to Mahatma Gandhi University, Kottayam adheres to the internal evaluation system framed by the university from time to time.

Staying within the boundaries of the University guidelines, our College has initiated some reforms in the conduct of CIE system. At the beginning of every academic year the College prepares an academic calendar in tandem with the Curriculum Design of the University. Schedule of the Internal Examinations are published in this calendar. Following this, each Department prepares their own calendar incorporating the academic and non-academic activities they plan to conduct during the academic year.

The examinations for CIE are conducted by the Internal Examination Cell. Out of the two examinations conducted for CIE, one is monitored by the Department and the other one by the College. The latter one is organized purely on the model of University examination. The result of the Internal Examinations is promptly published in the Department notice board. Students can rectify their complaints if any regarding the conduct of exam and its valuation using the three-tier grievance redressal system followed in the College. Only after clearing the anomalies that the Principal forwards the final Internal Marks to the University.

All the Departments are offering one of the internal examinations online through MOODLE. In order to reduce the use of paper we have decided to collect assignments online using MOODLE. Teachers also upload their teaching plan in MOODLE so that the students can access them at any time.

For the Postgraduate students we conduct Open Text Book Examinations for advanced learning which aims to widen the horizon of knowledge. Rather than sticking on to the conventional method of memorizing concepts, our students need to be inquisitive and critical. Both their analytical power and

writing skill are tested in these types of examinations. It promotes extensive reading and research among our students.

Another step taken by the College towards the reformation of CIE is the initiation of a Question Bank system. Students can frame questions regarding each subject and deposit them in the bank. These question banks are published in MOODLE and in the College website. During the Internal Examination, question papers are prepared by pooling in the questions deposited by the students. We believe that this system makes the students dynamic contributors to knowledge production rather than mere receptors of the teaching process.

The performance of all the Departments after each semester examination is analysed and remedial measures suggested for improvement. Those who secure good results are appreciated and awarded during the merit day celebrations.

The Academic Audit performed by IQAC to evaluate the academic progress of each department and to suggest improvements ensures transparent and efficient performance of the institution as a whole.

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

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Internal examination is an important component in the continuous assessment of a students academic graph. Therefore the institution gives utmost attention and care in framing the internal assessment policies and procedures adhering to guidelines of affiliating University. The procedures and components involved in the internal evaluation is communicated to the students through an orientation programme at the commencement of an academic programme.

An internal examination cell appointed by the Principal conducts and monitors the internal evaluation process to ensure the transparency and robustness. This cell, headed by a Senior faculty schedules the pattern and dates of Internal examination in consultation with Staff Council and this schedule is communicated to the students through the academic calendar published in hand book and Website. Utmost care is taken by the Heads of Department to publish the same in Department notice boards well in advance. The students are well informed about the examination schedule through Public Announcement system also. Out of the two internal examinations prescribed by the University, first internal examination is done online and second internal examination is done off line.

Autonomy is given to each department for the conducting first internal examination. The second internal examination is conducted in a centralised manner. The question papers prepared by the teachers in charge are collected by the Internal Examination Cell for printing and kept under security. Invigilation Duty for teachers, seating arrangement of students are also monitored by the Internal Examination Cell. CCTV

surveillance in the examination halls is also ensured to evade malpractices.

The answer sheets of the examinations are returned back to the students after valuation and measures are taken to improve the results of underachievers. Results of the examinations are communicated to the parents in Open house meeting to ensure the homely care to their wards. The attendance of students is automated and the absence is informed to the parents through SMS .Shortage of attendance is also communicated to parents through registered notice. Absence of students in internal examinations for genuine reasons are considered and are given chances for retest. Differently abled, pregnant and sick students are given special attention and separate seating facility are arranged for them.

Assignments, another component of internal examinations are submitted online and grades are given impartially to maintain objectivity in the evaluation. Internal marks are communicated to the students by publishing in Notice boards and online platform before one week of final uploading to university portal.

The grievances of students are given due consideration and efforts are taken to address the same .After incorporating all the measures,final internal marklist signed by the students is submitted to Principal for approval. After the approval, Principal forwards the internal marks to the University.

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

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

1. Efficiency and Time Bound Redressal

a) Internal Examination Grievance

A three tier mechanism is followed to maintain a time bound and efficient Redressal of Grievances in the institution. In case of grievances related to internal examination, students can approach the tutor or teacher in charge at the primary level. If the grievance is unresolved they are directed to Department level grievance Redressal committee chaired by the Head of the Department. Utmost care is taken to resolve complaints at the department level itself. Students can approach the Institution level Committee headed by the Principal for further clarifications. The institution level committee consider the matter with due diligence and take all necessary steps to resolve it impartially.

b) External Examination Grievance

Grievance related to external examinations are reported to the Chief superintendent of Examinations in

the initial level. Grievances beyond the purview of the institution are forwarded to the University for further perusal. The student can also approach to the University Grievance Redressal Committee to resolve their grievance.

2. Transparency in examinations

a) Internal Examinations

The pattern and schedule of the examinations are well informed to the students in advance. Out of the two internal examinations, first one is conducted at the department level in online mode and the latter one in offline mode by the Internal Examination Cell in a centralised manner. Invigilation duty is assigned to teachers by the Internal Examination Committee. After the judicious valuation, answer scripts are returned to students time bound to maintain transparency in the valuation. Attendance of the students are automated and the grades are incorporated in the internal marks. Absence of examinations are considered in generous manner and retests are conducted for genuine cases. The internal score sheets are published in Notice boards and in online platform for keeping perfect transparency in the evaluation procedure. Results of the evaluations are informed to the parents in PTA meetings.

b) External Examination

To avoid malpractices, CCTV surveillance is ensured in all examination halls. Late comers are not entertained in the examination halls. Students are not allowed to enter the examination Hall without verification of the hall ticket at the entry point. Use of mobile phones is strictly prohibited in the Examination hall and is instructed to keep the mobile phones in the mobile racks provided in all class rooms. If there is any report of malpractice, Chief Superintendent of Examinations will take immediate steps for collecting statements from the malpractised student and the invigilator for further action.

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

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

Before the commencement of academic year, affiliating University publishes an academic calendar which delineate the beginning and end of semesters, tentative dates of examinations, uploading of internal marks etc. The college academic calendar is formulated in resonant with the university academic calendar and published in handbook and website. The college academic calendar incorporates the dates of various curricular and extra curricular activities and takes utmost care to stick on to the calendar while organising programmes and conducting internal assessments.

The Heads of the Departments are directed to draft an action plan by following the college academic calendar. The department action plan specifies the tentative schedule of activities to be conducted,

commencement of certificate courses, bridge courses, remedial courses, study tours, Industrial Visits etc. for the smooth conduct and functioning of academic process.

Internal examinations are planned and conducted on the stipulated dates in adherence with the academic calendar. After the evaluation, answer scripts are returned to the students within the stipulated time and the marks are published in the department notice board. The internal marks are uploaded in the university portal as per instructions of University.

At the end of year, a review meeting is convened by the management, principal and IQAC and evaluates the results in detail to take effective measures for continuous improvement. The best performed departments were given recognition for their meritorious performances. Academic Audit is carried out by IQAC every year to ensure transparent and efficient performance of the institution as a whole.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Outcome-based education (OBE) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. Being an affiliate college in Mahatma Gandhi University, college has no autonomy to frame the curriculum. Hence the institution strictly follows the Programme Outcome framed by the MG University from time to time. Programme Specific Outcome (PSO) and Course Outcome (CO) are framed in accordance with the programmes offered by the institution. Starting of academic year, Head of each Departments conducts departmental meetings regarding the distribution of Syllabus to all faculty members. It is then the responsibility of the tutors and other faculty members who are handling the courses to communicate it to the students and parents.

At the beginning of academic year, programme wise PSOs are framed giving due weightage to common courses, complementary courses, core courses, open courses, electives, practical's, project etc. Accordingly all the faculties, design the CO of their courses which are measurable, observable, and specific statements that clearly indicates what a student should know and be able to do as a result of learning and is based on the curriculum.

The IQAC takes all the initiatives to familiarise the teachers with the constructs of OBE by organising a workshop on Course Outcome Design. Subject handling teacher should make sure that the designed course outcomes (COs) are specifically explained to the students. The PSOs and COs of each programme are displayed on College website for the students to access the same.

Besides these, the entire student enrichment and enhancement programmes organised by the departments are centred for direct or indirect attainment of CO, PSO and PO. Projects, OJT, Industrial Visits and extension programmes are directly or indirectly lead to the attainment of either Programme outcomes, programme specific outcomes or course outcomes. Different Co-curricular, extracurricular, competitions and sports activities conducted by the institution also lead to the attainment of the Programme Outcomes.

Hence there arises need for establishing continuous, comprehensive and constructive relationship among PO, PSO and COs.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Outcome Based Education sets measurable outcomes of student performance with respect to enhancing the knowledge, skills and attitudes of the learner and focuses on all activities on achieving these outcomes. Hence an unblemished segregation of Programme Outcome (PO), Programme Specific Outcome (PSO) and Course Outcome (CO) are well-defined and kept intact.

PO confines to the skills, knowledge, and behaviours that students acquire as they progress through the program. Program Specific Outcomes are statements that describe what the graduates of a specific program should be able to do.

Every Course leads to some Course Outcomes which represents statements indicating what a student can do after the successful completion of a course. The CO statements are defined by considering the course content. The keywords used to define COs are based on Bloom's Taxonomy.

Assessment of learner provides opportunities to improve student achievement, to determine the degree to which educational goals correspond to learners and societal needs, and to evaluate if learners' activities, products, or performances coincide with the academic community's expectations. Hence a mix of direct and indirect assessment tools were used to measure these outcomes.

Mapping is the process of expressing, preferably in a matrix form, the correlation between PO, PSO and COs in order to establish a constructive relationship. This can also be treated as an indicator of the learning evaluation based on student performances.

COs of each courses are mapped to POs and to PSOs in order to create CO-PO and CO-PSO matrices respectively.

This mapping process helps in identifying gaps that are not specifically included in any courses and also degree to which the learning outcomes are emphasized within each of the courses. This grid below shows which courses are required or elective, where the learning outcomes are embedded within the curriculum, and the extent to which each course addresses the outcomes.

Direct assessment tools such as Internal Tests, Assignments/ Seminar and External Tests etc. were used for measuring the attainment of direct outcomes. The weightage given to direct assessment was 80% and for indirect assessment is 20%.

Indirect attainment of program outcomes and programme specific outcomes were mainly centred on Programme Exit Survey. Programme Exit Survey contained a list of questions which helps to collect data for indirect attainment of POs and PSOs. The values derived from the survey were analysed and corrective measures were proposed on the basis of its scoring.

The final attainment values are computed by adding direct and indirect program outcomes and program specific outcomes attainment values in the proportion of 80:20 respectively.

There are 4 attainment levels ('0'-Not attained, '1'-50%, '2'-60%, '3'-70%) for program outcomes, programme specific outcomes and course outcomes.

The overall outcome attainment sheets provides an institution to look ahead the volume and types of opportunities for students to develop the knowledge and skills. It also aids in determining where, within the curriculum, different learning outcomes can be assessed with the help of other inputs thereby determining students' level of mastery as they progress too.

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

2.6.3 Average pass percentage of Students

Response: 64.27

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 277

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 431

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.72

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 15.51

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
1.00	0.24	0.12	0	14.15

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 1.3

3.1.2.1 Number of teachers recognised as research guides

Response: 1

File Description	Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 1.5

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

Response: 21

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 70

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The Entrepreneur Development Cell of our college functions with an aim to imbibe and inculcate entrepreneurial spirit among the students and to nurture themselves into talented and creative entrepreneurs through self-employment. Under the aegis of ED Cell, the college organises different workshops and seminars to develop the entrepreneurial mindset in students.

AL-AMEENIAN INNOVATION AND BUSINESS INCUBATION CENTRE (AIBIC) is functioning in the college to act as an institutional mechanism for providing various services including information on all aspects of business to budding entrepreneurs; to create Entrepreneurial culture in the college and to give exposure to students in the practical aspects of starting a business. AIBIC celebrated Entrepreneurship Day with variety of programmes like product innovation competition, idea contest, etc.

The college has collaborated with CEED, EDC and DIC to boost the activities of EDP cell. The club has organised industrial visits as theoretical knowledge itself does not enable the students to secure a professional career as successful entrepreneurs. This also gives the students a chance to interact with the leading consultants and know more about the industrial environment. The students are also encouraged to participate in Seminars organised by other Agencies.

AIBIC uses the expertise of B.Voc programme in Sound engineering to help the club members to learn music which in turn bud them to become young entrepreneurs in the field of instrumental music.

AIBIC acts as centre for nurturing and overseeing innovation and to promote new technology, knowledge and innovation based start-ups.

AIBIC designs activities for the knowledge dissemination through different outreach programs. The research lab functioning in the college provides opportunities for students and teachers to engage in different research activities.

AIBIC has assembling unit of LED Bulb, LED Tube, Solar Lamp and Solar fan. The students under the guidance of teachers in the Department of Physics assemble them and sell in the campus itself. AIBIC

replaced all the fluorescent tubes in the college with LED tubes.

The EDP club organised a soap making class where the students got an opportunity to learn various techniques involved in the making of soaps as per the market demand.

Alumni entrepreneurs joined with AIBIC to make bamboo Christmas stars which enhance the student's skills in production and marketing by selling these products in the local market.

AIBIC Collects textile materials from different sources and manufactures cloth bags with the help of Kudumbasree units and market it to create a plastic free society which make the students environment consciousness.

In order to appreciate the importance of embarking on self-employment and developing the confidence and personal skill for it, the Department of BBA launched their prestigious VET product- paper file in 2018.

Department of Tourism has a tour operating consultancy "AL AMEEN VOYAGE" to make the students familiar with procedures to be followed in the tour operation. Students learn and understand the practical difficulties involved in the tour procedures and the ways to manage the issues arising in the tour.

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

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 73

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
25	15	15	9	9

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

3.3.3.2 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

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

Response: 0.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	9	2	0	4

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 1.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	33	12	14	19

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

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The institution is always keen to accomplish the vision of its founders by moulding a socially responsible student community .To sensitise the students about social issues and to maintain social cohesiveness in the neighbourhood, the college organises and participates in various extension activities .

The programmes have been organised and coordinated by Community Extension Club,Charity Club National Service Scheme, National Cadet Crops, Pain and Palliative Club, Junior Red cross and Red Ribbon, Bhoomithrasena and the Departments.

In 2018 and 2019 Kerala was plunged in the midst of unprecedented rains, floods and Landslides. The calamities caused immeasurable misery and devastation and the path to recovery was long and arduous .In that pathetic situation Al Ameen college could make a difference by joining hands with the rebuilding efforts. The college took immediate action and helped the victims to overcome the pathetic situation other than the active participation of students and staff in the relief camp set up in the institution. Even though

many of the students and staff were affected and shifted to the rehabilitation camps, we had raised over Rs 4 lakhs in cash and kind for flood relief. During that struggling period, the NSS and NCC volunteers were very active in the cleaning of flood affected houses of victims and chlorination of wells. The college organised surveys to study the impact of the flood and to suggest the precautionary measures needed for preventing another calamity.

Upliftment of minority community is a mandate reflected in the vision of our college. The community extension programme “Oorinoru Library” in Kuttampuzha Tribal Village mainly focuses to elevate the children and youth to the mainstream by setting up a Library in all the Ooru in Kuttampuzha. Another important activity of the institution among the Ullada tribes in the neighbourhood was to serve as a mediator for collecting the herbal medicines from the tribes to the Medicine Manufacturers in order to protect them from the clutches of the exploitation of the people in the Local market.

The institution made several attempts to address the gender issues that prevails in our society. Social and familial ostracism, early drop out from the formal education system and low rate of employment were among the main problems being faced by transgender community in Kerala. To empower and educate these marginalised population, our institution organised a two day residential training programme. The college gave all financial and moral support to launch a Website for Online handicrafts trading for the transgenders.

The Major extension activities for the period 2014-2019 are listed below

- Awareness Classes
- Activities to inculcate Scientific temper
- Training for Kudumbasree units
- Training classes for the methods of Waste management, methods for detection of Food Adulteration
- Special coaching classes and exhibition of Science experiments to the students in SOS village and the students in nearby Government Schools
- Surveys and Rallies on several social issues
- e- Governance Programmes like Digi locker, Computer awareness class for Physically challenged people
- Dialysis sponsorship, Visiting and sponsoring cancer patients in cancer ward in General Hospital.

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

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

Response: 13

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	3	1	1	1

File Description	Document
Number of awards for extension activities in last 5 years	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 in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 143

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

2018-19	2017-18	2016-17	2015-16	2014-15
28	33	41	23	18

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs 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 with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 83.23

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-

Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1376	1144	588	937	792

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 112

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
42	29	28	7	6

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 32

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 (only functional MoUs

with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
19	9	1	1	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	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 facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The campus prevails in a serene atmosphere, comprising of 25 acres in the rural area of Edathala, with a built in capacity of 8143.58 square meters. The Management and Principal along with the directions and timely advices of IQAC lays thrust on providing adequate facilities for teaching – learning ambience. Within the limited structure of an affiliated institution it offers a wide range of courses to its students from the traditional to specific courses including Petro Chemistry, Bio Technology and a B.Voc course in Sound Engineering.

Following are the few of facilities offered by the institution:

- 100% ICT enabled class rooms with LCD projectors fixed in all class rooms.
- All the departments are self-sufficient with adequate number of desktops, laptops and printers along with the Tabs used for taking online attendance of students.
- There is a well-established studio specially designed for nurturing the talents of students in B.Voc Course – Sound Engineering
- There are 3 laboratories each functioning in Physics and Bio Technology departments, 2 laboratories for Chemistry department and 2 laboratories are for Computer Department.
- Language Lab to develop communication and soft skills of students.
- There is Wi – Fi access inside the entire campus with high speed internet access.
- A research Lab is functioning effectively for the science departments.
- An E – Governance room is operating in the main building of the campus so as to disseminate information regarding admission, fee structure and other related matters to the stakeholders.
- A separate Sports Complex for Gymnasium, Yoga and Health Club.
- A well maintained play ground with 200 metres track and field, along with football court, long and high jump pit, volley ball court, basketball court, table tennis board, Kho – Kho court, Khabadi court and Badminton court
- Separate rooms for NSS, NCC, Placement & Career Guidance and also for Counselling cell.
- A Cooperative store inside the campus delivers books & other stationaries at subsidized rates.
- A separate room with adequate infrastructure and space is allocated for IQAC so as to coordinate and monitor various academic and non-academic activities of the institution.
- Water purifiers and coolers
- Ladies Rest room with Sanitary Pad Incinerator and every floor has separate wash rooms and toilets for boys and girls.
- Lift and Ramps for physically disabled students and other stake holders.
- Inorder to tackle the lack of transportation problems the college is providing four college bus services chartered to rural areas where the public transportation is short.
- A canteen exists to supply healthy and hygiene food for the staff and students at subsidized rates.
- Voice Amplifier is provided for the teachers where student strength is high.
- Bio Gas Plant
- Herbal, Butterfly and State Flower Garden is developed to enrich the students with nature and

environment.

- Rain water harvesting
- A generator
- Open Stage
- Board Room and Seminar Hall
- Library
- Prayer Hall
- Guest Room
- Ladies Hostel
- Auditorium
- Surveillance cameras along with security persons.
- Parking facility for both staff and students vehicles.
- Bicycles for students.

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

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

Response:

Facility	Year of establishment	Area/Size
Auditorium	2014	3156sqft (121.4 ft X 26 ft)
Well furnished seminar Hall	2018	2028sqft(78 ft X 26ft)
Mini seminar hall	2014	832sqft (32ft X26 ft)
Open Stage	2018	525sqft (26.4ft X 19.9 ft)
Board Room	2014	559sqft (26.6ft X 21ft)
College Canteen	2008	1784sqft (30.6ft X 58.3ft)
Prayer Hall	2014	5075sqft(58.6ft X 58.3ft)
Women Resting Room	2014	556sqft (27ft X 20.6ft)
Gymnasium- cum- yoga centre- cum-Health Club	2013	1030sqft (36ft X 28.6ft)
200 meters Track and field	1981	4800m ² (80m X 60m)
Foot Ball	1981	6600m ² (110m X 60m)
Long Jump Pit	1981	25m ² (10m X 2.5m)
High jump pit	1981	25m ² (10m X 2.5m)
Volley ball court	2013	162m ² (18m X 9m)
Basket Ball Court	2013	420 m ² (28m X 15m)
Table Tennis Board	2013	4.12 m ² (2.7m X 1.5m)

Kho-Kho Court	2018	450 m2 (15m X 30 m)
Kabaddi Court	1981	125 m2 (12.5m X 10m)
Badminton Court	1981	81.74m2(13.40mX6.10m)

File Description	Document
Any additional information	View Document
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

Response: 97.73

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 43

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 43.52

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
39.00	15.00	28.00	37.00	210.00

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
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:

Al-Ameen College Library started its function since the inception of the college in 1981. It spans for a total area of 3602 sq.ft. and has a seating capacity of 100 users at a time. The library has a collection of 18145 books along with 22 print journals, periodicals, newspapers, CDROMs, bound volumes of journals, previous years' question papers, newspaper clippings, and e- resources. The library also has a rare collection of ancient Ayurvedic scripts on palm leaves: *Thaliyola*. Automation of the library was done in 2007 with GRANDHA Software and later automated partially with LIBSOFT with version 4.2.

Library aims at providing access to its printed resources as well as electronic resources primarily for the use of the students and staff of this college. The library Advisory Committee consists of the Principal, Librarian, 5 faculty members and one student representative. This Committee plays an active role in the smooth and efficient functioning of the library.

The library is separated into circulation area, general collection, reference collection, periodical section, book bank section, OPAC and internet browsing area and reading area. The library has a seating capacity of 100 users at a time. New arrivals are displayed separately near the entrance. The browsing area has nine computers with OPAC, internet connectivity enabling the students to search, print and download. Reprographic facility is also provided in the library.

The college Website gives separate link to library which provides details about library, rules and regulations, resources and services especially OPAC, digital library, INFLIBNET, British Council Library, DELNET, etc. All information related to the library is communicated to its readers through notice board, announcements, and college website. The PG question papers are available in LAN which can be accessed through digital library (D space).

Every year library conducts orientation classes for new members to make them aware of the print and e- resources, usage, services, etc. The newspaper clipping service provides information regarding various activities in the college. The library observes Reading Day on 19th June every year and organizes various programmes and competitions in connection with it. Book reviews are conducted in the library reading hall regularly. The library instituted 'The Annual Best User Award' for students.

To inculcate ethical values in research among students and staff, a plagiarism checkerX software is installed in the library. The reference management software MENDLEY is also installed in all the nine computers. It is mandatory for the PG students to submit their projects to be certified by the Librarian. A

laptop with screen reader software NVDA is retained in library to meet the needs of visually challenged students.

The library is under CCTV surveillance to ensure that no malpractices takes place and enables the students for an open access system. Barcoded books facilitates the members to borrow books with their barcoded membership cards. An LCD display monitor and E- Gate register are the new technological updations in library.

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

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Sl. No	Name of the Book	Name of the author
LEAF PAMPHLET SCRIPT ON AYURVEDIC MEDICINE		
1	Sahasrayogam	Velayudhakurup
2	Markkandeyapuram	Balakrishnan, V
3	Brahmasutra sankarabhasya	A G Krishna Warriar
4	Thiruvithamcore village manual	Thiruvithamcore Government
5	Subsidiary ganitham, Vol.1	C P Narayanan
6	Avakala sameekaranangal	A K Raghavan Nambiar

7	Viswa maha grandhangaal, Part1	A N P Ummerkutty
8	Darpan	Lekshminarayan Lal
9	Ashadh ka ek din	Mohan Rakesh
10	Karoor	Sahithya Pravarthaka Co-operative Society Ltd., Kottayam
11	Sydhantika samkhyikathinu oru mukhavura	Alexander M Mood
12	Kalathinte kannadi	Joseph Mundasseri
13	Survey of Indian Industry 1995	The Hindu
14	Elements Of Animal Physiology	R Nagabhushanam
15	Indiyude bhouthika bhoomisasthram	C S Pichamuthu
16	Mughal empire 1526-1803 AD	Ashirbadi Lal Srivastava
17	Charithrapatanangaal	C K Karim
18	Bharatha charithram, Part2	M G Menon

19	Bharatacharithram, Part1	M G Menon
20	Bhutan	Kamala Samskrithiayan
21	Bengal	Hans Kumar Tiwari
22	Laddakh	Trilok
23	Swathanthryathinte katha, Vol.1	P A Warrior
24	Swathanthryathinte katha, Vol.11	K Velayudhan Nair
25	Swathanthryathinte katha, Vol.4	P A Warrior
26	Swathanthryathinte katha, Vol.10	K Velayudhan Nair
27	Swathanthryathinte katha, Vol.08	K Velayudhan Nair
28	Swathanthryathinte katha, Vol.12	K Velayudhan Nair
29	Swathanthryathinte katha, Vol.2	P A Warrior
30	Vaidyutha upayojanam	K K Vasu

31	Electronine kandethal	David L Anderson
32	Mathachinthakalude islamil	punasamvidhanam Muhammad Iqbal
33	Motor cycle	Siegfried Hermann
34	Karshika vijnanavyapanam	P S D Nair
35	Vanijyattinte prathamika tattvangal	M C K Nambiar
36	Sambhavyatha sidthantham	B V Gnedenco
37	Introduction to Indian history and culture Part 2	K C Khanna
38	Vyavasya management nutana pravanatakakal	K Nandakumar
39	Radio mapanangal	N Livshits
40	Nalacharitham	Unnayi Warrior
41	Swathi Thirunal	Vaikom Chandrasekharan Nair
42	Nepal	Viraj

43	Upariganitha padhathi, Vol.1	V I Smirnov
44	International trade and investment	Murray C Kemp
45	Elements of commerce	M G Netto
46	Pre degree sasyasasthram	Ramachandran Nair
47	Tiruvitamcore charitram	Sangoonny Menon
48	Constitution of India	L S Sasthry
49	Autobiography or the story of My experiments with truth	M K Gandhi
50	All my sons	Arthur Miller
51	Kerala budget manual	Govt. of Kerala
52	Green Mansions	W H Hudson
53	Up from slavery	Booker T Washington
54	Chinthavistayaya seetha	N Kumaran Asan

55	V I Lenin	G D Obeichkin
56	Sri Ravindranatha Tagore	P Sreedharanpilla
57	Communist Manifesto	Karl Marx; Frederic Engels
58	Krishnagadha:Kuchelasadgathi	P Kunjikirishna Menon, Ed.
59	Selections from H G Wells	T R K Marar, Ed.
60	Stories to remember	V M Sreedhara Menon
61	Keralam malayalikalude mathrubhoomi	EMS Namboothirippad
62	On the heights	S Krishnamurthy
63	Modern one- act plays	University of Kerala
64	Bhautikam: Feynman prasamgangal	Vaidyanatha Iyer and others
65	Indiayepatti Chinese rekhakal	Puthuppally Raghavan
66	Sree Padmapuranam, vol. 1	Balakrishnan, V
67	Sabdataravali	G Padmanabha Pillai, Sreekanteswaram

68	Sachithra viswakosh, Vol. 1	Bertha Morris Parker
69	Sachithra viswakosh, Vol. 2	Bertha Morris Parker

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

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 4.63

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR

in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
3.82	3.43	1.58	3.29	11.02

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 6.05

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 89

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Al-Ameen College always to gear up with the renovations and trends that is happening across the globe. In 1995 we have established a state of art computer lab with the introduction of the newly sanctioned B. Sc Petrochemicals Course. In this era of digital world, to reach the digitally born children of these days teaching –learning is not possible without adequate ICT infrastructure. The management has been substantially augmenting the IT facilities. Over the years the college has consistently updated its IT facilities, the details of which are given below:

- Number of systems: 226 Computers, 32 Laptops, 46 projectors, 28 laser printers and 5 scanners, 13 TABS
- The campus is Wi-Fi enabled with 22 Wi-Fi devices
- A new firewall 'FORTINET 200E' was installed for security of the campus network with features like IP NAT, DMZ, Port blocking and content filtering.
- Campus is Fully networked through Ethernet LAN and Wifi facility.
- Admission, attendance, and examinations are managed by the TCS software. Message software to update parents regarding student attendance.
- Mobile App for Moodle for effective course delivery
- Four state of art computer labs
- Separate browsing facility in library with 9 systems
- Faculty have free high speed internet access on their personal laptops or on LAN connected desktops in their Department/Library
- Remote access to INFLIBNET, DELNET
- Library Management Software with the facility of Web-based Catalogue (Web-OPAC)
- The College has licensed software including Microsoft Office – 4 nos (Tally, Antivirus k7,Cubase, TCS), Antivirus for all systems-K7,licensed firewall FORTINET 200E
- The campus security beefed-up with 145 surveillance
- Construction of a state-of-the-art sound studio with control room and audio booth with all necessary gadgets is under progress
- Language lab is updated with infrastructure, computers and software
- All the facilities are protected with UPS /Generator.

Lecture capturing and Video conferencing facility is available.

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

4.3.2 Student - Computer ratio

Response: 6.8

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 21.42

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

2018-19	2017-18	2016-17	2015-16	2014-15
25.01	21.63	16.91	14.04	37.08

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	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:

A systematic policy in maintaining physical and academic facilities is drafted by the Management in consent with the College Development Council and IQAC.

Maintenance of Buildings and Infrastructure Upgrading

The institution has well established procedures for maintaining buildings and upgrading infrastructure. Various department Head's, IQAC, and College council make proposals for infrastructural developments. These proposals are verified by the Principal and the College Planning Committee and further the Superintendent forward it to the Management. The Manager sanctions the proposals on a priority basis.

The repairs and maintenance of the concerned departments are reported to the Office Administrator in the concerned format and Immediate sanction is provided for the repairs after the approval of Principal. Health and hygiene is maintained diligently and the cleaning of water sources, water tanks and water purifiers are monitored regularly. Painting, repairs, servicing and patch works of various infrastructure facilities are done at the end of every academic year.

Laboratory

The concerned departments undertake an annual stock verification in the laboratory regarding the equipment, chemicals, glass wares, etc. Calibration and Refurbishing of the laboratory equipment are also done regularly. A teaching faculty from the concerned department and the Laboratory Assistant are in charge of the maintenance of the laboratory. HOD's of various departments submits a report to the Principal on the status of all equipment. The Principal then verifies it and hand it over to the college Superintendent who forwards the report to the Manager.

ICT Maintenance

The annual maintenance of the computers and their accessories are outsourced to an expert team. Any complaint regarding the functioning of a computer is promptly solved by the System Administrators of the College who does regular checking. If the problem still persists the concerned HODs report it to the Principal. After a primary verification the Principal discusses it with the administrator or superintendent who then initiates the procedures for contacting the concerned computer companies.

Library

The Librarian is in charge of reporting the requirements and carrying out the maintenance activities of the library with the help of a library assistant. He is required to submit a report to the library advisory committee which is further verified by the Principal and handed over to the Superintendent for Approval from the Management. Library cards are issued to students and teachers with a lending period of two weeks. One week renewal opportunity is also provided to them. Compensation in the form of fine/penalty is imposed on the students and teachers for rectification of damage or loss of books if any.

Sports Facilities Maintenance

The Head of Department of Physical Education is in charge of undertaking the maintenance of the sports amenities of the College. The HOD is obliged to submit a report to the Principal regarding the requirements who then forwards the proposal to the Manager for further approval. More priority is given to the safety of students engaging in sports activities. Hence maintenance of the sports facilities are considered with immediate effect. Equipment in Gymnasium are serviced regularly and an expert from outside is hired for conducting yoga classes.

File Description	Document
Any additional information	View Document
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 the last five years

Response: 46.83

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
551	559	527	526	498

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 4.19

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
136	72	46	16	2

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 50.41

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

2018-19	2017-18	2016-17	2015-16	2014-15
1235	452	649	419	292

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 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 22.23

5.1.5.1 Number of students attending VET year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
939	124	120	223	20

File Description**Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****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](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 20.84

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

2018-19	2017-18	2016-17	2015-16	2014-15
69	81	69	66	74

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 20.62

5.2.2.1 Number of outgoing students progressing to higher education

Response: 93

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	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: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 26.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
34	12	13	2	5

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
90	36	40	29	25

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	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 25

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	4	2	6	1

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The Student Union has an inevitable role in executing the academic and nonacademic activities in the College. College conducts Election to the Students union in a transparent and democratic manner under the Institute and University Act. The Returning officer and the election committee constituted by the Principal guide and monitor all the election processes and validate the results. The students Union headed by the Chairperson consists of Vice-Chairperson, General Secretary, Magazine Editor, University Union Councillor, Arts Club Secretary, Lady Representatives and Representatives for each year of Programmes

College Union actively involves and coordinates diverse activities in the campus under the leadership of a

Staff Advisor appointed by the Principal. Union is also instrumental in organising the College Arts Festivals, Sports Meet, College Day, Fresher's Day .They are shouldering the responsibility of moulding the students to participate in various competitions and fests with great enthusiasm and confidence. Students are given representation in different Statutory bodies of the College like Anti Ragging Cell, Internal Complaints Cell, Grievance Redressal cell, SC,ST/OBC and Minority Cell to deal the issues raised by the students in a democratic and participative approach.

Different cells and clubs in the college function under the leadership of a teacher coordinator and student coordinator. Students representatives are nominated to Hostel committee, Canteen Committee, Sports Committee, Library Advisory committee by the Students Union and thus ensuring their participation in drafting respective policies. Department Association activities which include Seminars,Symposia,Workshop,Debates and quizzes are organised under the leadership of Association Secretary nominated by the students and monitored by teachers in the Department.

NSS, NCC ,Red Cross,Red Ribbon,are the forums in which students are given key role in coordinating activities both outside and inside the campus. Students are actively involved in benevolent and humanitarian activities through Charity Club, Community extension Club and Pain and Palliative Club. The Green initiative activities of the College are also coordinated by the students under the Flagship of Nature Club and BhoomitraSena.

Following are the prestigious programmes conducted every year by the Students Union ,Clubs and Cells

Editing Table: is an attempt for moulding editors of the college magazines. Experts from diverse fields give training on all process involved in the making of a College Magazine to the selected students from different college across Kerala

Step of Al Ameen and Voice of Al Ameen- are special initiatives to identify and nurture the dancing and singing talents of Al Ameen.

College Day: At the end of every academic year , Union coordinates College day to bring out the cultural talents of the Al Ameenians. Every year students participate in the activities of college day with full joy and happiness.

Snehasangamam : is a philanthropic project of Pain and Palliative club .Every year the students of this club organise variety entertainment programmes and family meet for the patients with prolonged illness in association with Edathala Panchayath

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

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 36

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
43	28	38	34	37

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Al - Ameen College Alumni Association is a registered body that is very active in providing unstinting support in every respect in the process of the growth and expansion of the institution. The Association has been rendering meticulous support and cooperation for the all round development of the College. The Association is involved in many activities of the college such as supporting various programmes of the college, providing feedback on many issues, honouring the faculty members.

Al - Ameen College Alumni Association has instituted various endowments in the name of Prof. P A Alikunju (First Principal of the institution), Prof. PNR Raju (Former Head, Department of Economics), Dr. Anita Nair (Retired Principal of the institution) and Fomic Subair Memorial (1994-97 B Com Batch). The College continues this bond by inviting prominent alumnae for orientation and motivational talks. Expert Alumnae in various fields are also invited to interact with the students periodically. A placement drive has been conducted in our campus, with active support of alumni. Al - Ameen College Alumni Association also associate with the community extension activities of the College and act as a link between the institution and the society. It includes distribution of medicines for financially backward people of Edathala Grama Panchayat. An exceptional contribution is that Al - Ameen College Alumni Association has built a house for a widow, victim of flood of 2018. The association contributes extensively to the infrastructural development of the College. It contributed Rs.378000/-for renovation of the pond, Rs.166700/- for endowments and Rs.17400/-towards purchasing equipment for Department of Chemistry.The Association is involved in many activities of the college contribute, though not regularly and not always substantially, to the development of the institution both financially and otherwise. College is in constant touch with the alumni through e-mail, social media etc.

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

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 13

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	2	2	3

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Al-Ameen College, Edathala is a co-educational institution of higher education in aided sector run by Al-Ameen Education Trust, Kochi is a trust registered under the Indian Trust Act. It's a product of the Al-Ameen Movement started in Bangalore by a group of dedicated and inspired thinkers who wished to promote good quality education based on personality development, character formation and communal harmony. The right task to the right person, effective use of available resources are the hall-marks of our governance.

Vision of the college "To create an educated and enlightened society. To place a strong thrust on secularism, culture, tradition and character formation for the betterment of society."

Mission of the college "The College strives to provide the best possible academic platform by offering ICT enabled comprehensive teaching-learning techniques for transforming our youth into globally competent, ethically sound and socially committed individuals. We uphold the rich cultural heritage and tradition of the society with an unchanging aim to contribute to the development of our Nation".

Goal: "To incorporate novel and pioneering branches of study to lead the institution into a Centre for excellence by providing quality Education and Training."

- This institution was initiated with a vision of uplifting the marginalised sectors in the society by imparting high quality education with a special emphasis on personality development, secularism, character formation and human values.
- The founders of this institution envisioned the moulding up of students into a globally competent, academically excellent, socially committed and morally upright citizen
- Institution is always keen to equip the stakeholders to face the challenges in the present scenario by providing the best possible academic platform offering ICT enabled Teaching Learning techniques and various capability enhancement Schemes.
- We always uphold the rich cultural heritage and tradition of the society with an unchanging aim to contribute to the development of our Nation
- The Institution is guided by Governing Council, consists of Manager, nominated trustees, Principal, IQAC Co-ordinator, representatives from teaching and non teaching staff. The Governing Council runs the institution by setting objectives and drafting transparent financial policy, competent recruitment policy, infrastructure and academic development policy.
- The decision making authority is entrusted to Governing Council, Staff Council and IQAC. The staff council headed by the Principal gives due weightage to the suggestions put forward by democratically elected students union.
- IQAC and Staff council constitute statutory and nonstatutory cells for the successful implementation of plans and policies. Student representatives to these cells are nominated from the general body meeting and thus offered participatory role in the policy implementation process.
- Goal of the institution is to take effective measures to incorporate novel and pioneer branches of

study into the curriculum to bridge the gap between the existing traditional course and modern outcome based educational courses .Certificate Course, Add on Course and vocational courses are designed to compensate the shortcomings of existing curriculum designed by the University .

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

6.1.2 The institution practices decentralization and participative management

Response:

A decentralised mechanism empowers the departments to function with flexibility along with sharing of responsibilities. The participatory management approach helps in planning and implementing various activities of the institution. At the beginning of Academic year, Principal along with IQAC assign charges of various clubs to the faculty coordinator and delegates authority to plan and execute the activities .The faculty coordinators convene the general body meetings and students coordinators are nominated. Nominated student representatives along with faculty coordinators undertake all matters from planning and filing of proposal to implementation including financial matters.

The initiative for inculcating Eco-consciousness under an Umbrella “Make an Impact & Give back to Nature”, is a prominent example of a common decision taken through participative management and decentralised implementation through various departments, Clubs and cells.

We are fortunate to be located in a serene area in the outskirts of Aluva Town with a significant area of formal and informal green areas. Understanding the responsibility of conserving the biodiversity and inculcating the eco-consciousness among students, the institution takes rigorous efforts through Nature club, Bhoomithra Sena Club, Community extension Club, NSS, NCC and Departments.

Going Green and Give back to nature is not a solitary pursuit. Institutional Krishi, the collaborative project of Nature Club and Krishi Bhavan was the switch to Green initiative activities. This programme started with Spinach cultivation in the first year under the Guideship of Nature club and continued in the succeeding years with Paddy cultivation led by NSS unit and Marigold cultivation by the joint effort of Nature club, Bhoomithrasena and Women Cell.

Community extension club of our collage brought a changing face to this institutional krishi project with the initiative “Arogyapacha”. The students and teachers actively involved in this attempt and the organic vegetables from the Al Ameen farm are supplied to the Canteen of Govt. Medical College, Ernakulam, free of cost.

Pachathuruth is an attempt to maintain the Biodiversity and to protect rich natural ecosystems under the flagship of Biodiversity Club. Bhoomitra Sena join hands with the initiative of nurturing the biodiversity by setting up a butterfly garden and helps in the diverse assemblage of butterflies. Department of Commerce conducts events “Nadan Poothotti” and “Kurunthotti” every year to make the students

familiarize with the local flowering and medicinal plants.

Green practices are promoted among students to achieve a carbon neutral foot print in the campus. Promotion of Cycle in campus, Green seed pen initiatives, efforts to create paperless office, bamboo promotion activities, production and use of paper and cloth bags, scientific segregation and efficient management of waste produced in the campus, rain water harvesting system, ban of file, disposable glass and plates, plastic flowers and decorations in public functions are the remarkable instances made in the campus to promote green culture.

Department of Physics and Nature Club associated with KSCSTE, CED and Mithradham, undertake different projects for Energy Conservation such as production and promotion of and eco-friendly LED bulbs, Cycle rally to create awareness on energy conservation and Assembling of Solar lamps.

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

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Our institution attempts to uphold social values while planning and executing various curricular and co-curricular activities. Students are moulded into socially committed individuals by deploying diverse extension and outreach activities through different committees, cells, clubs and local administrative body.

The strategic plan is drafted with special emphasis on Ethical and Humanitarian values. To execute the plan, the College implements different activities, catering to the diverse needs of the weaker sections of the society.

‘EX GRATIA: Pension program offered by College for giving financial assistance to four families in Edathala Grama Panchayath.

The college is located in the rural periphery of Aluva and there are many families who work hard to earn their daily bread. To cope up with the financial hiccups, the college devised a “PENSION Scheme” to the most economically disadvantaged families in Edathala Gramapanchayath. The procedure of Selection and disbursement of financial assistance is deployed through Local authority, neighbouring Library, Community extension club, NSS and NCC. The applications invited through Panchayat Office and Sevana Library are scrutinized with the help of the Survey results conducted by the students under the guidance of committee constituted by our institution and the Officials in the local body administration. The most deserving three families are selected and the college disburses an amount of Rs 1000/- per month through the Student coordinators of this programme. This amount is pooled from the teaching staff of the college. This scheme gained wide acceptance and college decided to continue and extend this helping hand to one more family.

The committee of the College in association with Edathala Grama Panchayath conducts periodical reviews of the financial status of the selected families for necessary inclusion and exclusion in the list. This programme helps to maintain social cohesiveness and to inculcate charity mind set among the students

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Governance and Administration Structure

Al-Ameen Trust is the supreme authority of the college. The *decision making bodies* of the College comprises of the College governing Council (Chairman, Manager, Treasurer, Secretary, Joint Secretary, Trustees, Principal and IQAC coordinator) to take decisions on major administrative and academic matters. The College Staff Council (Principal, IQAC Co-ordinator and Heads of all departments) is empowered to implement the decisions through heads of the departments. **Various cells, Committees, Clubs and associations** are formed as per requirements of the status governing the college and for easy execution of policies framed by the decision making body of the college. There is a group of efficient **Administrative Staff members** who support the above two groups. They all together envision developmental and improvement strategies for the college.

- **Service Rules and Procedures**

The college follows Kerala State Rules (KSR), M G University statutes and UGC norms while dealing with all service aspects of the permanent teaching and office staff of the college. College has separate set of policies for managing the service aspects of teaching and non-teaching staff on contract basis.

- **Recruitment and promotional policies**

College follows transparent recruitment policy. Recruitment of teaching, non-teaching and office staff is planned at the end of every academic year after considering the requirement for the subsequent academic year. The permanent vacancies of staff are filled through Government rules, University statutes and UGC norms and those on contract basis are appointed through a well drafted recruitment policy.

Promotional policies and salary increments of the teaching, non-teaching and office staff in the permanent roll commensurate with government and statutory rules related with it and those on contract basis correspond with specific policies set by the college. There is a self-appraisal system applied in the case of

teaching staff in order to evaluate their performance. The increment policy of teaching staff (on contract) is designed on the basis of their decision regarding renewal of contract with the College, management's decision regarding the same and also on the basis of staff appraisal done by the Heads of the concerned departments.

- **Special provisions for motivating teaching staff:**

Additional allowances are granted to the teaching staff (on contract) from their inception stage itself based on the additional qualifications that they possess. Two additional casual leaves are provided for those teaching staff who are doing their Ph. D on a part-time basis.

- **Grievance Redressing Mechanism**

A Grievance Cell has been set up in the college based on the statutory requirements of an affiliated college. They receive grievances of both staff and students and ensure appropriate and timely redressal of the same. There are department level grievance cells in the college which act as a support system to the College Grievance Cell.

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

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

To comply with the statutory formalities, different cells and committees are functioning along with various academic departments in the college. Each of these groups uphold their own specific goals and purposes and they carry out a variety of events like workshops, seminars, exhibitions, etc. Skill enhancement training is promoted during every year by the College in general and Soft Skill Training Committee in particular. The Committee meets at regular intervals and discharges its duties effectively. It also maintains related documents.

The current educational system is undergoing rapid changes to meet the global challenges in the placement scenario. Appropriate soft skills play an important role in building up a successful career as well as forming good social liaison. Noticing the poor soft skill capabilities of our students, IQAC proposed before the Staff Council the implementation of a comprehensive soft skill training to increase the employability of students. It was accepted and a Student Empowerment Committee was formed with a faculty member as coordinator. The Committee entrusted EduGate Training Solutions (2014) with the task and directed them to develop our students' personality traits, communication skills, interpersonal capabilities, emotional intelligence, etc. and thereby assist the students to establish a successful professional career. But meagre representation of students in placement drives drew the attention of the Management and Staff alike. So the College in the year 2017-18 decided to implement a compulsory soft skill enhancement programme for the first year undergraduate students. Therefore a new Soft Skill Committee was constituted and the responsibility to achieve the set goals was given to a faculty member. It was decided to conduct soft skill training for 30 hours duration for the first year students continuously from 2017 onwards. The soft skill training committee drew the proposal in a long term manner and an MOU was signed between Careerfit 360 and Al Ameen College in 2017-18. During 2018-19, the work was entrusted to two agencies 'Careerfit 360' and 'Synergy 2 success training solutions' and MOU was also signed between the College and the agencies.

The financial commitment for the training is jointly met by students, Management and PTA of the college which in turn demonstrates the social obligation of A-Ameen College. The feedback collected periodically from the students and Faculty Coordinators of each department helped to bring more efficacy and efficiency for the training programme. In the beginning stage, the training focussed on the enhancement of communication skills and group discussion skills but later expanded its horizon to accommodate all aspects of personality development and career orientation. The training will help the students to meet challenges in

their career and life in future. The main aim of this initiative is to create behavioural changes among our students and to increase their efficiency and productivity.

File Description	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 adopts a policy to provide an employment friendly atmosphere by creating and maintaining a cordial relationship among management, teaching and administrative staff. Special rewards and appreciations are given to the staff to encourage and motivate them. Some of the welfare measures adopted by the college are given below:

Financial aspects:

- Salary, financial incentives and other welfare measures of the teachers in the aided sector is according to the Government norms .Teachers in the self financing sector are considered generously and are provided various welfare measures.
- Self financing teachers with PhD/NET/JRF are awarded an additional increment in the salary
- Financial assistance is provided to the teachers to attend various seminars/workshop/symposia etc
- Al Ameen Employees Cooperative society provides various loan and saving schemes for the benefit of staff members. Interest free loan to procure lap top is one of the major initiative of the society.
- Financial aid in the form of salary advance is extended to staff in emergency situations.
- Provident fund and ESI schemes are provided to the employees on contract basis by thhe management whereas welfare measures like pension,gratuity,provident fund,group insurance scheme,State life insurance according to Government rules are offered to the permanent staff according to Government rules.

Leave policies

- Casual leave of 15 days are available to the teaching staff and 20 days for administrative staff
- Maternity/paternity leaves are offered to the staff
- Duty leave is provided to teachers to attend national/international conferences/seminars/workshops
- Two additional casual leaves are given to teachers who pursue PhD .FDP leave for two years is an added advantage for permanent teachers to acquire PhD

Recreation and Refreshment policies

- All the festivals are celebrated by the staff together to bring the feeling of oneness
- Staff day is organised at the end of every academic year with cultural activities

- Day out of Staff is conducted every year to refresh the mind and brain

Motivational and Knowledge enhancement initiatives

- Faculty training programme for teaching staff and orientation programme for administrative staff are organised to appraise the knowledge and enhance the competency.
- Teachers are motivated to undertake research projects from Government and Non-Government agencies
- Publications of teachers in peer reviewed journals are encouraged to promote research activities

Additional facilities

- Canteen facility
- Guest room facility
- Generator is available during electricity failures
- Conveyance facility
- Provision of body mike facility for staff for handling classes where student strength exceeds 50
- Mobile phone facility to office head
- Provision of adequate desktops and Laptops in all department with Wifi facility

File Description	Document
Any additional information	View Document
Link for 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: 29.67

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

2018-19	2017-18	2016-17	2015-16	2014-15
34	36	14	14	9

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc during the last five years	View Document
Any additional information	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:** 8.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	7	9	5	6

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**Response:** 44.17

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
38	44	25	21	28

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The college considers performance appraisal to be an integral part of its functioning. Formal appraisal system exist in case of performance evaluation of permanent teaching staff of the college. This is PBAS (Performance Based Appraisal System) which is designed based on the UGC guidelines. This has to be filled and submitted by the teaching staff at the end of every academic year. There is a comprehensive and consolidated assessment form for this assessment. MG University under which this college functions also specify certain rules and guidelines in tune with UGC guidelines for the performance appraisal of teaching staff in aided section. The faculty is responsible to keep a verified record of all academic related works such as teaching, examination, research etc., and also about all other extra-curricular activities they have performed in the college such as co-ordinator or as a member of different cells and committees in the college. The API score is prepared on the basis of the above parameters. PBAS will be verified by the Principal and externals appointed by the university at the time of promotion and for calculation of increments.

All faculty of self-financing stream are required to submit a self-appraisal to make themselves aware about their strengths and weaknesses in the teaching profession paving thereby way for improvements.

This college has a well-defined performance appraisal system to evaluate the performance of all non-teaching staff. Regarding those in the aided sector of non-teaching staff, the increment and promotion are based on KSR rules, but still college gets a self-appraisal done by them just to make them aware of the scope for their improvement.

In addition to the above, the college applies the following means also to appraise the performance of teaching staff:

- **Teacher's Diary:** The daily academic and administrative minutes are recorded in the Teacher's diary. It contains details of extra classes engaged, remedial classes taken, details of mentoring, projects guided, scripts valued etc. These are validated by the HOD and the Principal every week.
- **Student feedback on teachers:** A computerized teacher assessment of students is implemented by IQAC to evaluate the performance. The Principal analyses the feedback of the students and also the evaluation report and discuss with the concerned teacher and HOD in case if the evaluation results are not up to the mark
- **Academic Monitoring System:** The completion of the syllabus is ensured by the Principal using the academic monitoring system which is verified by the Heads of the Departments.
- **Management Review:** Regular Staff meeting as well as Department meeting are arranged with the Management at the end of every academic year wherein the HOD makes a PPT presentation of departmental activities. Management makes a critical assessment of this presentation and gives suggestions to HOD and faculty members of each department for further improvement of department activities and presents 'Best department awards' for departments that perform in outstanding manner. Teachers who have proved their excellence are also rewarded. Actions are taken upon teachers showing weak performance.

File Description	Document
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 institution has a financial management system that ensures the transparency of financial transactions through external and internal audits on a regular basis. The financial transactions are monitored and recorded by repeated verifications in the administrative level. Daily transactions are verified and counter signed by the principal.

The following are the different forms of audit done on accounts related with the funds utilized by the college:

1. **Financial Audits of grants and funds sanctioned by Management-** All daily transactions related to management fund are subjected to internal audit by the Treasurer of the Al Ameen Educational Trust. The detailed audit report is submitted to the trust for the approval. In addition to internal audit, all transactions are audited by Qualified Chartered Accountant. The transactions of PTA, Alumni, and Charity accounts are also audited by Chartered accountant.
2. **Audit by Chartered Accountant:** All the accounts related to the utilisation of grants and funds sanctioned from the Government/UGC/ KSCSTE/DoECC are submitted to the Chartered Accountant for verification. The audited certificates issued after the final verification by the Chartered accountant including utilisation certificate is submitted to the concerned authority within the stipulated time
3. **Audit by Directorate of Collegiate Education-** Audits of the financial transactions related to the utilisation of Public funds are audited by the officials from audit section of Directorate of Collegiate Education. Necessary corrections steps if any are incorporated as per the recommendations of the audit report are submitted for approval.
4. **Accountant General, Kerala-** The Accountant General, Kerala also conduct their periodic verification of all the funds sanctioned by the Government.

File Description	Document
Any additional information	View Document

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

Response: 26.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
14.9	4.55	2.58	2.68	1.45

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

Al Ameen College, Edathala is an aided institution run by Al Ameen Educational Trust. The major sources of income are generated through the funds from Government of Kerala and Non-Government Agencies, Management, Philanthropists, Alumni, PTA and Fees from Self financing Programmes .

College Governing body draft the annual budget incorporating the infrastructural and academic requirements submitted by the Departments. College office implement the budget under the monitoring of Al Ameen Education Trust .

- The funds from UGC and Government are utilised under the policies framed by Planning board, purchase committee and IQAC.
- The fund from Management is monitored by the Principal, Office superintendent and, Administrator.
- The expense for day to day activities of the college, electricity and water charges are met by the management .
- The requirements of Science lab, Sports ,library and student amenities, expense towards college magazine etc are funded from the PD Account.
- ASAP, WWS and SSP are conducted with the financial support of Government of Kerala.
- Activities of NCC and NSS are funded by the Government
- Research activities in the college are mainly carried out by Minor project Research Grant from UGC, Research grant from external agencies, Student research Project and SPYTiS from KSCSTE.
- Infrastructure development grant from RUSA is another major source of fund
- Seminars, Workshops, Symposia, Observation of important days, Energy conservation and Green initiative activities are funded by KSCSTE, DoECC, UGC, CEED. Krishi Bhavan and different Non Government agencies
- Endowments and scholarship are contributed by retired teachers, Alumni and Management.

File Description	Document
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:

Internal Quality Assurance Cell has contributed significantly to the processes and strategies undertaken by the College for assuring excellence. Many of the important initiatives like the Best Researcher Award, Best Department Award, Compulsory Soft Skill Training, Academic Auditing, Result Analysis, Training for both Teaching and Non-Teaching Staff, Academic Monitoring, Comprehensive Feedback System including exit feedback, Implementation of LMS Moodle are a few to number.

Best Researcher/ Department Award:

To inculcate research skills and promote research culture among the faculty members of the institution, IQAC has introduced a Best Researcher Award for each year. An analysis is undertaken by the IQAC with the help of an internal expert committee to evaluate the progressive growth of faculties towards research and related areas to select the Best Researcher for the concerned academic year. IQAC has also induced Management to offer financial incentives to the teachers procuring Ph.D and therein, Management has been providing an amount of Rs.5000/- to each faculty members securing Ph.D degree. A project fest is also organised so as to encourage the students towards research activities. As a result there was an evident advanced growth found in the number of Ph.D holders among the teaching staff and a hike in the number of student projects received from KSCSTE and other agencies.

To initiate healthy competition among departments so as to strive hard towards quality endeavours in both academic as well as non-academic matters, IQAC has formulated a strategy of Best Department Award. At the end of every academic year, IQAC conducts an internal as well as external audit to monitor the performance of each departments during that year. An academic audit form is circulated to all departments which should be duly filled in and sent to the IQAC for verification. Considering the above mentioned parameters, emphasising academic progress in pass percentage and results, organising various seminars, conferences, events and other non-academic matters, one department is selected as the Best Department.

Zero Hour System

The overall development of students depends on the skills they acquire in life. But the usual and mandatory time schedule followed by the College is not conducive enough to incorporate these additional skills acquisition. To address this issue, IQAC in consultation with the Principal and Management implemented a Zero Hour system in the time table where in the student's gets an extra time for skill acquisition programmes. An extra period is added to the regular time schedule in the evening and teachers and students have to compulsorily stay back. All the Head of the Departments are provided with a Zero Hour Register to mark the schedule of activities organised during the zero hours and is monitored regularly by IQAC. The extra time is used for varied purposes like practicing co-curricular activities, Academic Enrichment

Programmes, Add On programmes, Bridge Course, Remedial Courses, Certificate Courses, SSP, WWS, Soft Skill Training, Competitive Examination Training, etc. After its introduction significant improvement in the number of activities organized in campus.

File Description	Document
Any additional information	View Document
Link for 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

Response:

In the beginning of academic year, FDP is initiated by IQAC intended for both fresher's and existing staff to enhance teaching skills and equip them to adopt innovative, and student centric teaching methods. A special orientation is provided to the newly appointed faculties in diverse areas of MOODLE and Online Attendance system operating in the institution. Periodical training is imparted to the non-teaching staff also to cope up with the new structural changes demanded by the university and UGC.

College adopts a well structured Periodic Review of Teaching learning process which is the key element in the enforcement of quality. The IQAC and staff council develops an academic calendar based on the university calendar so as to accommodate the various curricular and non-curricular activities of the institution in a systematic and time bound manner. Monthly Academic Monitoring Report counter signed by the HOD are submitted to IQAC by the Class Tutors. This report helps the administration to review the progress of curriculum delivery and the status of the different evaluation methods used. Staff council meetings are held to monitor the status of curriculum delivery and to decide about compensating lost working hours. Special time tables and extra working days on Saturdays are few initiatives taken to compensate the lost working days.

IQAC also evaluates the structures and methodologies adopted by the teachers using a feedback system. Students are free to comment on the teaching-learning process and the methodologies followed by the teachers. Periodic actions are taken on the basis of this feedback. IQAC also demands for the evaluation of Course Outcome in the Department level. An Exit Survey is also carried out by IQAC to evaluate the overall functioning of the academic and administrative performance of the College.

At the end of each semester, soon after the results are published by the university, IQAC instructs departments to submit their result analysis in the prescribed format and a consolidated result analysis is prepared by the IQAC and submitted to Principal and Management. Strategies to improve results and to rectify shortcomings are discussed with the concerned departments and a regular follow up is made to those departments where the results are too low. An evaluation of course outcome is also done periodically to ensure that the framed objectives are achieved effectively.

An external as well as internal Academic and Administrative Audit is conducted by IQAC at the end of every academic year. A self-appraisal form is submitted by every faculties and non – teaching staff at the

end of each year based on this, IQAC proposes for the promotion of the staff to the Principal and Management. IQAC initiated an online attendance system to maintain transparency in internal evaluation system of students. An effective Grievance redressal mechanism is followed for timely addressing the complaints of students in both academic and non-academic matters.

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

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 26.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
29	27	29	24	25

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above**Response:** B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)**Response:**

Various quality enhancement initiatives in the academic and administrative domains have been successfully implemented during the post accreditation period. IQAC has played a significant role in the quality initiatives of the college.

Curricular Aspects:

- Three New Programmes were introduced
- 40 certificate courses
- IGNOU study center started with eight programmes
- Vocational (B.Voc) Programme in Sound Engineering started
- Online structured teacher feedback system
- Compulsory certificate course in Softskill training
- 100 % of the students undertaking field projects/ Internships

Teaching Learning and Evaluation:

- Innovations in curriculum delivery through LMS- Moodle platform.
- 100 % of the teachers use Moodle which is a powerful set of learner-centric tool and collaborative learning environment that empower both teaching and learning.
- 100% class rooms are ICT enabled with wifi access.
- Introduction of Mobile app for LMS -Moodle
- Teachers and students completed MOOC courses on Spoken tutorial , Swayam and NPTEL platform.
- Partner Institution of Spoken Tutorial Project, an initiative of MHRD.
- 100% seats filled against sanctioned posts.
- Student enrolment increased from 897 in 2014 to 1394 in 2018.
- Automated evaluation of Attainment of PO,PSO and CO

**Research,
Innovation****Extension****and**

- Participating institution of Unnat Bharat Abhiyan ; a flagship programme of MHRD and carried out household surveys through student coordinators.
- Number of Ph. D holders increased from 5 to 19
- Started Alameenian innovation and business incubation Centre (AIBIC)
- Nearly 85% of the students participated in extension activities
- 32 functional MOUS
- 112 linkages for internship, on-the-job training and research
- Best researcher award
- Project fest
- IPR – cell/ research committee
- Hike in providing Financial incentives to attend seminars/ workshops for faculty
- Special leaves for faculty members undergoing Ph.D
- Flood survey carried out by students on request from local government authorities to support them.

Infrastructure and Learning Resources

- State of Art B.Voc Recording Studio
- Five well-furnished Computer labs and state of art Seminar Hall
- LCD Projectors installed in all classes.
- Video Conferencing facility
- 200 MBps high speed Internet connectivity
- 100 % of classrooms and seminar halls are with ICT - enabled
- Open stage
- Sports complex
- Butterfly, zero waste garden
- Rain water harvesting

Student Support and Progression

- Significant improvement in Campus placements and higher percentage of students going for higher education. The Placement Cell completely revamped with an external placement consultant. Students were given special training in soft skills and interview skills. Competitive exam training section gives training to students
- Increased Sports infrastructure and performance. National and International medals in sports and Cultural Activities.
- More freeships and Endowments were introduced. A new Scholarship scheme - KOCHUNNI MASTER MEMORIAL SCHOLARSHIP was also launched.
- Organized 14 VET courses during the five years from 2014 to 2019
- Significant improvement in Alumni contribution for the development of the institution through financial and non-financial means

Governance and Leadership

- 44 professional development/ enrichment/ training programmes conducted for teaching and nonteaching staff

- Mobilized funding from RUSA, UGC, UBA, KSCSTE
- Nearly 30% percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years
- Implementation of E-Governance in Administration, Finance and Accounts, Student Admission and Support, Examination

Institutional Values and Best Practices

- 100% LED light
- Gender audit, Green audit
- Solar constitute the major source of energy requirement
- Participation in URJAKIRAN and PARISTITIKAM project
- Divyangjan friendly infrastructure improved with Lift and ramps
- Library revamped and made more user-friendly.
- Institution follows LMS- Moodle as one of the best practices which made a positive impact on the regular functioning of the institute
- Sustainable developmental initiatives being practiced by the institution

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 39

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
10	11	5	6	7

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

The institution is always committed towards the promotion and practice of gender equality by maintaining an atmosphere “untainted by” sexual discrimination and sexual harassment. To uphold the significance of gender sensitization in the campus, the institution has taken all efforts to kindle the feeling of gender equality among staff and students through various activities of different clubs and cells.

Women cell and anti-sexual harassment cell are functioning in our college which helps to maintain a healthy, safe, and democratic gender sensitized environment in the campus. The Women cell entices the students to ponder about the varied reforms required to elevate the status of women through different empowerment programmes such as debates, awareness campaigns, seminars, gender camps and self-defence workshops. This cell also endeavours to address gender related issues, as gender bias hinders the women folk from attaining an equitable social and economic status in society. The anti-sexual harassment cell, devised on the guidelines issued by the Supreme Court, functioning in the college, is a platform for the staff and students to raise their complaints against any form of sexual harassment, verbal or physical.

Students are also provided classes on menstrual hygiene, domestic violence, cyber laws, and the legal measures to be availed on women issues under the auspices of these cells. The college dispenses safe and homely ambience for the girl students in the college hostel with full time security guards. CCTV cameras are installed in the class rooms, corridors, gates, passages etc. for safety and security purposes. A security guard is on duty for twenty four hours to restrict the unauthorised entry of strangers and trespassers into the campus.

The counselling cell takes immense care to identify the students who need counselling with the help of class tutors and proffer emotional and moral support to face the challenges in life and academics through a professionally qualified lady counsellor. The college has a fully furnished counselling room and a professional counsellor who visits the college once in a week. Mentoring sessions in the college helps in surface level analysis of the problems faced by the students. Mentors suggest possible solutions for the perplexity faced by the mentees and establish a strong rapport with them. The college provides a separate rest room for girls with adequate facilities including a bed, chair, table, water cooler, attached bath room, recreational facilities and first aid assistance. Sanitary pad vending machines (Incinerators) are installed in the common room and ladies toilets for the safe disposal of sanitary napkins.

The girls are given separate training in Yoga and Football. There is a separate football team for girls in our college which helps to create an atmosphere of gender neutral playground.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0.68

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 1324.95

7.1.3.2 Total annual power requirement (in KWH)

Response: 194342

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response:** 18.21

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 6170.851

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 33889.846

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The College perceives its environmental responsibilities and promotes Green initiatives to minimise the hazards caused by waste generation. The college generates significant amount of waste through diverse operations in the campus. In order to reduce the waste generation, we adopted the policy of '**REUSE**' wherever it is possible.

Solid Waste Management

We follow an integral approach for the disposal of the waste. An awareness campaign on disposal of waste is given to the students, teachers and non-teaching staff by the NSS Unit. Class room campaigns helped the students to understand the need of reducing the production of waste, disposing waste in separate bins according to their composition as well as activities involved in its generation. The deposited trash or garbage in the campus generated from various potential sources, such as class rooms, staff rooms, office, Hostels, Canteen are emptied daily by the sweepers in the evening and are transported to a common site in the campus. The biogas plant near the canteen converts the food waste generated in the campus into biogas and organic manure. The biogas is utilised for cooking purpose in the canteen and the organic manure is used for garden purposes. Other forms of biodegradable wastes are composted by using vermicomposting units.

Liquid Waste Management

We follow a healthy waste water treatment system in the campus. The liquid waste outflow from the toilets and wash areas are collected in pits and allowed natural sedimentation. Utmost care has been taken to

construct the tank far away from the water sources such as the well and pond in the campus. Another source of liquid waste is from the science laboratories. Water emissions from the laboratories are treated in a most scientific manner. The effluents from the laboratories are collected in a separate tank and are neutralised before dumping it into the soil. Green Chemistry practice is followed in the lab and experiments are conducted in micro scale methods which helps to reduce the usage and emission of liquid hazardous waste. Special care is taken in the Biotechnology lab to decontaminate liquid waste before discharging to the tank

Electronic-Waste Management

The College is associating with an NGO PlanatEarth for collecting and disposing e-waste. The e-waste generated including the electrical items and damaged computers are collected by the Department of Computer and handed over to PlanatEarth. To promote the concept of “Wealth from Waste” Students conduct exhibitions of products made from e-waste.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The prime sources of water in the campus are a well and a pond. To recharge the well and conserve water rain water harvesting system was installed in the campus in 2006 and later it was expanded by connecting a filtration unit, to tap the rain water from the roof surface, large diameter pipes are connected from the roof to channelize the water from the roof to a separate tank and it is used for agriculture purpose in the campus. A portion of the rain water from the roof is diverted to a separate tank with filtration unit. The water collected in the tank with filtration unit is transferred to the well which helps to maintain a stable water table in the well. The pond serves as an excellent reservoir of water as it collects the running water from the ground surface and thus helps in the preservation of natural resource.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**

- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Al-Ameen College is always keen in implementing green practices to create eco-consciousness among the students and staff. The College collaborated with Tropical Institute of Ecological Sciences (TIES) and conducted a Green Audit to enhance its sustainable development by adopting necessary management and conservation strategies. This process equipped the students to meet the challenges and to become socially and environmentally responsible citizens.

Bicycle

Cycle rally named 'Cyclothon' was organised by the Nature Club to promote the use of Cycle in the campus. The college is situated at a distance of 2 Kms from the bus stop and some of the selected financially backward students are provided bicycles free of cost from the college. .

Public Transport

Majority of the students and staff commute to the college by availing the Public Transport System. The College also provides bus facilities to students, staff and non-teaching staff. Car-pooling facility is encouraged among the staff and non-teaching staff to promote green practice.

Pedestrian Friendly Roads

Students vehicles are not allowed inside the campus which helps to keep the campus pedestrian friendly. They are directed to park the vehicles in a separate parking area allotted to them.

Plastic Free Campus

The college banned the use of flex in the college. College formulated a green policy and resolved to ban the use of paper plates, use-and-throw tea cups , plastic bouquet, flex, plastic folders and files, packaged drinking water cans etc. in all the public functions of the college. Steel plates and glasses are instead used in the canteen and office. Pen boxes are installed in each class to deposit the used plastic pens and refills instead of throwing them away. These pens are collected and handed over to the agencies who undertake the plastic disposal work.

Nature club, Bhoomithra Sena and NSS initiated the production and distribution of cloth bag and paper seed pen to reduce the Plastic and Rexene wastes in the campus. The institution signed a MOU with PlanatEarth for the disposal of plastic waste from the campus.

Paperless Office

Continuous efforts are taken to transform the office to a paperless office by implementing the public announcement systems and LCD Displays. The college office maintains its functions on a digital platform for administration and examinations. Distribution of salary and collection of students fees, disbursal of scholarships are also carried out using online methods. Messages to the teachers and office staff are

communicated through group mail and WhatsApp groups. College has implemented a Total campus Solution (TCS) to record the student and teacher's profiles and student's attendance. Students are directed to submit the assignments through online to reduce the use of paper. Class Notes and other study materials are also given by the teachers through Moodle software which also helps to minimize the usage of paper in campus.

Green landscaping with trees and plants

College has a lush green campus with more than 23 acres of land. A beautifully maintained college garden with lawns, indoor and outdoor plants add to the natural beauty

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 2.54

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
5.00	1.58	1.22	2.07	4.94

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students

8. Any other similar facility (Specify)**A. 7 and more of the above****B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 56

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	13	7	12	11

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response:** 40

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	10	7	5	4

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 64

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
20	9	13	12	10

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

• **National and Regional Festivals:** festivals of national importance like Onam, Christmas, Eid, Holi and other regional festivals are celebrated in a befitting manner in the institution and also with the inmates of old age home and special schools.

- **Independence Day and Republic Day** – with flag hoisting ceremony lead by Principal in the presence of staff and students various programmes are initiated in the campus like parade by NCC cadets, cleaning activities by NSS and other clubs and cells. Student cadets from NCC are selected to participate for the parade in New Delhi on Republic Day.
- **Gandhi Jayanthi** – NSS, NCC and various other clubs undertakes various programmes on this day including campus cleaning, quiz competitions etc., and as part of a Plastic Free Campaign of Unnath Bharat Abhiyan, cloth bags were distributed to the students of nearby villages, flash mobs and a seminar was also arranged to instill the idea of avoiding / reducing the usage of plastics.
- **National Science Day** – is observed by Chemistry, Physics and computer science departments through various seminars, debates, etc.
- **National Mathematics Day-** Department of Mathematics celebrates Pi Day on 14th March, with invited lectures from external experts; a film show was also organized on the portrait of “Ramanujan”.
- To commemorate the **birth anniversary of Dr. APJ Abdul Kalam** on 15th October, NCC cadets organizes a pictorial presentation of ‘wings of Fire’ to ignite the young minds.
- **Readers Day** celebrations are organized in an effectual manner where by students were encouraged to reading habits in the form of various competitions like poster designing, book review, and a Best Reader Award is also declared.
- **Teachers Day**
- **International Women’s Day**
- **Constitution Day, Human Right Day, National Integration Day**
- **International Yoga Day**
- **Mothers day , day for senior citizens**
- **NSS, NCC day**
- **Mole day** – by chemistry department
- **National Education Day**

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institution is highly committed towards maintaining transparency in its financial, academic and administrative and auxiliary functions:

Financial Transparency:

- Financial statements are prepared with high accuracy and due diligence.
- Separate Accountant and Clerk for handling Management and Government Funds.
- Double Auditing process – one by Management and other by Department of Higher Education.
- Funds received from UGC and other Government agencies are separately audited.
- PTA, Alumni and Charity accounts are also properly accounted and audited every year by chartered accountants.
- An effective internal check system is followed in the institution
- Internal Auditors / Auditing system is prevailing in the institution
- Fees collection from students is through banks to maintain cashless office
- Separate accounting and auditing is conducted by the respective co ordinators for initiatives like ASAP, WWS, SSP, Scholarships, NSS etc.
- For receiving financial assistance / aid from management in organizing various academic and non academic activities in the campus, a separate format is provided where a budget for the proposed activity is to be submitted to the management countersigned by IQAC co ordinator and Principal.

Academic Transparency:

- Academic calendar
- Teaching plan
- Teachers Diary
- Master time table, department time table and individual time table
- MOODLE – lesson plan, teaching material, assignment, test papers
- TCS – online attendance, internal mark sheet, SMS alert to parents
- Academic Monitoring – syllabus completion
- Two internal examinations – one is model exam
- Student grievance cell – separate Internal Examination Grievance cell
- Result Analysis – Remedial

Administrative Transparency:

- Adheres to the rules and regulations of MG University and UGC.
- KSR
- Admission Committee – Centralised Admission Programme

- E Governance – Translucent Admission Procedures
- RTI officers
- Website – all matters disclosed to public
- Office administration – 2 tier model – front office and back office management
- Decisions are taken in Governing Body meetings and staff council meetings.
- Grievance cell – staff and students – complaint boxes
- Internal and External Audit of all departments, clubs and cells are initiated by IQAC.

Auxiliary Functions:

- For organizing events in campus by various departments and clubs/ cells like seminars, workshops etc a formal request is to be sent to Principal, countersigned by HOD and IQAC co ordinator.
- After the completion of the event, the co ordinators should furnish all details, actual expenditure statement in the prescribed format along with the report and photographs counter signed by the co ordinators and IQAC co ordinator.
- All events organized in the department as well as by the respective clubs / cells are to be displayed in the website along with photographs.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice 1

Title of the Practice : Pink Entrepreneurs - Transgender Empowerment

Objectives of the the Practice :

Al-Ameen College looks forward for a democratic society in all its diversities and distinctions. We believe that all differences must be looked up to with respect and dignity, irrespective of their ideology, politics and gender. Our commitment towards the cause of transgender empowerment stems from the solid belief that sexual orientation of a person should not hinder her/his opportunities in life. Making our staff and students aware of the realities of a transgender identity, creating a gender sensitive campus and providing orientation to the transgender people for a better life on their own are the main objectives of our engagement with this community.

The Context

We always look forward and respond to the discussions and debates going on in our society.

The Transgender community faces social discrimination and taunts every day, and are being increasingly marginalised by our society. The transgender were pushed into begging, sex work and other kinds of abominable acts due to the prevailing social conditions and were unable to generate an alternative source of livelihood. In this context the college decided to shoulder the social responsibility of helping and rehabilitating this community through the students and staff.

The Practice

The issue of transgender mobilisation is a widely discussed and seriously pursued topic these days, we decided to respond to it by organising an interactive session in our college titled “**Beyond the Boundaries**”. The Counselling Cell of the College took the initiative to convene this gathering on 26 September, 2017 and invited Sulfi and Biju, members from the transgender Community, to participate in the programme. Their life experience was truly an eye-opener for the entire college. Throughout the interaction, the two resource persons focused on the lack of decent job opportunities in our society for them. The College decided to think about it seriously and provide proper assistance and support to these people. After some ardent and serious discussions we realised that developing entrepreneurial skills will help them earn on their own.

As a follow-up to this interactive session, the Post Graduate Department of Commerce with the professional support of Centre for Excellence in Entrepreneurship Development and DHWAYAH organised a two day training programme in the campus on 17th and 18th of February, 2018. Many members of the transgender community across the state participated in the programme. Eminent personalities from various fields of entrepreneurial expertise interacted with the participants. Special attention was given towards motivating the participants to initiate a venture on their own and handle the risks involved in it without losing the morale, proved to be successful.

The students and teachers raised a decent amount of money to buy a television and a mixer-grinder for the transgender people staying at Jyothis Bhavan, shelter for transgender run by Sneha Jyothy Charitable Trust,

Evidence of Success

The Success of this project Pink Entrepreneurs could be achieved solely because of the support of the Staff and students of this College. The first story of success was the launching of an online Commerce website on 15 March, 2018 for one of the participants of the training programme, Ms. Tripti Shetty. She is one of the first transgender entrepreneurs from Kerala to begin a handicraft business on her own. The College alumni took the entire expense for creating this website and offered her a laptop as an aid to manage the website and the online business. This is a remarkable instance of strong social orientation imparted to students by the institution.

The frequent interactions of students with these people brought a tectonic shift in the way students look at the transgender. The unique and distinctive activities helped to inculcate the culture of social responsibility and gender transcendence among the students.

Understanding the need of a platform to promote the sale of these handicrafts, the college along with other Non-Governmental Organizations coordinated exhibitions of handicrafts. This was a well ordered gimmick that brought buyers, sellers and the competitors into a commercial spot.

Problems Encountered and Resources Required

The major issue faced in the implementation of the Project Pink Entrepreneurs was to overcome the social reluctance and the financial hiccups. Structural, interpersonal, and individual forms of stigma was pervasive among the transgender community which limited opportunities and access to resources in a number of critical domains like employment, entrepreneurship etc. Though there are many Non-Government Organisations that offer financial support to the underprivileged sections of the society, social reluctance to include this section of the people was a major hurdle in associating with these organisations.

Best Practice 2

Title of the Practice : **Blending the Teaching Learning Process with ICT: An Al Ameen Experience**

Objective of the Practice :

- To make the class room process more inclusive and to address the multiple learning abilities
- To integrate ICT in the daily teaching and replace their traditional methods with modern tools and facilities

The Context:

Al Ameen College ,Edathala is located in the rural fringe of Aluva town Most of the students who take admission to various UG and PG programmes hail from rural areas and not acquainted with the online platforms to gather information. Eventhough information technology has reached every nook and corner , there exists a remarkable digital divide between rural and urban education institutions and the students remain “information illiterate” due to the lack of formal training programmes on e-learning. In this context IQAC of our college suggested to blend the teaching learning process by integrating ICT into the curriculum.

The Practice:

Learning becomes more interesting and enjoyable when there is a shift from teacher centred approach to learner centred approach. The first step to introduce the shift was to blend the conventional method limited in class room with the new method enriched by ICT and facilitated by LMS (Learning Management System) and social networks. The college started the integration of ICT into the TLE process by conducting an e-Literacy Hunt among the students. Comprehensive orientation and training are provided to the students especially freshers to cope up with the learning Management software-MOODLE .Adequate preparations for practice are given to upgrade the professional competency of the academic staff .The generic training programme to faculty includes various in house programme and hands on experiences including usage of different tools for making slides, video content, e-quizzes, course contents etc .After a series of intensive sessions by eminent trainers in this field, faculty became well versed in the new methodology of teaching. The institution takes measures to deploy the MOODLE based activities through an institutional coordinator and Department coordinator and all the instructional process are geared up for an e-future. The department coordinator ensured the registration of students in the student portal through tutors in charge. At the commencement of academic year, the teachers uploaded the courses, course plan, and syllabus in the Moodle platform. Emphasis is laid on the development of learning objects such as Course notes, presentation slides, and question banks for the effective integration of this online platform into the instructional process. Conducting one internal examination and submitting assignments via

MOODLE is made compulsory for every programme. Students are also motivated to organize and participate quizzes in MOODLE for providing an exposure to digital world of information. The teachers orient the students to access online resources for the preparation of seminars and assignments. The students are directed to present seminars in the classes, symposium, and workshop with the help of ICT tools. Institution plans and provides online additional courses in relevant areas of specialization such as JAVA, LATE , Spoken Tutorial and encourage students to enrol in these courses.

Additional measures are taken to automate the student attendance, internal marks and student and teacher database through automation software “Total Campus Solutions”. Report of absence of students to their parents through SMS is achieved due to the automation of attendance. Different initiatives are introduced to automate administrative tasks .Incorporating “Tally “,an accounting software help to achieve three critical functions –accounting, inventory and compliance in the office administration. Salary and Provident fund related processes are addressed through SPARK software, an initiative of Government of Kerala.

Evidence of Success

- With the integration of ICT in the curriculum Teaching –learning process became democratic and student’s centered.
- Students gained more confidence in using ICT tools to prepare their day to day academic activities such as assignments, seminars ,surveys
- Rate of usage of ICT has tremendously increased in the campus in diverse areas of extra curricular activities and curricular activities. They gained much expertise in conducting Quizzes , making of short films and documentaries , handling classes to school students as a part of extension activities.
- Academic flexibility and evaluation reforms could be achieved with the help of incorporation of Learning management software into the teaching learning process
- The teachers were able to use many innovative strategies for teaching process to make it more creative and effective.
- Teachers and students performed joint practices in LMS and MOODLE which brought a closeness among them

Problems encountered

- To find out the financial resources for creating the infrastructure, procurement of computer, air conditioner. furniture, Internet, LAN was the major constraint faced in the initial stage of implementation
- The critical challenges raised in the initial stage were solved with great effort and stress as there were only a meagre number of trained faculty in the institution

Resources required:

- In order to use ICT for the effective transaction of curriculum, enough computers were needed
- Broadband internet facility was required as students were expected to use internet facility
- Physical infrastructure for computer lab was an essential requirement
- Well trained human resources with professional competency were required for the smooth and efficient management of the process.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Al Ameen College strives to realize its vision by providing an education that highlights the core values of secularism, culture and tradition, and character formation. The mission of the college was to become a centre of excellence by imparting the best possible academic platform that produces globally competent, ethically sound and socially committed individuals. To create globally competent individuals demanded by the era of academic overproduction, the college is always keen on engaging the young individuals in new learning experiences that integrates ICT enabled comprehensive teaching- learning techniques. Our college promotes a teaching learning approach based on Learning Management System .The world is changing fast, the literal and figurative boundaries are also changing and even vanishing. To thrive in this new and rapidly changing environment, the new generation students need variant skills compared to the generations that came before. The college developed a Special Coaching in Soft Skill and placement grounded on a globally focused curriculum including high-order erudition, reasoning, shared language and cultural understanding to equip the students to face the challenges in the globally changing scenario.

The Community extension activities of the college is selected as the core area and it addresses crucial domains of Social issues.

AL-AMEENIAN SOCIAL IMPRINTS

Working for oppressed populations to achieve social transformation.

The continuation of bureaucratic system of oppression and power, and its grip on communities, families, and individuals is a ceaseless concern .To dismantle and address these systems is not an easy task .But we are making great strides by supporting them through the strategies of the Al Ameen community extension Club in association with different departments and clubs .We have launched various programmes for the tribal development in Kuttampuzha Tribal village .The students and staff conducted a Ur(Village) visit and Nature walk to understand and identify the obstacles that hinder the upliftment of these tribal communities from the mainstream. We focus on the activities to elevate the status of the tribal youth by providing educational support and empowerment activities. The Dept. of English conducted a motivational class for the students of the Tribal School in Pinamoorkudi village in Kuttampuzha. Pinamoorkkudi and Pandappara are the remotest hamlets in Idukki district of Kerala, the possibility of borrowing books from a library or even have one in their locality was a distant dream. The students under the aegis of Community Extension Club launched an initiative, ‘Oorinnoru library’, to help the tribes living in ‘Uru’ (Adivasi villages) to realise their dreams of attaining knowledge. Under the project, they donated over 1,000 books and shelves to two villages at Kuttampuzha. The students also associated with tribal craftsmen to learn their craft and helped the tribal villages out in making and selling the products. The amount generated was used to buy more books and shelves to set up libraries in eight of the remaining villages. The noble mission is

continuing this year also with an aim to establish libraries in all the hamlets of Kuttampuzha. These libraries took flight, with more and more people in the community visiting them in search of books. Another admirable effort was the renovation of Anganwadis in tribal settlement ward of Kanjoor panchayat. The College Community Extension Club and the English Department have taken up the initiative to transform the Anganwadis through infrastructural refurbishment in association with the local communities. This effort has created a positive impact in terms of enrolment and working hours of the centre as well as learning outcomes of the children.

Rekindling love and compassion to the fellow beings

We are alarmed to see the growth of old age homes in Edathala Gram Panchayat. These elderly people are forced to live alone and are exposed to various kinds of setbacks such as lack of physical, social, emotional and financial support. The inmates are categorised into two groups: First: The ones abandoned and deserted by their families and Second: others who are physically disabled and mentally challenged. Our college has taken initiatives to provide a sense of belongingness to these elderly people by celebrating the festivals like Onam, Christmas etc. with them, and to add on to their happiness we distribute Onakkodi (New Clothes), vegetables from the college farm and groceries. To break the monotony of their lives the students presented various entertainment programmes and made them to sing and dance along with them. The Dept. Of Tourism arranges a tour programme “Tour with Grandparents” for the inmates of the old age home every year.

NSS took initiative to construct houses under the project “**Home for Homeless**”. In 2014-2015 and 2018-2019, NSS with the help of local bodies identified two impoverished widows in Edathala Gram Panchayat and built houses at zero cost to the recipients. The students conducted “Kudukka Challenge” (Piggy Bank Challenge) and raised an amount of INR 58,000 towards this noble venture. Varasanthwanam, Varayalivu, flood relief activities are other instances highlighting the commitment to society.

The Charity Club started a project “One Day, One rupee” to support the financially backward patients suffering from chronic and life threatening diseases like Cancer. The financial burden caused by the expensive and long treatments pushed them to fiscal deficit and mental agony. To alleviate these daunting and distressing situations, students of our college visit the Cancer ward of General Hospital, Ernakulum and lend monetary and moral support.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

Excellent and Vibrant Community Extension Cell functions in the Campus - Padam 2 (Lesson Two) is a prominent example of our unique extension activity that offers continuing education to parents along with their wards.

To develop eco consciousness among students and staff green initiatives are promoted.

Institution could make a difference by joining hands with rebuilding efforts of Kerala and actively participated in flood relief activities in the relief camp set up in the campus.

Five villages were adopted under Unnat Bharat Scheme.

Plastic Free Campaign in adopted villages under Unnat Bharat Scheme and free distribution of cloth bags.

AI - Ameenian Innovation and Business Incubation Centre encourages start up initiatives in the campus.

A Documentary on Daveli (a vanishing art form) is produced and directed by the College to revive the dying and disappearing arts.

Beneficiary of RUSA funds.

Concluding Remarks :

AI - Ameen firmly believes in preparing our students for the future. A human being with a compassionate heart, a dedicated citizen with a strong secular outlook, an enthusiastic mind that values the cultures and traditions of our society, a meritorious and globally competent scholar with an ethical background and social commitment is the one whom we aim to mould here. We wish to lead our college into a centre of excellence where new branches of studies are incorporated with autonomy.

The curricular and co-curricular activities organised by the college envisage the multifaceted development of the student. We always value the social responsibility of an educational institution and try hard to demonstrate it by organising various community extension activities. Different clubs and cells that function in the college diligently work for this.

We look forward to produce a student community strong enough to change the outlook of the society. Creating new vistas of knowledge and equipping the students with practical skills drive us forward in our journey to success.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>6</td> <td>7</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>3</td> <td>5</td> </tr> </tbody> </table> <p>Remark : Only the year in which it was introduced will be counted.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	6	6	6	7	5	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	3	5
2018-19	2017-18	2016-17	2015-16	2014-15																	
6	6	6	7	5																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	3	5																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>6</td> <td>4</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>3</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	5	6	4	2	2	2018-19	2017-18	2016-17	2015-16	2014-15	3	2	3	1	1
2018-19	2017-18	2016-17	2015-16	2014-15																	
5	6	4	2	2																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
3	2	3	1	1																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 396 Answer after DVV Verification: 332</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs</p>																				

year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1080	925	294	285	206

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years

Answer before DVV Verification : 40

Answer after DVV Verification: 28

1.3.3 Percentage of students undertaking field projects / internships

1.3.3.1. Number of students undertaking field projects or internships

Answer before DVV Verification : 1394

Answer after DVV Verification: 1394

2.1.1 Average percentage of students from other States and Countries during the last five years

2.1.1.1. Number of students from other states and countries year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	18	10	4	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	9	6	2	2

Remark : Revised as per the supporting document found.

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

6	3	2	2	4
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	0	2

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1.00	0.24	0.12	0	14.15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1.00	0.24	0.12	0	14.15

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

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

Answer before DVV Verification : 22

Answer after DVV Verification: 21

3.1.3.2. Number of full time teachers worked in the institution during the last 5 years

Answer before DVV Verification : 70

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
23	21	2	1	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

7	9	2	0	4
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Remark : Revised considering the papers of UGC approved journals only and those papers whose ISSN number is found in the list of UGC journals.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 44

Answer after DVV Verification: 43

Remark : Revised excluding the conference hall as the proper photograph of the whole room is not captured.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
25	21.63	16.93	14.04	37.08

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
25.01	21.63	16.91	14.04	37.08

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
839	224	120	223	20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
939	124	120	223	20

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
17	11	5	8	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	11	5	6	7

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4.94	1.58	1.22	2.76	7.99

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5.00	1.58	1.22	2.07	4.94

Remark : Revised as per the audited statement and considered the other statements of expenditure attached with mentioned years only as per the metric content.

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : A. 7 and more of the above

Answer After DVV Verification: A. 7 and more of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years

Answer before DVV Verification : 750

Answer after DVV Verification : 644

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
451	414	307	290	307

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
451	414	307	290	307

3.2 Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
77	73	72	67	62

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
77	73	72	67	62