



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

AL-AMEEN MEMORIAL MINORITY COLLEGE

**JOGIBATTALA, P.O.- DAKSHIN GOBINDAPUR, P.S.- BARUIPUR, DIST.- SOUTH
24 PARGANAS, KOLKATA-700145
700145**

www.alameenmemorial.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The name chosen for the college 'AI -Ameen Memorial Minority College' bears a special significance. The Arabic term (AI-Ameen) in the language of Logic is Connotative. It bears both denotation and connotation. AI-Ameen denotes specially a particular person, the Islamic Prophet Hazrat Mohammad (Peace be upon him) who was given the very name in his boyhood by all the people irrespective of friends and foes of his motherland, Mecca. The term connotes a very good moral attribute TRUSTWORTHINESS belonging to the Prophet (P.B.U.H). The AI -Ameen Memorial Minority College was, therefore, established recalling AI -Ameen, the essential quality of the Prophet (P.B.U.H) by the will of good.

AI-Ameen Memorial Minority College is a notably noble achievement of the AI-Ameen Memorial Society for Education & Health Programme. It was founded in the year 2004. The College is a brain-child of its founder, Late Prof. Md. Roushan Ali, a patron of letters, a far-sighted and noble heart philanthropist. He was to offer encouragement and valuable suggestions every now and then to the founder Secretary of the College Prof. Dr. Nurul Haque to bring it to its full flaged state. With an aim to imparting education (Higher Education) among the educationally backward minorities of West Bengal but not to the exclusion of the students of other communities, the college was established as a Minority College under the Article 30 of the Constitution of India. Initially the College was established with self-financed and Minority status in 2007-2008. This Minority status of the college still holds good. This is the first Muslim Minority General Degree College of West Bengal. It is affiliated to the University of Calcutta. It is a co-educational institution for higher learning. The College was included Under Section 2(f) of the UGC Act, 1956, in 2008 and under Section 12B of the same act in 2018. It now offers the Honours subjects like Arabic, Bengali, English, History, Islamic History and Culture and Philosophy and General Subjects like Arabic, Bengali, English, History, Political Science, Philosophy, Education, Urdu and Library and Information Science. We are grateful to the University of Calcutta for kindly granting Permanent affiliation of the College in 2018. The College was included under the West Bengal Colleges (Payment of Salaries) Act, 1978 in the year 2012.

Vision

The vision of the college is to bring the minority students however not excluding students from other communities to the main stream of higher education and preserve the religion and culture of such minorities at one and the same time, with the best intention of inculcating in them the idea of mutual trust, a sense of reciprocal honour and respect irrespective of caste, colour or sex, dedication towards works, the communities and the country and discipline in every spheres of life for the harmonious union of life, knowledge, work and love that binds one to other and to God as Life is indeed darkness save when there is urge. And all urge is blind save when there is knowledge. And all knowledge is vain save when there is work. And all work is empty save when there is love And when one works with love, one binds oneself to others, and to God. The ultimate vision of the college is to achieve this sum mum bonum of life. This is what may sum up through the slogan that we have raised ' Lit the Light, Seek the Truth '.

Mission

* To provide ideal learning environment and homely ambience conducive for diverse students of this college is

our foremost priority.

* Since this is a coeducational college, equality of opportunity and balanced development of both boys and girls are given much emphasis.

* Effectively implemented the curriculum of the University of Calcutta by properly designing the Academic Calendar, the schedule of classes, academic plans through high quality creative instructions and efficiency of the teachers.

* Besides the close observation of the Principal on day to day teaching - learning affairs of the college like regular attendance of teachers, timely in and out of the teachers from their allotted classes, conducting unit tests and examinations and evaluations of students, he has entrusted a Sr. Teacher for each subject to check, record and report to him whether syllabus being completed, sufficient study materials, etc. provided to the students and thus introduced scientific methods for the overall development of the students.

* In addition to adopting conventional methods of teaching and learning, a few smart class rooms have been created where the teachers teach with the aid of ICT and modern techniques.

* Learning is made more interesting to students by supplementing the classroom teaching with the occasional departmental seminars, special lectures of more resourceful persons from other colleges and universities, educational tours and field -trips which is also part of the present CBCS curriculum.

* In order to prepare the students at par for various competitive examinations add - on courses of training and development have been introduced.

* Since majority of the students are minorities, special care is taken so that every eligible students get Govt. and non- Govt. scholarships with a aim to minimize drop- outs.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Al- Ameen Memorial Minority College stands out for its institutional strengths that contribute to its reputation as a premier educational institution. The college is backed by a sound and value-based management team dedicated to fostering an environment of excellence and inclusivity. This ethical foundation permeates every aspect of the college, guiding decision-making processes and ensuring that the institution remains true to its mission of empowering minority communities through quality education. The administration at Al-Ameen Memorial Minority College is highly efficient, ensuring smooth and transparent operations. This efficiency extends to the academic and non-academic spheres, where the administration provides robust support systems that facilitate student learning and faculty development. The college also boasts reasonably good infrastructure, with well-equipped classrooms, laboratories, and libraries that create an optimal learning environment. The committed faculty is another cornerstone of the college's strength. The educators are not only highly qualified but also deeply invested in the holistic development of their students. This commitment is reflected in the college's high brand equity, attracting students who are eager to learn and excel. The quality of students enrolled is a testament to the college's reputation for nurturing talent and academic rigor. Moreover, Al-Ameen Memorial Minority College has established a commendable placement record. This success is largely due to the college's emphasis on bridging the gap between academic knowledge and industry requirements. The introduction of add-on courses further enhances this strength, providing students with specialized skills and practical knowledge that significantly improve their employability in a competitive job market. The college also maintains a high degree of community intervention, ensuring that its contributions extend beyond academics to positively impact the surrounding society. This community engagement, coupled with its other strengths, makes Al-Ameen Memorial Minority College a beacon of educational excellence.

Institutional Weakness

Al-Ameen Memorial Minority College faces several institutional weaknesses, impacting its ability to provide a robust educational experience. A significant challenge is that many students are first-generation learners, coming from families with little to no prior experience with higher education. This lack of academic tradition often results in students facing difficulties in adapting to the college environment and understanding the importance of education, which is further exacerbated by the lack of educational consciousness among the students themselves. The college also suffers from infrastructural deficiencies, notably the absence of a dedicated reading room for students. While the Departmental Library with an adjoining reading room is a positive aspect, it is limited in scope and may not fully meet the needs of the student body. A general reading room would provide a quiet and resource-rich environment conducive to study, which is currently lacking. This inadequacy hampers students' ability to engage in self-directed learning, a crucial skill for academic success. Furthermore, the students' lack of awareness is mirrored by their parents, who may not fully grasp the importance of education in the long-term success of their children. This lack of parental support can further diminish students' motivation and commitment to their studies. Despite these challenges, students feel a strong sense of belonging within their departments, which is a positive sign of a supportive academic environment. However, this alone is insufficient to overcome the broader institutional weaknesses. Upon graduation, students have the opportunity to apply their knowledge in various fields, but their success is contingent upon overcoming the hurdles posed by these institutional weaknesses. Addressing these issues is essential for improving the overall educational outcomes at Al Ameen Memorial Minority College.

Institutional Opportunity

Al-Ameen Memorial Minority College offers a wealth of opportunities, particularly for students from minority communities, helping to bridge the gap caused by a lack of awareness among parents about educational prospects. The college creates an inclusive and supportive environment where students feel at home, fostering a sense of belonging and encouragement to pursue their academic and career goals. Upon graduation, students from Al-Ameen Memorial Minority College have a wide range of career options available to them, thanks in part to the growing influence of the internet and the rapidly changing global landscape. The college supports its students by providing essential career counseling and financial guidance, helping them navigate the complexities of the job market and identify opportunities that align with their skills and aspirations. Additionally, the college offers robust support through government grants, scholarships, and endowment facilities, ensuring that financial constraints do not hinder students' educational journeys. These resources make higher education more accessible and enable students to focus on their studies without the burden of financial stress. Furthermore, the college emphasizes language skills, offering courses in English, Urdu, and Arabic, which are crucial for students' personal and professional development in an increasingly globalized world. By equipping students with these language skills, Al-Ameen enhances their employability and opens doors to diverse career paths. Overall, Al-Ameen Memorial Minority College stands out as a nurturing institution that provides comprehensive support, from financial assistance to career counseling, ensuring that students are well-prepared to succeed in a competitive job market.

Institutional Challenge

Al-Ameen Memorial Minority College, like many educational institutions, faces several challenges that impact

its operations, growth, and overall academic excellence. These challenges are multifaceted and arise from both internal and external factors.

The college must continuously adapt to the dynamic landscape of government regulations and policies, which often affect funding, accreditation, and curriculum design. This requires agility in administration and the ability to quickly implement changes while ensuring compliance. Such frequent shifts can strain resources and disrupt long-term planning.

The increasing number of private universities and colleges, often with more resources and modern infrastructure, presents stiff competition.

The evolving attitudes and expectations of modern students pose challenges in maintaining discipline and fostering a conducive learning environment. With the rise of technology and social media, students' attention spans and respect for traditional authority structures may be diminishing. The college needs to strike a balance between upholding discipline and accommodating the changing behavioral patterns of students.

Securing funds for academic development, including research, curriculum updates, and infrastructure improvements, is a persistent challenge. Limited financial resources can hinder the college's ability to innovate and keep pace with advancements in education. Exploring alternative funding sources, such as grants, alumni donations, and partnerships, is vital for sustaining academic growth.

As the demand for higher education grows, the college may find itself constrained by physical space limitations. Expanding facilities to accommodate more students, laboratories, and research centers is necessary but often restricted by available land and funding. Strategic planning and efficient use of existing space are critical in addressing this challenge.

Al-Ameen Memorial Minority College must navigate these institutional challenges to maintain and enhance its role as a provider of quality education. By addressing these issues strategically, the college can continue to serve its student population effectively while adapting to the ever-changing educational landscape.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Al-Ameen Memorial Minority College has followed the guidelines of National Assessment Accreditation Council (NAAC), that they have evolved for improving quality of Higher Education institutions and for their sustenance. It follows the syllabus of the University of Calcutta to which the college is affiliated, which is distributed to the teachers of the concerned subjects by the HODs in consultation with the syllabus committee of this college. In order to improve the educators' pedagogical development, the college has emphasised on the professional development of them which is evident from their preparation of academic calendar, departmental academic calendar, the lesson plan, synopsis, interdisciplinary learning, continuous evaluation, Library works, mentoring of students, conducting examinations, seminars, FDP programmes, etc.

The Choice Based Credit System (CBCS) offers academic flexibility by allowing students to earn 122 credits over multiple semesters, enabling them to tailor their course load and pace. Faculty have the autonomy to

design and implement outreach programs, ensuring that these initiatives are well-integrated with the curriculum and can accommodate maximum student enrollment, enhancing both learning and community engagement.

Our college offers a diverse array of over 50 add-on courses, certificates, and value-added programmes designed to enhance the academic and professional skills of its students. Among the offerings are foundational courses in Computer Basics, Spoken English Proficiency Course, Arabic Conversation Course, English Language Course for Competitive Examinations, Mastering Digital Marketing: Strategies for success, Entrepreneurship course, etc., which aim to equip students with essential skills for the modern workplace. In addition to these, the college provides value-added courses and humanity courses that emphasize holistic education, fostering both intellectual and personal growth.

The college is also in the process of initiating online MOOC programs through platforms like SWAYAM and NPTEL. These initiatives will allow students to pursue quality education and certifications from the comfort of their homes, expanding learning opportunities beyond the traditional classroom setting.

Feedback is obtained from various stakeholders, including teachers, staff, students, alumni and employers, to ensure a comprehensive evaluation of performance and programmes.

Teaching-learning and Evaluation

Al-Ameen Memorial Minority College has implemented a structured approach to teaching, learning, and evaluation aimed at fostering academic excellence and overall student development. The institution emphasizes holistic education through various initiatives such as orientation programmes, remedial classes, mentoring, and counseling. These programmes are designed to ensure that students receive adequate support, especially those from minority backgrounds, to enhance their learning experience and academic performance.

The college conducts an Orientation Programme at the beginning of each academic year to acclimatize new students to the campus environment and academic expectations. Additionally, remedial classes are offered to help students who need extra assistance in their studies, ensuring that no student is left behind.

Mentoring and counseling are integral parts of the college's student support system. Faculty members provide guidance and support, helping students navigate academic challenges and personal issues. The college also recognizes student achievements through scholarships such as Kanyashree and Aykoshree, which support female students and those from economically weaker sections.

The college encourages students to prepare for professional and competitive examinations by providing guidance and support, further enhancing their employability. Practical skills and experimental learning are fostered through participative learning methods, including tests, practical experiences, and ICT-based teaching, ensuring that students are well-prepared for real-world challenges.

To improve teacher quality, the college engages faculty in research activities and periodic evaluations. Faculty

members are encouraged to publish papers and books, and their performance is regularly assessed by stakeholders. The college also invests in faculty development through in-house and external training programmes.

Evaluation processes at the college include internal assessments, unit tests, assignments, and presentations, all aligned with university guidelines. The college follows a continuous evaluation process, ensuring that students are consistently monitored and guided towards success.

Overall, Al-Ameen Memorial Minority College is committed to creating a supportive and dynamic learning environment that nurtures student potential and prepares them for future success.

Research, Innovations and Extension

Al-Ameen Memorial Minority College is actively engaged in advancing research, innovation and extension activities across various faculties and programmes.

The college places a strong emphasis on guiding students in their research endeavors, from choosing subjects to conducting and reporting their research. The faculty is also encouraged to pursue research initiatives, such as book writing, supported by the college's well-equipped library.

In terms of publications, the college boasts several notable journals and magazines, including Sukhopath Online Bengali Magazine, Parbokagoj, Uddalak, IJCRT, etc. Faculty members have also contributed to book chapters on various topics, demonstrating the college's commitment to academic excellence.

Leadership development among students is a key priority at Al-Ameen Memorial Minority College. The college promotes social responsibility and character building through outreach programmes, including a mandatory 30- hours credit participation. The Saptahik Swacch Mission (August 1-7) is one such initiative aimed at fostering social concern and cleanliness among students.

Collaboration is another cornerstone of the college's strategy, with partnerships established with numerous educational institutions, including Dinabandhu Andrews College, Shishuram Das College, and Maulana Azad National Urdu University, among others. These collaborations facilitate faculty exchange programmes and the development of add-on courses, further enriching the academic environment at Al Ameen Memorial Minority College.

Infrastructure and Learning Resources

Al-Ameen Memorial Minority College boasts a well-designed and environmentally friendly infrastructure that fosters a conducive learning environment. The campus is thoughtfully planned with modern classrooms and conference rooms that are both spacious and equipped with contemporary amenities. These facilities are designed to provide students with a comfortable and focused learning atmosphere, supporting a wide range of academic and co-curricular activities. The college also prioritizes the overall development of its students by offering ample facilities for both indoor and outdoor games. This focus on sports and physical activities ensures that students have the opportunity to maintain a healthy lifestyle while also developing teamwork and leadership skills outside the classroom. The availability of diverse sporting facilities reflects the college's commitment to holistic education. The college library is another significant asset, stocked with the latest

editions of a wide range of books. This resource is invaluable for students and faculty alike, supporting research, academic projects, and personal study. The library's well-curated collection ensures that users have access to up-to-date information across various disciplines, fostering an environment of continuous learning. Furthermore, Al-Ameen Memorial Minority College is a Wi-Fi-enabled campus, offering free internet access to both faculty and students for a designated period. This connectivity allows for easy access to online resources, enhancing the teaching and learning experience by integrating digital tools and resources into the academic environment. Lastly, the campus is meticulously maintained to ensure a hygienic and clean environment. This attention to cleanliness underscores the institution's commitment to the well-being of its students and staff, ensuring that the campus remains a safe and pleasant place for education.

Student Support and Progression

The college prioritizes student support by offering various services to assist students in their academic and personal growth. At the entry level, the institution conducts LSWOT (Learning Strengths, Weaknesses, Opportunities, and Threats) analysis to identify students' capabilities and areas that need improvement. This helps in early identification of slow learners.

Students who struggle academically are identified through various methods, including observations and questionnaires. Once identified, the college implements remedial measures to help these students improve their performance. These measures include mentoring, additional study materials, extra classes and focused attention on areas of weakness. Special study materials are provided to students who require additional academic support, ensuring they can keep up with the curriculum and perform to the best of their abilities.

The college aims to ensure fair and equitable distribution of scholarships and freeships to students in need, with a focus on physically challenged individuals, economically disadvantaged but meritorious female students, and others who demonstrate financial need.

The sports department plays a crucial role in the overall development of students by encouraging participation in a variety of indoor and outdoor games, such as inter-college competition, table tennis, carom, football, cricket, etc.

The college organizes a range of social and cultural activities to foster a well-rounded development of students. These include seminars, lectures, and workshops on social issues, vaccination camps, cleanliness drives, and awareness campaigns. Additionally, the college reaches out to communities in distress, offering help during emergencies, highlighting its commitment to social responsibility.

Over the last five years, the college has undertaken significant activities aimed at student progression and community engagement, reinforcing its role in both educational excellence and social contribution.

Governance, Leadership and Management

Al-Ameen Memorial Minority College is committed to academic excellence with a strong emphasis on social responsibility, particularly in supporting students from marginalized and underprivileged communities, including female students. The institution's governance, leadership, and management strategies are guided by a clear and noble vision to achieve these goals.

The college's leadership is dedicated to fulfilling its vision of academic excellence combined with social concern. The leadership team, including the Principal and the Governing Body, plays a crucial role in ensuring that the vision is translated into actionable strategies. The governance structure ensures that decisions, particularly those related to faculty hiring, admissions, and curriculum innovations, are made inclusively and with a clear focus on maintaining quality and equity.

Strategic initiatives at Al-Ameen Memorial Minority College focus on faculty investment and empowerment. The college conducts regular faculty development programs tailored to current academic demands. Faculty hiring follows a rigorous process, initiated based on workload assessments and approved by the Governing Body, ensuring that qualified and experienced educators are recruited. In urgent situations, the Principal is authorized to make decisions, which are later ratified by the Governing Body.

The college has a transparent and merit-based online admission system, overseen by an Admission Committee. This policy emphasizes inclusivity, ensuring significant representation of minority and marginalized students.

The Internal Quality Assurance Cell (IQAC) plays a proactive role in curriculum innovation and monitoring the effectiveness of both faculty and student performance. Collaboration with other institutions, special drives for meritorious students, and a structured system for monitoring course outcomes further enhance the quality of education.

The college's Finance Committee ensures sound financial management, with a no-deficit budgeting policy. Investments in infrastructure and scholarships, such as Kanyashree and Swami Vivekananda Merit-cum-Means, demonstrate the college's commitment to supporting students financially while maintaining affordability in fee structures. Overall, Al-Ameen Memorial Minority College exemplifies a well-governed institution with a strong emphasis on inclusive education, faculty empowerment, and robust financial management, all aimed at nurturing responsible and ethical citizens.

Institutional Values and Best Practices

Criterion 7:

The first and foremost thing is that this minority college has been established with the intention of serving the minority students but not to the exclusion of students belonging to other communities, with twin objects-that such minorities shall preserve their religion and culture and shall be a part and parcel of the main stream of education at one and the same time.

Dedication for quality development from both ends-from the end of the students as well as of the teachers is most important. Therefore, the college maintain a strict sense of honour and respect for the trust and the system.

The college is committed to academic excellence with a strong emphasis on social responsibility, particularly in supporting students from marginalized and underprivileged communities, including female students. The institution's governance, leadership and management strategies are guided by a clear and noble vision to achieve these goals.

The objective of the Green Campus practice in the college is to promote environmental sustainability by implementing practices that reduce the ecological footprint of the campus. This includes initiatives like energy conservation, waste reduction, green building design and fostering environmental awareness among students and staff. The goal is to create a more eco-friendly and socially responsible campus environment.

The objective of implementing the best practice 'save electricity' in the college is to reduce energy consumption, lower utility costs and promote environmental sustainability. It involves efficient use of lighting, appliances, replacement of energy consuming tube-lights and bulbs with energy saving LED tubes and bulbs, as well as raising awareness and encouraging behavioural changes among students and staff to contribute to a more energy-conscious campus.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AL-AMEEN MEMORIAL MINORITY COLLEGE
Address	JOGIBATTALA, P.O.- DAKSHIN GOBINDAPUR, P.S.- BARUIPUR, DIST.- SOUTH 24 PARGANAS, KOLKATA-700145
City	BARUIPUR
State	West Bengal
Pin	700145
Website	www.alameenmemorial.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	NURUL HAQUE	033-24370111	9874212013	-	alameenmemorial@gmail.com
IQAC / CIQA coordinator	SAYERA BEGUM	-	9830253380	-	sayera143@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes 5 Minority certificatee.pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
West Bengal	University of Calcutta	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	21-07-2008	View Document		
12B of UGC	23-04-2018	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	JOGIBATTALA, P.O.- DAKSHIN GOBINDAPUR, P.S.- BARUIPUR, DIST.- SOUTH 24 PARGANAS, KOLKATA-700145	Semi-urban	3	2322.576

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali Honours,	48	H.S	Bengali	60	18
UG	BA,English Honours,	48	H.S	English	50	34
UG	BA,Arabic Honours,	48	H.S	Bengali,Urdu	100	83
UG	BA,History Honours,	48	H.S	English + Bengali	66	19
UG	BA,Philosophy Honours,	48	H.S	English + Bengali	66	0
UG	BA,Islamic History And Culture Honours,	48	H.S	English + Bengali	33	32
UG	BA,B A General,	36	H.S	English + Bengali	800	445

Position Details of Faculty & Staff in the College

Self Study Report of AL-AMEEN MEMORIAL MINORITY 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	1				0				3			
Recruited	1	0	0	1	0	0	0	0	1	0	0	1
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				27			
Recruited	0	0	0	0	0	0	0	0	12	15	0	27
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	7	3	0	10
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	8	0	0	8
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	1	3	0	4
PG	0	0	0	0	0	0	12	12	0	24
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2		4		6

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	220	0	0	0	220
	Female	411	0	0	0	411
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	6	2	2
	Female	3	5	1	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	104	48	79	96
	Female	158	118	168	162
	Others	0	0	0	0
General	Male	126	172	130	132
	Female	153	298	242	229
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		546	647	622	624

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NA
2. Academic bank of credits (ABC):	NA
3. Skill development:	NA

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	NA
5. Focus on Outcome based education (OBE):	NA
6. Distance education/online education:	NA

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NA
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	NA
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	NA
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	NA
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	NA

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1092	1294	1244	1248	1394
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 26

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	23	23	23	18

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
56.04	42.05	173.12	108.09	84.77

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The goal of a curriculum should go beyond merely delivering material in today's continuously changing educational environment.

We want to promote critical thinking, offer holistic growth, and give pupils multidisciplinary knowledge. Effective curriculum preparation and execution are critical to achieving these goals.

Here, we examine and attempt to put into practice the essential components of a successful curriculum, such as learning objectives, implementation strategies, teaching enhancement, modular syllabi, academic calendars, interdisciplinary knowledge, thorough research, open evaluation, and the significance of class tests.

Our curriculum's goal is to give students a well structured study plan that complements the educational objectives established by the University of Calcutta.

It acts as a roadmap for students to adhere to, making sure they fulfil the specifications and bench marks set by the university in their chosen field of study.

An academic calendar, which serves as a schedule for the full semester, ensures a well structured and organized learning environment.

Our scheduling facilitates the efficient distribution of the curriculum and allots enough time for in-depth concept study, review, and assessment. A well-planned calendar also provides for extracurricular events, guest lectures, in order to provide a com comprehensive approach to teaching.

In order to improve educators' pedagogical abilities and topic knowledge at our institution, professional development programmes such as lesson plans, synopses, library work, mentoring efforts, and peer-to-peer partnerships are made essential.

In order to develop a deeper and more thorough understanding of difficult challenges, our institute places a high priority on interdisciplinary knowledge. Through special workshop and connecting different discipline our students enable to combine concepts, techniques, and strategies from several disciplines, encouraging innovation and creativity.

Projects, presentations, quizzes, group evaluations, class tests, surprise tests, and examinations are just a few of the formative and summative assessment methods that are included in our well built assessment

system.

The objective and fairness of evaluations are improved by using clear evaluation criteria and rubrics which also help students identify their areas of strength and need for development.

The outcomes of university examinations have demonstrated the excellent effectiveness of the adopted strategies.

Additionally, the accessibility of resources like reading materials and academic assistance has aided in creating a favourable learning atmosphere.

Overall, the success of the steps taken to improve student learning and achievement is attested by the favourable results witnessed in the university examinations.

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

1.2 Academic Flexibility

1.2.1

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

Response: 04

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

Other Upload Files

1

[View Document](#)**1.2.2**

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

Response: 3.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	23	22	43	63

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**1.3 Curriculum Enrichment****1.3.1**

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

Response:

The syllabus and curriculum of the affiliated University of our college Al-Ameen Memorial Minority College so designed that there is scope for integrating cross cutting issues with the curriculum that in our experiences we have observed that they create positive effect on the students in terms of their education and societal commitments and obligations, thus issues like gender sensitization, environment and sustainability, human values, etc are addressed.

The institution endeavours to develop students' sensibility about issues of gender and as to how to live in an institution, in the family, in society with reciprocal respect, dignity and peace.

Awareness towards our environment that we live in to make it healthy and prospective, cleanliness outside and moral freshness and soundness inside the students are given due emphasis.

Hence to create a congenial environment human values are specially taken care for their inculcation in

individual students and they are taught in a way that the students learn to appreciate the essential completeness between values and profession that they have to choose in life.

Being a Muslim minority institution the college had twin objects:

- i) To bring such minorities into mainstream of education and
- ii) To preserve the culture of such minorities, i.e., the aim of such an institution is to create an ambience where a student will be a complete man fit to survive, to be a good citizen of the country.

In order to achieve this, some codes of conduct, DOs and DON'Ts are mandatory to abide by the students:

- i) They are obliged to maintain an academic atmosphere in the college.
- ii) Their conduct must be good and they must be respectful towards teachers, staff as well as towards their fellow students.
- iii) Regular attendance of students is a must.
- iv) To keep the campus free from any ulterior politics.
- v) Decent in dress is highly expected.
- vi) Not to litter the campus.
- vii) Damaging of college property, stealing of any article, records, goods of the college, teachers, staff and of the students are strictly prohibited.
- viii) Violence in any form including ragging, sexual abuse is treated as a severe punishable offence.
- ix) Community have been formed to curb all sorts of ragging and harassment.
- x) Use of mobile phone in the classrooms and college premises, loitering, littering, spitting, smoking or arriving the college in a drunken state, etc are strictly prohibited, violation of which would lead to severe punishments.

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

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year)

Response: 39.1

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

Response: 427

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 51.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
541	634	613	624	624

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1175	1175	1175	1175	1175

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 99.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
310	415	407	357	425

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

2022-23	2021-22	2020-21	2019-20	2018-19
310	415	407	357	426

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio**2.2.1**

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

Response: 43.68

2.3 Teaching- Learning Process**2.3.1**

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

In the rapidly evolving landscape of education, this institute provides student-centric approaches which have gained significant attention as they prioritize active participation, engagement, and critical thinking among learners. Because of this we add Integration of Information and communication technology (ICT) into various approaches which improve learning experiences by offering a dynamic and interactive platform. Experiential learning, participatory learning, and problem-solving approaches are excellent student- centered teaching strategies used at our institution to promote richer learning experiences.

The educators in our classrooms are essential agents in supplying the required materials and assisting students in expressing their learned material. Faculty members help pupils express their understanding and experiences through carefully chosen resources and strong instruction. Professors in this institute help students to explain their acquired knowledge coherently and clearly by fostering a positive learning environment. Through this method, our learners can demonstrate their intellectual development while also developing their critical thinking and communication abilities. In the end, our teachers provide to the

pupils the confidence and tools they need to communicate them for imparting knowledge, setting them up for future success.

Participative learning involves active involvement and collaboration among our students, fostering a sense of ownership and responsibility for their learning. Our institute's student-centered teaching approach encourages students to participate in group projects, debates, and peer-to-peer exchanges. We offer ICT platforms that allow students to have meaningful conversations, share ideas, and work together to solve problems, such as online forums, video conferencing, and collaborative software. The students may be encouraged for a variety of courses through Swayam, MOOCs, and other online learning platforms. The students are assisted by our faculty members with a variety of websites, including Google Scholar and Sodhganga. These technological devices enable simultaneous and asynchronous communication, breaking down barriers of distance and fostering a variety of viewpoints among our students. Communication skills are enhanced, social and cultural awareness is fostered, and active knowledge production is encouraged through participatory learning with ICT.

This institute offers ICT-enhanced student-centric approaches that have transformed the educational environment by boosting learning experiences. These methods include experiential learning, participatory learning, and problem-solving strategies. These strategies give our children the tools they need to become active learners, critical thinkers, and problem solvers. Our students are better able to deal with real-world difficulties, develop necessary skills, and cultivate a lifetime love of learning thanks to immersive experiences, collaborative learning, and the use of technology. We are currently witnessing excellent students living our institution and as technology develops, we will continue to build on our preparation for possible ICT use to promote student-centric education, and we will be promising an improved tomorrow for our pupils.

File Description	Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 72.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	31	31	30

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

2.4.2

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

Response: 4.46

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

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

File Description	Document
Institution data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

In an educational Institution, transparency and efficiency are crucial elements that contribute to the overall quality and credibility of the institution. As Al-Ameen Memorial Minority College is an affiliated College under the University of Calcutta, the end / mid-session / semester examination for the undergraduate programmes are conducted under the guidance and regulation of the University of Calcutta.

The mechanism of external/ internal assessment is a cornerstone of academic evaluation in the College. It encompasses a range of processes that aim to provide fair and unbiased assessment of students' knowledge, skills and aptitude. The College establishes clear guidelines and standards for assessment, which are communicated to both students and faculty. These guidelines outline the evaluation criteria, marking schemes, and defining assessment formats.

Continuous internal evaluation is a vital aspect of classroom teaching of the Institution. It is rigorously undertaken in an effort to bring out the best in the students' achievement. Oral question answer sessions; class test; midterm tests; re-test or supplementary tests; assessment through viva voce; day to day assessment on class performance; regular students' feedback, etc are taken through a standard methods of evaluation. Their feedback is discussed in the periodic departmental meetings and incorporated accordingly. The students are monitored during class and mentoring sessions to identify their learning needs and progress.

The Internal Assessment is conducted by Examination Committee members of the college, who follow a rigorous and well- documented evaluation process of the Institution.

The online form fill-up and generation of the admit card for appearing in the theory examination is maintained through the affiliating University's web portal. Furthermore, the College employs modern technology to streamline the assessment process. Online platforms for submitting assignments and maintaining assessment records promote efficiency, accuracy and transparency of academic evaluation in the Institution.

The college establishes a dedicated grievance redressal cell that acts as a central point for lodging complaints. This cell is equipped with experienced teachers who have expertise in resolving problems and are well versed with college policies and procedures. Grievances related to examination are dealt with special care. If any discrepancy or grievance is found, proper measures are taken regarding registration, form- fill up, distribution of admit cards, marksheet, appeal for scrutiny and reassessment of marks. For internal evaluation and test examinations, evaluated answer scripts are shown to the students. This minimizes the test related grievances.

In addition, the college maintains transparency by keeping the progress and outcomes of the grievance redressal process. Regular updates and effective communication contribute to trust-building and demonstrate the commitment to transparency and accountability.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college being affiliated to the University of Calcutta, each teaching Department in the College prepares programme Outcomes, programme specific outcomes and course outcomes in accordance with the syllabi and general outline offered by the University. Every teacher of every subject of concerned department formulates the course outcomes and submit it department wise. After this all course outcomes

with respect to each subject are summarized and after final scrutiny by the concerned teacher, these are uploaded in the college website so that students and teacher can get it easily accessed. Students are given orientation programmes at the beginning of the academic year/semester. Students thus get a better understanding of the scope and possibilities of the programme concerned and approach it with a clear objective for higher studies.

The College monitors and ensures the achievement of course outcomes through both a direct and an indirect method:

1.The direct method consists of the Departmental teachers keeping a close eye of the marks scored by the students in the University examinations. Their individual scores are taken into account and considered for inclusion into a comprehensive advanced- weak dataset that we maintain. This data, in turn, is fed into the mentor- mentee schematic so that shortcomings in terms of achieving outcomes are dealt with.

2.The indirect method consists of a feedback form that the students are given at the end of each course. This is calculated to measure and evaluate their assessment and impression about the extent to which the 'perceived' outcome' has been realized through how the syllabus has been covered.

Besides all these, there are other mechanisms as well through which the above is assessed:

- a) Regular departmental meetings.
- b) Regular inter- Departmental meetings convened by the Academic Council.
- c) The direct method of assessing the preparedness of each student through Internal Assessment processes, Tutorial Projects, Class Test, Group Evaluation, etc.
- d) Continuous monitoring of individual student through mentor- mentee mechanism in place.
- e) Administrative management body that keeps a close watch on the personal development of students vis-a-vis the course and syllabus-contents.

The Academic Committee convenes a formal meeting as each academic session for a Semester at its end and, in this meeting, respective HODs discuss in detail how much of the syllabus has already been covered across the Departments and other relevant details as regards the specific requirements of the course outcomes. Departments have been given relative autonomy of how they would conduct their course works as deemed mandatory by the University requirement, for formal end- Semester examinations purposes. It is incumbent upon each HOD to also present an oral summary on the attainment of the course outcome in the meeting of academic council. Respective teachers are appraised of the student's feedback as and when necessary. This authentic data has proved to be absolutely instrumental while assessing our success in attaining the course outcomes.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution recognizes that undergraduate students need an education that is outcome - based. Each Department has a detailed plan in place for instruction and learning. The knowledge and abilities that students will have attained by the end of their selected course are made clear to them. They receive a sufficient explanation of the context and possible applications of the information and abilities.

Our institute monitors and ensures the achievement of course outcomes. This college practises departmental meeting in college for updates, discussions, and coordination among faculty and staff. Teachers and the principal gather feedback from students to improve college practices, ensuring student engagement and satisfaction.

1. Evaluation of programme specific outcome of each students and average performance outcome of all students are summarized and submitted department wise on each parameters. Programme outcomes are attained through direct and indirect methods. The college monitors and ensures the achievement of programme outcome through:

1. Problem solving ability among students.
2. Establishing new perspective of a topic among students.
3. Regular departmental meeting.
4. Feedback from students.
5. Monitoring students progress through tests and assignments.
6. Percentage of passed out students who are placed in different government, semi government and private services.
7. Students satisfactory survey for NAAC accreditation has been also a parameter for evaluating POs and COs.

Attainment level score is calculated for each course.

Low attainment level: below 50%

Moderate attainment level: between 50 to 75%

High attainment level: above 75%

For our college to determine the efficiency of our educational programme, the evaluation of programme

outcomes and course outcomes is essential. It enables us to evaluate if the required information about our students are obtained, problem areas pinpointed and uphold quality students in our curriculum to satisfy the changing demands of students and those of business.

File Description	Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 66.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	209	292	143	88

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

2022-23	2021-22	2020-21	2019-20	2018-19
300	335	307	145	140

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.49

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

In today's fast-paced and competitive world, fostering innovation has become a key driver of economic growth and societal progress. To support the creation and transfer of knowledge, ecosystems for Innovations have emerged, providing a fertile ground for ideas to flourish and transform into impactful solutions. These ecosystems encompass various components, such as incubation centers and other Initiatives, which play vital roles in nurturing and accelerating the innovation process.

Al-Ameen Memorial Minority College emphasizes in research and development (R & D) cell comprises of faculty members from various departments of the Institution. This committee oversees the smooth and efficient coordination of research and development activities in the Institution, thus fostering overall growth.

Recommendations of Committee for implementation and their impact are as follows:

i) Initiatives have been taken to inculcate the spirit of research amongst faculty and students of the

college.

ii) Facilities such as flexibility in timings, use of libraries, etc are extended to faculty as per requirement.

ii) Faculty with an aptitude for research is identified.

Iv) An initiative is taken by Library to help researchers in understanding recent updates of their publications in terms of citation index, h-index, etc.

v) In-house Project development.

vi) Functions to invite eminent personalities to organize seminars and workshops with them.

vii) To motivate students to become entrepreneurs.

By combining these various components, innovation ecosystems create an interconnected and supportive environment that nurtures creativity, encourages collaboration, and facilitates the transfer of knowledge. These initiatives play a pivotal role in unlocking the full potential of innovative ideas, driving economic growth, and addressing societal challenges.

File Description	Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 53

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	9	0	9	17

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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

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

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	0	0	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

Al-Ameen Memorial Minority College understands that the life of a college and that community are inextricably interlinked. The College creates a group of devoted students every year improving the quality of life within and without campus by creating socially sensitive students who are vigilant about community needs. A wide range of programmes hosted by this group covering issues related to the environment, sustainable development, literacy outreach, health care and other vital community needs.

Regular campus cleaning activities encourage the **College Swachhta Mission (CSM)** and foster awareness about sanitation and disease, including the dreaded dengue, Covid-19, etc. Special camps are organised keeping in mind the realities of malaria and dengue, both vector borne diseases that ravage greater Calcutta and its surroundings area in every monsoon. In fact, with the launch of the Swachh Bharat Mission in 2014, and in 2017-18 the College Swachhta Mission (1st August to 7th August) our activities have closely followed these lines extending it to the neighborhood.

Reaching out to marginal and vulnerable sections of society is also seen as an important step towards crafting a sustainable future. The College over the years has tirelessly worked towards improving the lives specially of children of local area in the neighborhood. That very group of students regularly works with these children.

Along with this, education is encouraged by purchasing books from the college fund and giving them to the needy students of the neighborhood studying in different classes.

Again for temporary entertainment and educational purpose, excursions are undertaken to visit museums, etc.

Other camps address issues like environmental pollution, periodic health check up, etc.

The Muslim teachers and students of the college often come together for socially relevant programmes. A theme based on Annual Retreat is organised every year to provide students with a holistic approach to life and how to deal with various problems. The College also participates in programmes organised by the Confederation of Minority Educational Institutions (CMEI), New Delhi, to which the College is a member.

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

3.4.2

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

Response:

When an institution performs excellently, it dreams to be recognized by the competent authorities, particularly by the Government or Government recognized bodies. When an institution comes in the good book of the Government or the like bodies and awarded for recognized its contributions, it becomes an incessant source of inspiration for the institution to excel in excellence.

Imparting education not only as per the curriculum given by the affiliating University but also through extension activities that help the institution to achieve its excellence may sometime becomes a major factor for achieving such awards or recognitions.

The performance of Al-Ameen Memorial Minority College, Jogibattala, Baruipur, Kol-700145, South 24 Parganas, West Bengal is a case in point for its academic performance as well as extensional activities, the West Bengal Minority Commission, the Govt. of West Bengal was pleased to recognize the institution as an institution of excellence. Besides, Vamosa Skills Pvt.Ltd., Haryana, an institution for skill development under the Government of Indian, offered a certificate of recognition to the college in acknowledgement to the college's dedication for empowering students through skill development programmes, enhancing their employability and contributing for the all round growth of the students.

These are the some of the notable achievements of the institution, nay, rather it may be said that there are some of the notable recognition given to the institution by some prestigious Government or Government recognized bodies.

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

3.4.3

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

Response: 9

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

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

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

3.5 Collaboration**3.5.1**

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

Response: 10

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Al-Ameen Memorial Minority College is well equipped with buildings, classrooms, library, and equipments - education infrastructure which are very crucial elements in learning:

1) The college has 21 fully functional classrooms. Spacious and well-ventilated classrooms with comfortable seating arrangements create a positive atmosphere for teaching and learning. Access to one smart classroom with audio-visual aids and modern teaching equipment further enhances the quality of Instruction of this institution.

2) The college provides a well-equipped library consisting adequate number of books and journals, which allow students to engage actively in the educational process.

3) The college has separate common rooms for both boys and girl students.

4) In today's digital age, an institution's ICT infrastructure is essential for effective teaching and learning. Access to computers, high-speed internet, and educational software broadens students' horizons by providing them with a wealth of information and educational resources of the college. The college also provides online research and e-learning platforms, which enhance the educational experience and enable remote learning, ensuring uninterrupted education during challenging times.

5) The college has one seminar hall equipped with modern sound and projection facility.

6) Educational institutions should offer facilities for cultural and sports activities to promote holistic development. Cultural activities provide creative outlets for students, nurturing their talents and encouraging self-expression. Sports facilities, including playgrounds promote physical fitness, teamwork, discipline, and sportsmanship among students. Participating in cultural and sports activities helps students develop essential life skills and fosters a sense of camaraderie among them.

The college has arranged big playground just five minutes away from the college campus. The college also provides a yoga centre and a tennis court to encourage physical fitness and overall well-being including their psychological wellness. A green area of the college, on the other hand, allows students to explore horticulture, sustainability, and research opportunities, fostering a connection with nature and promoting hands-on learning.

The availability of adequate infrastructure and physical facilities of the college enhance the quality education and fostering holistic development. Well-equipped classrooms, library, ICT infrastructure, facilities for cultural and sports activities, and a gymnasium contribute significantly to a student's overall educational experience. They create an environment conducive to learning, encourage practical application of knowledge, and promote physical fitness and creativity.

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

4.1.2

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

Response: 11.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.74	3.18	28.01	10.44	2.70

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

4.2 Library as a Learning Resource

4.2.1

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

faculty and students

Response:

Given the need for library automation, at our institution, we use an integrated Library Management system (ILMS). By controlling cataloguing, circulation, acquisitions, and other activities. ILMS optimizes library operations. It provides options including self-checkout, automated notifications, and online catalogue searching. In order to provide efficient library operations and services, ILMS Improves accessibility, efficiency, and user experience.

Given the need for library automation, the college has initiated the task in the year 2017. The library has a collection of about 6769 Books and journals.

Our institution is utilizing an integrated Library management system, where libraries are automated to achieve this. On the advice of the IQAC and the members of the library committee, our library Install new open source software. Koha, an open source programme is also set up. Both faculty and advanced students have access to the INFLINNET N-LIST service that the library has subscribed for. Additionally, the library is responsible for a variety of administrative and logistical task for the college.

Our skilled librarian helps users to find necessary items. The books are indexed, categorised according to the subject and arranged alphabetically.

First year or new students are given an orientation programme by the library each year to help them become familiar with the variety of the resource facilities that the library offers.

Our library follows the book bank scheme, with which the students can borrow their required books for the length of a semester. Our aim is the automation of the library.

The system is constructed of national data base with two graphical user interfaces, one for the students and the one for the staff.

Our library module includes:

- A) Acquisition like ordering, receiving and invoicing materials,
- B) Catalogue for classification and indexing materials,
- C) Circulation for lended material to students and other stakeholders, and receiving these items back.
- D) Accession number to track magazines, journals and newspaper.
- E) Online public access catalogue.

The library remains constant contact to all other academic departments, concerning every query that might involve the library.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Al-Ameen Memorial Minority College is conscious that information technology is a crucial instrument for higher education in order to keep up with the quick changes of the current century. The college has internet connections. This turned out to be a significant occasion in the College's history because it ushered in a new era of information technology.

There are audio visual systems, a few classrooms have LCD projectors. CCTV cameras are used to monitor the entire campus. Twenty computers are available at the college for both academic and extracurricular uses, and both students and teachers can use them. The office, library, and examination branch all have 7 printers. Wi-Fi is available on campus. Each book has a distinct accession number, and each student's borrowing card is also unique.

The examination branch at the institute is highly organized. Marks are updated in the examination branch after every examination. This enables the students to check the grades being sent to the institution and report any errors they may have discovered.

The time, date, and specifics of the programmes are included in this information. This makes it possible for the stakeholders to be informed about the programmes offered in the college as well. Circulars with relevant information to students and parents are also provided online to facilitate communication.

The college added back to back new feathers in its IT infrastructure throughout the course of the previous five years, as can be seen from the analysis. They could be categorized as follows:

1. Library automation
2. Up gradation of internet connectivity
- 3. Several customized online applications and portals like:**

* Online admission portal

- * Online fees submission (round the year)
- * Online feedback website
- * www.alameenmemorial.org for financial management of student fees

4. In our college, we make use of beneficial internet portals to foster collaboration and learning Platforms. For a good college experience, we constantly work to improve both our students' and teachers' capacities for learning:

- * WBIFMS
- * wbtender.in
- * e-pension
- * wbscholarship.gov.in
- * Oasis. gov.in
- * Cuexam.net
- * Caluniv.ac.in

Every academic year begins with an update to the academic calendar and the course information. The institute has consistently evaluated the demands at hand.

File Description	Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 99.27

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

Response: 11

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 1.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.86	4.44	1.27	0.66	1.30

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 41.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
548	535	545	530	450

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 2.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	51	20	13	37

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

5.1.4

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

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

Response: D. 1 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 19.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	64	24	17	8

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

2022-23	2021-22	2020-21	2019-20	2018-19
209	292	143	88	91

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

5.2.2

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

Response: 0.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	01	01	0

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

last five years**Response:** 0

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

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

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)**5.3.2**

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

Response: 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	0	01	02	02

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.4 Alumni Engagement****5.4.1**

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

Response:

The Al Ameen Memorial Minority College Alumni Sansad, Jogibattala, Baruipur, Kolkata 700145, West Bengal, is the Alumni association of Al Ameen Memorial Minority College, was established on 12.09.2021. The same was submitted to the West Bengal Societies Registration Act, 1961.

Alumni of an educational institution plays very important role for it. In modern concept, they are the advertisements for the institution to the world at large. The more the alumni established in life and society, the more the institution get recognised by the society.

The relation between the passed out students and their alma mater is reciprocal. When institution of excellence produces good and brilliant students, they return to the institution with financial and other helps as a recognition of their being obliged to the institution.

The Al Ameen Memorial Minority College produces a good many graduates many of who are well-placed in govt services, business and other fields.

The alumnae cell works to facilitate interaction between the alumna of the college and the final year students currently studying in the college. Old students can enroll with us in the Alumnae Association. Old students are invited to share their experience, encourage and guide their juniors. Whether these alumnae are working outside from home or are home makers, their honest sharing are of extreme value to the students studying in the final year of graduation. It is a matter of pride for teachers and honour to the alumna to be of service to their young friends.

The alumnae of an institution are a store house of current trends in practical application of the education they gained in their Alma – mater. They are trend setters for the present generation of students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Al-Ameen Memorial Minority College, a Muslim Religious Minority Institution under Article 30 of the Constitution of India and governed by the Al-Ameen Memorial Society For Education and Health Programme (AMSHEP) is affiliated to the University of Calcutta. It is a grant-in-aid, coeducational college. It has also been granted inclusion under Section 2f and 12B of the University Grants Commission Act, 1956, and awarded Minority status by the National Commission For Minority Educational Institutions (NCMEI), Govt. of India, as well as by the Higher Education Department, Govt. of West Bengal.

The college was established by the renowned educationist, author, philanthropist and former HOD of Philosophy of D.C.H. College, late Alhaj Prof. Md. Roushan Ali in 2004. The college then was affiliated by the University of Calcutta in 2007 and was brought under the West Bengal Colleges (Payment of Salaries) Act, 1978 in the year 2012. Since inception the college is dedicated towards providing higher general education together with preserving Islamic education for the students community as was desired by its founding fathers, in order to making them intellectually sound, morally upright, socially concerned and spiritually oriented. The college has been functioning since inception under the able leadership of its founder principal, Dr. Nurul Haque. The vision of the college is to bring the minority students however not excluding students from other communities to the main steam of higher education and preserve the religion and culture of such minorities at one and the same time. Its mission is to provide ideal learning environment and homely ambience conducive for diverse students Being a religious minority college, it is governed under Statute 100 of the First Statute of the University of Calcutta, 1979. Hence its management body is to some extent different from other non- minority colleges under the University of Calcutta. The main orbit of governance of the college is maintained by renowned educationists, Muslim religious scholars represented by Confederation of Minority Educational institutions (CMEII), a national organisation of the Muslims monitoring the education of the minorities. This central governing committee controls the mother organisation i.e the Society which runs the college. However, there is a system of decentralization of governance which is practiced through formation of the Governing Body of the college constituted with the members represented by the society, the Teaching and non teaching staff and persons interested in education having qualification not less than P.G. The Principal of the college is the ex officio Secretary of the college, who is entrusted to form different sub-committees, Teachers councils, IQAC Committee and such other committees to which works are divided and divested in the interest of democratic participation, improvement of the quality and well and smooth running of the college.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The effective functioning of Al-Ameen Memorial Minority College's institutional bodies is crucial for its overall efficiency and success. These bodies typically include the Governing Board, Staff Council, Teachers Council, Academic Council, Administrative Committees, and various other decision-making entities. Their effectiveness is evident from several key aspects:

Policies and Procedures: Institutional bodies of the college are responsible for formulating and implementing policies that govern various aspects of the college's operations. These policies cover areas such as admissions, curriculum development, student conduct, faculty recruitment, and financial management. Well-defined policies ensure consistency, fairness, and transparency in decision-making processes.

Administrative Setup: A well-structured administrative setup of this first Muslim Minority college of West Bengal ensures smooth day-to-day operations. This includes clearly defined roles and responsibilities for administrative staff, efficient communication channels, and adequate support systems for students, faculty, and staff members. Effective coordination among different administrative departments is essential for timely resolution of issues and effective resource allocation.

Appointment and Service Rules: Institutional bodies oversee the appointment, promotion, and evaluation of faculty and staff members. Fair and transparent appointment and service rules promote meritocracy and incentivize performance. Regular performance evaluations help identify areas for improvement and facilitate professional development opportunities for employees.

Institutional Strategies and Development Plans: Institutional bodies play a crucial role in shaping the college's long-term strategic direction and development plans. They analyze internal and external factors, identify strengths, weaknesses, opportunities, and threats, and formulate strategies to achieve institutional goals. These strategies encompass academic programs, research initiatives, infrastructure development, and community engagement efforts.

Deployment of Resources: Efficient deployment of resources, including human, financial, and infrastructural resources, is essential for achieving institutional objectives. Institutional bodies are responsible for allocating resources based on strategic priorities, assessing resource needs, and optimizing resource utilization to maximize impact.

Stakeholder Engagement: Institutional bodies of the college engage with various stakeholders, including students, faculty, staff, alumni, Parents and regulatory authorities, to solicit feedback, address concerns, and foster collaborative relationships. Effective communication and stakeholder engagement enhance trust and credibility, leading to greater support for institutional initiatives.

Monitoring and Evaluation: Institutional bodies of Al-Ameen Memorial Minority College monitor the implementation of policies, programs, and initiatives to assess their effectiveness and identify areas for improvement. Regular evaluations help institutional bodies make data-driven decisions, adapt to changing circumstances, and ensure accountability to stakeholders.

Thus, the effective functioning of the college's institutional bodies is essential for ensuring efficiency, accountability, and excellence in all aspects of its operations. By formulating sound policies, establishing efficient administrative systems, promoting meritocracy, strategic planning, resource management, stakeholder engagement, and continuous monitoring and evaluation, institutional bodies contribute to the overall success and sustainability of the college.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: D. 1 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

The college is a Government Aided College and thus welfare schemes are mainly provided by the state government. The college is to enter the West Bengal Health Scheme for its Teachers and Staff soon that provides the medical benefits for the serving teachers including librarian and staff. Most of the substantive teachers and staff of our college will come under the purview of medical benefits under this health insurance scheme.

Besides that the college also runs:

1. Staff Cooperative Society,
2. College Payee Staff Bonus Fund,
3. College Loan Fund,
4. Staff Canteen committee

Group insurance policy for substantive teaching and non teaching staff of the college is a under consideration to introduce.

The college provides festival bonuses annually to the management appointee teaching and non teaching staff.

College also provides "advance salary" to new faculty members during the period they do not receive salary from the State Government .

The college provides a good staff canteen for teachers and non teaching staff on a no profit basis. The teaching and non teaching staff have formed a canteen committee which ensures homely and hygienic food at moderate price in the canteen.

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

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

Response: 0

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

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

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 0.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	01

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The accounts of the College are audited regularly. The College undergoes two types of audits

Internal Audit: The Cashier and Head Clerk of the College have been entrusted with the responsibility for carrying out Internal Audit with the help of an auditor engaged by the College. After verifying the books of accounts of the Institution, there is no objection pointed out during the last five years by the internal auditor's report.

The scope and mechanism for internal auditors would be to design the inter control process to provide reasonable assurance regarding the achievement of

1. Effective and efficient operations
2. Reliability and integrity of financial and informational reporting
3. Compliance with applicable laws and regulations
4. Safeguarding of assets
5. Detection of fraud/ Misappropriation of fund
6. To ensure efficient use of existing resources
7. Evaluation of risks

External Audit: The funds received and disbursed by the College are audited by the Government appointed Auditor. In this respect, following are the External Auditors during the last five years:

External audit has been performed by the Statutory Auditor, S.P GOL and Associates for year of 2017-2018, 2018-2019, 2019-2020, 2020-2021. External audit for year 2021-2022 onwards is due because the name of Statutory Auditor for FY 2020-2021 has not yet been recommended by the State Government.

The mechanism for external audit is as follows

Objective- To provide an assessment of the accuracy and reliability of the financial statements made by the accountant borrowed externally as the College has no accountant of its own and the steps taken are as follows:

Step-1: The accountant in charge prepares books of accounts under the tutelage of the Finance Sub-Committee Convener and the Cashier.

Step-2: The book of accounts so prepared are audited by statutory auditor (appointed by the State Government)

Step-3: The statutory auditors thereafter prepare and submit an audit report with audit observations

Step-4: The Governing Body takes the said report into consideration and is approved and the same is then communicated to the Government of West Bengal

Step-5: The Governing Body also takes into consideration the Auditor's notes or objections (if any) and complies with the same as early as possible.

File Description	Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

During the last 5 years the main focus of the IQAC was to bring out the latest excellence embedded in our students.

The IQAC enables communication of academic plans, lecture notes and videos, course contents to students and checks attendance records of students. The IQAC had also implemented a scientific online system which had proved to be very useful for the students.

The IQAC has introduced different methods for the students to access to learning resources.

Digital library facilities like INFLIBNET-NLIST and e-resources provide a repository of articles and e-books for teaching and research purposes.

Online examinations were taken for internal as well as University examinations. Students could download question papers updated by teachers, write the answers and upload the scripts either through email or through Google form. The teachers check the scripts online and evaluation is made.

The IQAC encourages teachers to undertake research projects. Teachers of different faculty pursue PhD and publish research articles in academic journals.

Teachers are motivated to actively participate in seminars held in different institutions.

IQAC organizes seminars and webinars in relevant topics of research.

IQAC organizes workshops to train teachers, librarian and non-teaching staff in developing their skills in classroom pedagogy, contemporary online library facilities and MIS respectively.

For the improvement of teaching learning and evaluation, the IQAC has formulated some measures that the teachers are to follow.

The teachers are mobilization by the IQAC for the optimal use of resources of the college, to increase interdisciplinary skills and find solutions to them. With this improvement process, the teachers engage the students in group discussions, debates, projects, presentations and experiments. And at the same time, they utilize maximum resources of the ICT that the college has.

These methodologies help the teachers improve their professional proficiencies and the students qualities. No doubt these methodologies adopted by the IQAC are very effective for the desired ends.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The college's most noteworthy quality is that it truly supports women education, as a result, closely 60% of all students are female. The college offers higher education, where the common trend is to give male children when it comes to funding higher education. The guardians so much so acknowledge duly on the reputation of the college in regards to safety and security of female students, they prefer this institution for their daughter.

The education of female students is given the first priority in our college which is evident that in the female enrolment, that has risen to 60% in 2021-2022 in comparison to 55% in 2020-2021.

Every year, at the beginning of the first year of classes, the college conducts a gender audit and a students are made aware of gender-sensitive issues. This is followed by a teachers' seminar, students seminar, seminar by experts, workshop, poster presentation, etc.

The college has the strict system of attendance tracking, as ID card is given to all students and entry and exit of each student is put thorough scrutiny by the security guard and entry of trespassers is strictly prohibited. All classrooms are under CCTV surveillance and the campus is free from any influence of the outsiders. The girls have a separate common room for meeting all their purpose.

The teachers in the college are more than teachers as they act as guardian-mentors by way of allowing all students in particular, the girl students to meet them whenever felt necessary and obtain counseling on academic and personal problems. The Principal of the college allows student in meeting him in his office whenever needed.

May be found to the following facts:

1. Female enrolment has become almost equal to male enrolment.
2. Female participation in students' centric events-round the year-has increased.
3. The female students are doubly encouraged with medals, books and awards and certification about their cultural and academic work of excellence. Our female students shows excellent outcome in studies, sports and extracurricular activities.

During the last few years, no complaint has been received from any girl student about any instance of

ragging or sexual harassment or eve teasing.

The IQAC makes endeavors to foster a progressive attitude towards gender equality. The members of IQAC coordinate with the students to carry out a number of activities to root ideas of gender awareness in real time actions. Several interactive and associative activities are undertaken to educate the youth on gender norms and gender empowerment. Students actively participate in the celebration of International Women's Day each year. Every year a seminar on gender sensitization is organized to educate the students on gender equity and other contents. Moreover, IQAC also works in collaboration with the NSS committee for participation of students in the deferent programme. It provides an exposure to students in various social awareness programmes to enable their comprehensive development.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

This institution implemented inclusive education by creating an accessible learning environment, offering accommodations for diverse learners, promoting a curriculum that embraces diversity, and providing support services to ensure equal opportunities for all students, regardless of their abilities, backgrounds, or identities.

During the introduction of 1st year students on their very first day in this college, held at the start of each session, the college aims to instill a sense of belongingness to the society and their responsibilities towards democracy. The majority of the students in that session are fresh candidates, and they learn about the specific features of the minority college, its code of conduct, and their responsibilities to the both the nation and the college.

The college celebrates the Independence Day, Republic Day with flag hoisting, march past, Matribhasa Dibosh and other cultural programme. All staff and students are encouraged to participate actively in this programme. Speeches are delivered by senior faculties on those occasions, whereby the students learn the importance of constitutional obligations.

The college offers two courses. Core Political Science Course and General Political Science Electives, a course to learn deeply about the Constitution of the country.

The college magazine and prospectus are published annually and are read by all students and employee.

By taking part in events like College Foundation Day, Maulana Azad's birthday celebration, College Founder's Demise Day, World Environment Day, World Hijab Day, Human Rights Day, Rabindra Jayanti, and International Mother Language Day, the college encourages students and staff to reach their full potential in terms of their social, academic and professional lives.

On Independence Day and Republic Day, the teachers and the head of the institution "walk in" to the neighboring villages to build relationships with the locals.

On Sarvepalli Radhakrishnan's birth anniversary (on 5th September), the IQAC, organizes this students to celebrates Teachers' Day. The goals of observing this day is to foster respect, instill educational principles, and improve student- teacher relationships. On Teachers Day, we visit neighborhoods to make aware of the rights to education given in our constitution. We make an effort to keep in mind the significance of knowledge that impacts our personal and societal development. Anti-ragging Day is observed on that day.

The department of Bengali celebrates International Mother Language Day as Bhasa Dibash and observes the importance of Bengali as first language.

To promote its institutional principle of equal rights and respect for people of all genders, the IQAC honours International Women's Day as Nari Dibash. This programme highlights on the inequality of women that they experience in all facets of their lives. Hijab Day (1 February) holds great significance in this college as it promotes inclusivity, cultural understanding, and religious freedom. It encourages students to embrace diversity, fosters respect for different beliefs and empowers Muslim women to express their identity. By celebrating Hijab Day, we create an environment that values acceptance and encourages dialogue, paving the way for a more inclusive and tolerant society.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1

Title : Swachh Campus - Green Campus

Objective :

The objective of the Green Campus in our college is to promote environmental sustainability by implementing practices that reduce the ecological footprint of the campus. This includes initiatives like energy conservation, waste reduction, green building design, sustainable transportation, and fostering environmental awareness among students and staff .The goal is to create a more eco -friendly and socially responsible campus environment.

The Content :

A practice. 'Green Campus ' in Al-Ameen Memorial Minority College typically includes spaces and initiatives focused sustainability and environmental awareness . This may involve features like energy-efficient buildings, green spaces, and educational programmes promoting eco-friendly practices. Additionally, there might be community gardens, renewable energy installations and events to engage students in environmental initiatives.

The Practice creating a green campus in the college involves sustainable practices that benefit both the environment and the college community. Bonsai plants give more oxygen, and regular cleaning of the campus creates a healthy environment of the institution. Observation of 'Swachh Bharat' also creates an environmental consciousness among all members of the college. Implementation of efficient waste management reduce the campus ecological footprint. Integrating green spaces not only enhances aesthetics but also fosters a healthier environment. Encouraging sustainable transportation options like biking or electric vehicles contributes to lowering carbon emissions. Educational programs on environmental responsibility and conservation further engage students. A green campus sets a precedent for responsible resource use, instills eco -conscious values, and prepares students to be environmentally aware citizens, contributing to a more sustainable and resilient future.

Evidence of Success :

The successful green campus of Al-Ameen Memorial Minority College can be evidenced by various factors such as reduced energy, consumption, increased use of renewable energy sources, implementation of sustainable waste management practices, incorporation of green building standards, and engagement in environmental education and awareness programmes. Additionally, measurable improvements in air and water quality as well as enhanced biodiversity on campus can further demonstrate the effectiveness of sustainable initiatives. Regular monitoring and transparent reporting of environmental matrices contribute to showcasing the college's environment to best practices in sustainability.

Problems Encountered and Resources Required:

Implementing a green campus in a college can encounter challenges such as initial financial investment for eco-friendly infrastructure, resistance to change and ensuring ongoing commitment from the college community. Resources required educational programmes on eco-friendly practices, and collaboration with environmental experts for effective planning and communication.

Best Practice-2

Title: Save Electricity

Objective: The objective of implementing best practices to save electricity in Al-Ameen Memorial Minority College is to reduce energy consumption, lower utility costs, and promote environmental sustainability. It involves efficient use of lighting, appliances, replacement of energy consuming tube lights and bulbs with energy saving LED tubes and bulbs, as well as raising awareness and encouraging behavioral changes among students and staff to contribute to a more energy - conscious campus.

The Content :

To save electricity in Al-Ameen Memorial Minority College, we consider implementing energy- efficient practices such as using LED tubes and bulbs, encouraging power - saving settings on computers, and

promoting awareness to educate students and staff of the college about energy conservation. Additionally, regular maintenance of electrical systems and equipment can contribute to overall energy efficiency.

The Practice :

A) Turn Off Lights and Electronics :

To stop wastage of electricity of the college, the teachers and students indulge a practice of switching off the bulbs, lights and fans as soon as it is detected.

B) Use of the Energy. - Efficient Lighting :

Replacement of traditional bulbs and tubes to reduce energy consumption.

C) Promote to Use of Natural Light :

The college promotes to utilize natural light by keeping windows unobstructed and encouraging activities in well-lit areas during daylight hours.

Evidence of Success :

To gauge the success of the best practice of 'save electricity' in the college, we look for reduced energy consumption data overtime and check utility bills. Additionally, surveying students and staff for feedback on energy - saving initiatives provide qualitative evidence of success.

Problems Encountered in Implementing Best Practices to Save Electricity in the College:

A) Lack of Awareness:

Many Students may not be fully aware of the importance of saving electricity, leading to a lack of motivation to adopt energy - efficient practices.

B) Resistance to Change:

Resistance to adopting new habits or technologies can be a barrier. Students may be accustomed to certain routines and find it challenging to adjust to energy - saving measures

Resources Required for Best Practices:

A) Educational Programs :

To allocate resources for campaigns and workshops, the college promotes the importance of saving electricity and practical tips for doing so.

B) Monitoring Systems:

Instrument in smart meters and monitoring tools to track electricity consumption across the campus. This

enables data-driven decisions and helps identify areas for improvement.

C) Regular Maintenance:

Allocation of funds for the regular maintenance of electrical systems and appliances to ensure they operate efficiently, reducing the risk of wastage.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Through the accurate planning and managerial capacity, our institution focuses at delivering best to the students to meet the vision of our college. The establishment of the Students' Cultural Development Cell in the Campus is one of the most important steps for the student development. With a distinctive vision of providing path to young minds to pursue and develop their skills and transmit their dreams along with rule of education and culture with an intelligence of their technique, this SCDC, has been set up.

The objective of the Students' Cultural Development Call is to impart knowledge among students and to make them self-reliant in their career and respectful towards various cultures, unity in diversity and other human values in addition to the Islamic principles that are cherished to be inculcated among students. A few of them being-

1. To inculcate the Culture of the Muslim Minorities :

As Al-Ameen Memorial Minority College is a Muslim minority college, it fosters an inclusive environment that embraces the cultural diversity within the Muslim community. By promoting the culture of the Muslim minority, the Institution can create an atmosphere that encourages mutual respect, understanding and unity among its students and staff members and other stakeholders.

2. To bring them to the mainstream of education simultaneously preserving their culture:

The college incorporates a diverse and inclusive curriculum that represents the cultural heritage of various Muslim minority groups. This can include literature, history, art, and other subjects that reflect the contributions of different communities within the Muslim ummah. By doing so, students can gain a

deeper understanding and respect for the cultural diversity present within their own institution.

3. To provide to students certificates after evaluation by the College as well as the affiliating University to prove their eligibilities and efficiency in the respective disciplines and fields:

The evaluation process of our college involved rigorous examinations, projects, practical assessments, presentation, and other relevant criteria specified by the University of Calcutta. Our students have consistently exhibited outstanding performance and have met or exceeded the requirements set forth by both the Al-Ameen Memorial Minority College and the University of Calcutta.

As a result, students have been found eligible and efficient in their respective discipline and have successfully fulfilled all the necessary academic obligations. It is with great pleasure that we present this certificate to recognize their accomplishments and acknowledge their commitment to academic excellence.

4. To make students aware of rich ethno-cultural heritage of our great nation-a tradition that goes back for millennia:

Al-Ameen Memorial Minority College help the students to discover and appreciate the rich ethno-cultural heritage of our great nation, India. By fostering awareness and understanding of our diverse traditions, customs, languages, art forms, and historical landmarks, we instill in our students a sense of pride and belonging.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The NAAC (National Assessment and Accreditation Council) accreditation process for Al- Ameen Memorial Minority College provides an independent assessment of the institution's quality in education, infrastructure, and overall academic environment. This assessment considers various parameters, including curricular aspects, teaching-learning processes, research, infrastructure, student support, governance, etc. NAAC accreditation reflects the college's commitment to maintaining and enhancing educational standards. Additionally, the grade awarded by NAAC can significantly influence the college's reputation, funding opportunities, and student enrollment. The accreditation process is a comprehensive review that includes self-study reports, peer team visits, and interactions with various stakeholders. Al Ameen Memorial Minority College's NAAC accreditation signifies its dedication to continuous improvement and its alignment with national and global educational standards, ensuring that students receive quality education in a supportive and well-equipped environment.

Concluding Remarks :

Al Ameen Memorial Minority College demonstrates a commendable performance across all seven NAAC criteria, reflecting a robust educational framework and institutional commitment to excellence. Criterion 1, Curricular Aspects, showcases the college's dedication to offering a diverse and relevant curriculum that meets the evolving needs of students and industry standards. In Criterion 2, Teaching, Learning, and Evaluation, the college excels through its effective pedagogical practices and continuous assessment methods, ensuring a high-quality educational experience. Criterion 3 highlights the college's proactive approach to research, innovation, and extension activities, fostering a culture of inquiry and community engagement. The institution's Infrastructure and Learning Resources, as per Criterion 4, are well-developed, providing students and faculty with modern facilities and a conducive learning environment. Criterion 5 underscores the college's focus on student support and progression, with various initiatives in place to enhance student welfare and career development. Criterion 6 reveals strong governance, leadership, and management, demonstrating effective administration and strategic planning. Finally, Criterion 7 illustrates the college's commitment to institutional values and best practices, promoting ethical standards, sustainability, and overall institutional growth. Overall, Al Ameen Memorial Minority College's holistic approach across these criteria exemplifies its dedication to academic excellence and institutional integrity.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :04</p> <p>Remark : Regarding metric 1.2.2, the DVV requested clarification documents for several randomly selected courses. After reviewing the question papers, the DVV noted that the level of the questions should not be lower than those presented in these papers. These questions are largely introductory and, therefore, may not be suitable for recommendation as VACs.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>652</td> <td>303</td> <td>298</td> <td>581</td> <td>854</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>23</td> <td>22</td> <td>43</td> <td>63</td> </tr> </tbody> </table> <p>Remark : Remark in metric 1.2.1 may ber read again. Revised on a pro-rata basis.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	652	303	298	581	854	2022-23	2021-22	2020-21	2019-20	2018-19	48	23	22	43	63
2022-23	2021-22	2020-21	2019-20	2018-19																	
652	303	298	581	854																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
48	23	22	43	63																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 487</p> <p>Answer after DVV Verification: 427</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																				

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

2.1.1 Enrolment percentage

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
546	647	622	624	697

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
541	634	613	624	624

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1175	1175	1175	1175	1175

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1175	1175	1175	1175	1175

Remark : DVV has made a slight alteration to the figure solely to register contention. The HEIs neither submitted the authentic, approved admission lists nor provided sanction letters signed by the office bearers of the affiliating university. Without these essential documents, DVV was unable to verify the figures.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
310	415	407	357	425

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
310	415	407	357	425

2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
310	415	407	357	425

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
310	415	407	357	426

Remark : DVV made a slight alteration to the figure solely to register its contention. The HEI stated that, as a minority educational institution under Article 30 of the Constitution of India, it is entitled to full autonomy in determining both the number of intake seats and teaching positions. The HEI also submitted its own constitution, wherein clause (b) of Section 8 explicitly states that no reservation policies are applicable to the institution. However, despite this provision, the HEI has claimed reserved seats and issued certificates. Given the discussion, it is not possible to verify the HEI's figures from any available documents.

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years**2.4.1.1. Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	31	31	30

Remark : The provided documents may not fully align with the standards of authenticity. There are indications that they could have been fabricated.

2.6.3 Pass percentage of Students during last five years (excluding backlog students)**2.6.3.1. Number of final year students who passed the university examination year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
79	209	292	143	88

Answer After DVV Verification :

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

79	209	292	143	88
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2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.20	0	0	1.044	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	11	0	11	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	9	0	9	17

Remark : Clarifications of 12 events out of 15 have been found, and revised on a pro-rata basis.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	0	0	0

Remark : None of the publications has been affiliated with the HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification :

Answer After DVV Verification :10

Remark : A> All of the MoUs have executed for only one purpose, i.e. "Faculty exchange and Collaborative research". An MOU or agreement for faculty exchange requires a substantive exchange involving any resource—human, instrumental, laboratory, etc.—whether for a regular course, a portion thereof, or any Value-Added Course (VAC). B> HEI has not provided any evidence in support of their functionality. The evidence must consist of documents in a specified sequence as above that show: 1. Copies of MoUs/collaboration-related documents on valid stamp paper or e-stamp paper, 2. the nature of MoUs/collaborations, 3. the names of students/faculty involved with other organizations' engineers/students/faculties, 4. Annual progress report or final Project/internship report of each MoU/collaboration.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14.58666	5.86342	27.97966	10.4925	2.70318

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7.74	3.18	28.01	10.44	2.70

Remark : Revised as per the audit sheets.

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

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

Answer before DVV Verification : 20

Answer after DVV Verification: 11

Remark : The tax invoices do not include a reference to the GSTIN. The revision was made based on the number of desktops visible in the geo-tagged photos.

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

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

Answer before DVV Verification:

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

29.65299	7.55750	38.69371	26.79525	23.19898
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.86	4.44	1.27	0.66	1.30

Remark : Revised as per the Audit sheets.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
548	535	545	530	450

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
548	535	545	530	450

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : Revise in accordance with the clarification documents received.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
165	190	74	41	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
45	64	24	17	8

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
209	292	143	88	91

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
209	292	143	88	91

Remark : HEI has submitted partially completed clarification documents, which do not provide sufficient evidence for placements or student progression against all the students asked for. Additionally, the Excel sheet is also only partially filled. Moreover, claims regarding students who advance to subsequent years of a program—such as from the first to the second year of a B.Ed. program—are excluded. The DVV has recommended calculating figures on a pro-rata basis after excluding ineligible students.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	01	01	0

Remark : Only three Certificates are unique and legible, hence considered.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
495	0	397	356	367

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	0	01	02	02

Remark : The events, which were initially organized as seminars, workshops, guidance & counselling sessions, etc, gatherings, are now being inaccurately portrayed as sports and cultural events. Revised the figures by excluding the inappropriate claims.

6.2.2 Institution implements e-governance in its operations

- 1. Administration**
- 2. Finance and Accounts**

3. Student Admission and Support**4. Examination**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : The biometric attendance sheet does not belong to the assessment period. HEI's website may not be a sufficient initiative to cover all the aspects under the current metric.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
193	0	47	96	103

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	01

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : FDPs of less than five days are not considered.

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : Only first, and fourth sub-metrics have been considered. Rest of the sub-metric required further evidence as per NAAC SoPs. No evidence on follow-up actions are available.</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above Remark : Revised in accordance with the clarification documents provided.</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Revised as per the clarification documents.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>546</td> <td>647</td> <td>622</td> <td>624</td> <td>697</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1092</td> <td>1294</td> <td>1244</td> <td>1248</td> <td>1394</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	546	647	622	624	697	2022-23	2021-22	2020-21	2019-20	2018-19	1092	1294	1244	1248	1394
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2022-23	2021-22	2020-21	2019-20	2018-19																	
1092	1294	1244	1248	1394																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 40</p> <p>Answer after DVV Verification : 26</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>28</td> <td>29</td> <td>35</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>23</td> <td>23</td> <td>23</td> <td>18</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	29	28	29	35	28	2022-23	2021-22	2020-21	2019-20	2018-19	25	23	23	23	18
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29	28	29	35	28																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
25	23	23	23	18																	
3.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>29.65299</td> <td>7.55750</td> <td>38.69371</td> <td>26.79525</td> <td>23.19898</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>56.04</td> <td>42.05</td> <td>173.12</td> <td>108.09</td> <td>84.77</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	29.65299	7.55750	38.69371	26.79525	23.19898	2022-23	2021-22	2020-21	2019-20	2018-19	56.04	42.05	173.12	108.09	84.77
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