



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MILLI AL-AMEEN COLLEGE (FOR GIRLS)

MILLI AL-AMEEN COLLEGE (FOR GIRLS) 43, HARE KRISHNA KONAR ROAD
(FORMERLY BENIAPUKUR ROAD), KOLKATA-700014, WEST BENGAL, INDIA
700014

www.millialameencollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The long-harbored dream of the Muslims of Kolkata to introduce girls existing on social fringes to the light of education found fruition with the establishment of the Milli Al-Ameen College (For Girls). The Milli Educational Organization (Registered under the West Bengal Societies Registration Act, 1961) through their untiring toil and travails over the years managed to engineer a degree college with the sole focus being the enlightenment, empowerment, and enrichment of girls belonging to a marginalized strata. Initially, Milli Educational Organization purchased a landed property of 15 cottahs at 43, Hare Krishna Konar Road (Beniapukur) - right in the heart of the city and thereafter constructed a four-storeyed building over the years in accordance to the plan sanctioned by the Calcutta Municipal Corporation. Generous donations, unstinting contributions, and subscriptions from members across the Muslim Community helped pave the way for the establishment of this college. The foundation stone was laid on March 19, 1984 by the Internationally eminent Islamic theologian and scholar, Hazrat Maulana Syed Abdul Hasan Ali Nadwi.

This college, however, officially commenced from the year 1992. Through persistent and dedicated efforts, this college succeeded in getting full affiliation from the University of Calcutta in 2000. In the year 2008, the college was granted a minority status by the National Commission for Minority Educational Institutions under Article 30 of the Constitution of India. Currently, it is also enrolled in the UGC panel of recognized colleges (in West Bengal) under section 2(f) of the UGC Act. The college has waded through a tide of challenges but has been dauntlessly striving forward in its goal towards tailoring self-sufficient, sensible and sensitive citizens.

The college has eleven (11) departments including Honors and General in Arts, Science and Commerce stream. Till June 2023, the college had four (4) full-time Assistant Professors, six (6) full time SACTs, and twenty-one (21) Guest lecturers. Since September 2023, the college has ten (10) full-time Assistant Professors, six (6) full-time SACTs, and fourteen (14) Guest lecturers. The college has one (1) full-time Library Clerk, one (1) Assistant to Library Clerk, and eleven (11) non-teaching staff (full-time and part-time).

Vision

To Enlighten, to Empower, To Enrich

The first word revealed in the Quran was "Iqra" - knowledge. The Milli Al-Ameen College (For Girls) strives to pave the way to help 'the doubly-marginalized gender' secure an equitable access to the repertoire of knowledge. Towards this end, immense emphasis is laid on raising the status of 'first generation learners' towards academic excellence and to accomplish that goal, financial support is offered (in the form of scholarships, College sponsorship) to students from these indigent quarters. This institution focuses on imparting a holistic education that can arm under-privileged young women with the skills required to grapple with the needs of this technologically-driven, fast paced world. The focus lies on creating a self-sufficient generation of sagacious, sensible citizens who can imprint their impression on the social fabric, address and alleviate the economic and gender binaries existing in the society and can thereby, contribute to the project of national development at large. While the entire nation is marching ahead, why should one section lag behind? However, the College also ensures that the students, amidst the upward social and economic climb, never lose sight of their cultural roots. Our definition of "nari shakti" comprises a woman who is not just globally-

informed, but also locally-aware. The College envisions playing a seminal role in enlightening the students on a wide spectrum of topics and keeping them abreast with the latest technology, of financially empowering them with the knowledge thereby received, and also keeping them enriched and deeply rooted in their rich cultural heritage. The ultimate vision is to tailor women who can be equal stakeholders in the society and who can play their due part in the collective endeavor of chiseling a “Viksit Bharat”.

Mission

The Mission lies in creating women who are intellectually resourceful, physically competent, academically accomplished, environmentally conscious, dutiful, humane, and ready to address the challenges of the society with confidence.

The College strives to reach its mission through implementing the following policies:

1. This College was conceived to address the long-standing issue of the education of Muslim women, particularly from the indigent quarters. Through various scholarships, and sponsorships, the entry of these young women into academia is facilitated.
2. Primarily established for Muslim women, this College, however, never placed any bar on admission based on religion, caste or creed. Stakeholders from diverse backgrounds are embraced, thereby leading to an amalgamation of myriad cultural and linguistic backgrounds.
3. A vigorous methodology of teaching and evaluation process is followed. Remedial classes are arranged for slow learners.
4. Modern teaching-learning aids and other ICT resources are employed to make the curriculum interesting.
5. Career counseling is provided occasionally.
6. Value-added courses are designed to enhance the skills of students beyond their regular curriculum.
7. The Incubation Center arranges for workshops that help gain an insight into the world of entrepreneurship. The transition from learning to earning is encouraged.
8. Seminars and talks are organized which promote awareness regarding mental and physical well-being. Classes on self-defense are also arranged.
9. Collaborations and Memorandum of Understanding are undertaken with academic institutes.
10. The College believes in fostering an understanding of one's cultural heritage. Tapping into the ethnographic richness of the locality, the students have curated a museum which showcases this history.
11. The pertinence of cultural heritage and practices is further demonstrated through the organizing of courses like “Ayurveda: an Alternative Medicinal Practice” and “Yoga”.
12. Environmental awareness and sustainable practices are stressed. The College follows “No-Plastic-

Zone”. Students participate in “Swachh Bharat Abhiyan” by regularly participating in cleanliness drives.

13. Participation in social outreach programs helps foster empathy, a sense of responsibility towards the society, and the nation at large.

The College is unwavering in its dedication to advancing gender parity, encouraging diversity, and offering a supportive atmosphere for all-around development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength:

1. Located at the heart of the city, this college is well accessible.
2. Dedicated, empathetic, and promising Faculty of this College is committed to bringing about an enhancement in the overall performance of our students.
3. The administrative aspect is overseen by not just the Principal but also a Governing Body thus ensuring smooth functioning of the college with an efficient management.
4. A thriving communal harmony amongst all the stakeholders is maintained.
5. ICT infrastructure with Wi-Fi is available for the students.
6. Community outreach programmes are organized frequently to inculcate a sense of responsibility, and belongingness towards the community.
7. Value-added courses and soft skill development courses have been introduced.
8. Entrepreneurship is highly emphasized.
9. The local ethnography is preserved through the college’s initiative to curate a museum, which is primarily aimed to tutor the students the ethics of never losing sight of their ethnic ties.
10. The library is updated and has relevant books from all fields.
Books are available on competitive exams. The work of digitizing the library has also begun.
11. Donation drives are frequently conducted which warrants a steady flow of books to the library.
12. The college has four well-equipped laboratories of Botany, Chemistry, Geography and Zoology respectively.

13. The College has a fully air-conditioned auditorium with a modern sound system, and projector facility.
14. Another fully air-conditioned smart room, with computer, giant screen and a projector is present on the second floor.
15. 12 computers with a printing facility are also available in a computer-room.
16. This College serves as a center for university and competitive examinations.
17. There is a common room with gymming equipment and board games.
18. There is a sick room.
19. Ramps and a wheelchair are available at the entrance to facilitate the specially abled.
20. The college has taken initiative to introduce greenery in whatever measure possible. Vermicomposting, Mushroom Culture, and Tree Mapping have been undertaken.
22. CCTVs are installed everywhere and monitored all-round the day, thereby keeping chances of any untoward incident in check.

Institutional Weakness

Institutional Weaknesses:

1. The college lacks a playground, and therefore, it has to rent spaces/grounds to host the annual sports.
2. Currently, there is no provision for Honors in Science subjects. However, it is under process.
3. Although skill-oriented professional courses are the need of the hour, inadequate funds have forestalled the college's need for organizing more of such workshops.
4. There is no hostel facility for the students.
5. The college lacks the provision for alternative energy generation.
6. Since most of the students come from vernacular medium schools, they find it difficult to communicate in English. This often hinders their academic growth. However, the College has been striving to compensate for this weakness by conducting classes on Spoken English.
7. The student section, by and large, hail from socially marginalized and economically challenged quarters. Despite the amenities provided to them, their social conditions often curtail their upward mobility into the realm of higher studies.

Institutional Opportunity

Institutional Opportunities

1. Qualified teachers across disciplines frequently collaborate and organize seminars and workshops pertinent to students. There is further scope for such interdisciplinary work and research projects.
2. Well placed alumni of the institution may be engaged in programs of career counseling. Real-life examples would motivate and prompt the current batches to find direction in career opportunities.
3. Although the college has already conducted several outreach programmes, it is only very recently that the approval for a separate NSS unit has been granted. The NCC unit is still under process. An even more active participation from the students is anticipated.
4. In today's world, women, in no way, lag behind men. "Nari shakti" is no more a mere rhetorical phrase. It is, therefore, extremely significant that the hunger for self-reliance be nurtured and amplified in these young women. More job fairs and exhibitions by successful local female entrepreneurs can be organized to further the cause.
5. Faculty Exchange Programmes can be organized a bit more frequently.
6. There is scope for starting a coaching facility for competitive exams.
7. Attention needs to be paid to research and publications of all full-time faculty members.

Institutional Challenge

Institutional Challenges

1. The college, being a government-aided one, is dependent on financial support from government sources which are available at specified intervals, severely debilitating upgradation and maintenance of infrastructural facilities.
2. Students primarily hail from economically challenged backgrounds. Not too many students are, therefore, able to pursue higher studies.
3. Since most students are first-generation learners, and from vernacular medium schools, communication in English becomes a major stumbling block.
4. The Alumni cell is not too active because of the lack of participation of girls.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Milli Al-Ameen College (For Girls) strives to pave the way to aid 'the doubly-marginalized gender' secure an equitable access to the repertoire of knowledge. Immense emphasis is laid on raising the status of 'first generation learners' towards academic excellence and to accomplish that goal, financial support is offered (in the form of scholarships, College sponsorship) to students from these indigent quarters. The College follows the Curriculum designed by the Calcutta University. The Routine Committee along with the IQAC ensure the effective implementation of the same through a meticulously charted out structure. Classroom teaching is complemented with modern ICT tools that make learning easier and facilitate better comprehension. The College organizes inter departmental seminars and webinars, which ensures exposure of the students to interdisciplinary research fields. The Library is well-stocked with books from the syllabi and beyond. Guidance on Competitive Books is meted out through books that are housed in the library. Soft-Skill Courses like Spoken English, and Computer Courses are conducted that adequately equip students for this technology-driven job-oriented world. Value-Added Courses have been introduced with the objective of developing professional competence of the students. The Incubation Centre of the College arranges for workshops that help these young women gain insight into the world of entrepreneurship. They are encouraged to transform their ideas and views into viable business ventures, thereby opening new avenues of self-reliance. The College encourages students to translate their learning to earning. Courses on Yoga and Self-defense ensure their capacity building initiatives and inculcate social awareness and responsibilities. Seminars and various other talks are organized which promote awareness regarding both mental and physical well-being. The College, through organizing various programs like Earth Day, World Environment Day and the like, endeavors in making its students environmentally conscious as well. In a nutshell, The College relentlessly seeks to impart value-based education to ensure the holistic development of young women in every aspect of life. Recognizing the significance of feedback, the College also conducts surveys at regular intervals, the responses to which are analyzed and then carefully considered.

Teaching-learning and Evaluation

The teaching-learning methods adopted at our Institution prioritize a diverse and engaging approach to education. Traditional lectures form the foundation of our instructional delivery, supplemented by dynamic classroom participation, assignments, and team debates on various subjects. We actively encourage students to take charge of their learning through self-study assignments and presentations. Embracing technological advancements, we have adapted to changes in the learning environment by incorporating e-sources of information and knowledge. This blend of traditional and contemporary teaching methods ensures a well-rounded and comprehensive educational experience for our students.

Teaching Learning Methods Adopted:

? Lectures

? Chalk and Talk

? Classroom Participation

? Assignments

? Debates among teams on subjects

? Student presentations

? Group Discussion

? Charts and Models based teaching

? PowerPoint Presentation based teaching

Other Practices:

? Course material given to students for self-study

? Teaching-learning through E-learning.

Our Institution is committed to integrating Information and Communication Technology (ICT) tools seamlessly into the educational landscape. We recognize the importance of preparing students for a digital age and have started implementing a range of ICT tools to enhance the teaching- learning process.

Notable practices include the following:

? LMS portal consisting of course material for self-study in advance over the website.

? Using E-learning platforms for a more interactive and immersive educational experience.

? State-of-the-art computer labs with Wi-Fi access.

? Virtual rooms equipped with smart boards, and a projector.

? E-governance practices, such as an online admission system

? Digital technology-based certificate course

Currently, due to the adoption of the NEP system of education, Interdisciplinary classes are being offered in the form of open electives. For instance, students of science can take up history or political science as their IDC electives during the course of their study leading to collaborative advancement of students.

A distinct class mentoring system has been recently started by the College and remains an ongoing process currently. A Mentor-Mentee mechanism helps to identify slow learners vis-a-vis fast learners leading to proper modulation of curriculum for the enhancement for all and support to slow learners through remedial or extra classes and additional guidance.

Research, Innovations and Extension

To enhance research skills, the College consistently aims to motivate students by organizing workshops and seminars focusing on research methodology, providing valuable insights to faculty and students. The faculty members are actively involved in mentoring students and providing them guidance for higher studies in the field of research and development. The College has spearheaded a distinctive initiative of constructing a small

museum within the College campus on the local history of the Tanti Bagh area (locality within which the College campus exists) to create awareness about the rich historical and cultural heritage of the area inculcating love for local roots within the future generations. For this purpose, the College has actively involved teaching faculties, members of the governing body, and students in the research and survey work related to collection, compilation, and dissemination of knowledge and resources related to museum research work.

The task of Tree Mapping of the local area has been undertaken. For this purpose, our students have been actively involved in the tree mapping survey works and have undertaken extensive research conducted under the expertise of faculty members and collaborative efforts from all stakeholders. Therefore, the focus on collaborative efforts, methodology enhancement, and mentorship contributes to the overall academic and research ecosystem.

Infrastructure and Learning Resources

Milli Al-Ameen College (For Girls) was established in an area of about 15 cottahs at 43, Hare Krishna Konar Road (Beniapukur) and thereafter a four-storeyed campus was constructed over the years. The College formally started in 1992 and through persistent efforts, the college succeeded in getting full affiliation from the University of Calcutta in 2000. Additionally, the National Commission for Minority Educational Institutions granted minority status to the College under Article 30 of the Constitution of India in the year 2008. The College has eleven (11) departments including 5 Honors and 3 General in the Arts stream, Science and Commerce stream. The College also has four well-equipped laboratories of Zoology, Botany, Chemistry and Geography. ICT infrastructure with Wi-Fi is available for the students. The College has a fully air-conditioned auditorium with a modern sound system, and projector facility. Another fully air-conditioned smart room, with computer, giant screen and a projector is present on the second floor. 12 computers with a printing facility are also available in a separate computer-room. CCTVs are installed everywhere and monitored all-round the day. There is a common room with gym equipment and board games. There is a sick room. Ramps and a wheelchair are available at the entrance to facilitate the specially-abled. The library is updated and has relevant books from all fields. Books are available on competitive exams. The work of digitizing the library has also begun. There is a separate shelf dedicated to the authors of Bengal, duly labeled as “The Pride of Bengal”. Yet another shelf is allocated to the women authors and is known as “Umeed”. The Library also houses a collection of rare books. A Museum has been curated by the students who had conducted ethnographic surveys of the local community.

Student Support and Progression

Financial support is extended through initiatives like the Student Aid Fund, catering to students with family incomes below Rs. 10,000 per month. Various scholarships, including the State-Government schemes like Kanyashree Prakalpa, Aikyashree, Swami Vivekananda Merit cum Means Scholarship, and others, further promote inclusivity and accessibility. Duare Sarkar awareness programs are regularly held for the students as a one-stop solution for all their queries regarding the government schemes for higher education. The State-Government Implemented Student Credit Card initiative aims to eliminate financial constraints, enabling students to pursue education without hindrance. The Milli Educational Organization also disburses regular scholarships to students in order to ameliorate any economic impediments on their way to the journey to the world of knowledge.

Governance, Leadership and Management

The Governing Body is the apex body in the administration of the college. The Principal of the College works in tandem with the College Governing Body. The College management functions in a democratic and decentralized manner. The cells/bodies/committees function by maintaining thorough records of their activities and minutes of their meetings, highlighting effective implementation of their resolutions. Faculty Exchange programs are encouraged. The institution has a Performance Appraisal System in place for teaching staff, following UGC Regulations 2010 (as amended thereafter). The IQAC oversees the task of the smooth functioning of the entire machinery. It consistently works for catalytic improvement and consciously contributes towards the overall excellence of the institution.

Institutional Values and Best Practices

Our college fosters an entrepreneurial spirit by providing guidance and mentorship to students and igniting the idea of entrepreneurship in them. Additionally, the college also provides Value-Added Courses for skill development and enables them to become “Atmanirbhar” and contribute towards “Viksit Bharat” in accordance with the vision of our nation. Students are encouraged to explore their business ideas and transform them into viable ventures such as makeup artistry, mehndi artistry, baking, tailoring, etc.

The Value-Added Courses and the Incubation Cell Programs aim to improve our students' skill sets by providing them with expertise and real-world knowledge to complement their academic studies. By providing a wide array of courses, we hope to extend our students' perspectives and equip them to meet the demands of the working world.

Though we believe in economically and socially empowering women we are equally mindful of the fact that these young women, as they soar high, should not completely lose sight of the ground. The entire edifice of our cultural identity stands tall on the strength of our roots. We strongly believe in the necessity of exploring, acknowledging and preserving our history. Hence, is the need for creating a route to our roots.

This initiative aims to raise awareness about the rich historical and cultural heritage of the locality, fostering a sense of appreciation for local roots among future generations.

It strives to make our students understand and respect the idea of a pluralistic community and to uphold the notion that education is not an air-tight compartment restricted only to the erudite arena of the pen and paper. It also seeks to encourage students to conduct surveys, and listen to oral narratives revolving around the community and their rich history, thereby initiating a rich cultural transaction with the people in the vicinity. This helps in preserving invaluable memories, anecdotes, and narratives that would have otherwise been lost into oblivion.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MILLI AL-AMEEN COLLEGE (FOR GIRLS)
Address	MILLI AL-AMEEN COLLEGE (FOR GIRLS) 43, HARE KRISHNA KONAR ROAD (FORMERLY BENIAPUKUR ROAD), KOLKATA-700014, WEST BENGAL, INDIA
City	KOLKATA
State	West Bengal
Pin	700014
Website	www.millialameencollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SUNANDA HALDAR	0091-8240758323	9830467982	-	millialameencollege2020@gmail.com
IQAC / CIQA coordinator	RIMPA GHOSH	-	8017278092	-	iqacmillialameencollege@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	Yes MINORITY CERTIFICATE.pdf
If Yes, Specify minority status	
Religious	ISLAM
Linguistic	NA
Any Other	NA

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	01-02-2024	View Document		
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MILLI AL-AMEEN COLLEGE (FOR GIRLS) 43, HARE KRISHNA KONAR ROAD (FORMERLY BENIAPUKUR ROAD), KOLKATA-700014, WEST BENGAL, INDIA	Urban	0.249	2826

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA, Education, HONOURS	36	Higher Secondary	English	26	24
UG	BA, Education, GENERAL	36	Higher Secondary	English	110	40
UG	BA, Urdu, GENERAL	36	Higher Secondary	Urdu	110	31
UG	BA, Urdu, HONOURS	36	Higher Secondary	Urdu	80	15
UG	BA, History, GENERAL	36	Higher Secondary	English	75	15
UG	BA, History, HONOURS	36	Higher Secondary	English	26	17
UG	BA, Political Science, GENERAL	36	Higher Secondary	English	75	36
UG	BA, Political Science, HONOURS	36	Higher Secondary	English	34	23
UG	BA, English, GENERAL	36	Higher Secondary	English	110	33

UG	BA,English, HONOURS	36	Higher Secondary	English	67	62
UG	BA,Islamic History And Culture,GEN ERAL	36	Higher Secondary	English	30	6
UG	BA,Bengali, GENERAL	36	Higher Secondary	Bengali	30	1
UG	BA,Geograp hy,GENERA L	36	Higher Secondary	English	40	4
UG	BSc,Chemist ry,GENERA L	36	Higher Secondary	English	25	9
UG	BSc,Botany, GENERAL	36	Higher Secondary	English	25	9
UG	BSc,Zoology ,GENERAL	36	Higher Secondary	English	25	9
UG	BCom,B Co m,GENERA L	36	Higher Secondary	English	60	21

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				23			
Recruited	0	0	0	0	0	1	0	1	0	7	0	7
Yet to Recruit	0				0				16			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	2	4	0	6
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	5	6	0	11
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.	0	0	0	0	1	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	6	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		0	17	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	166	6	0	0	172
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	3	8	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	216	258	6	52
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		219	266	6	52

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>In 2015, India adopted the agenda reflected in Goal 4 (SDG4) which primarily aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Towards this end, it is imperative that the entire education system be reconfigured. In this employment landscape which is becoming increasingly technology-driven, it is necessary that the students rely not just on conventional rote learning but place emphasis on critical thinking. Education is gradually undergoing a paradigm shift and becoming a discourse which is multidisciplinary, experiential, holistic, and learner-centric. The curriculum thereby prescribed has to include arts, crafts, humanities, games, sports and</p>
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fitness, languages, literature, culture, and values, in addition to science and mathematics. Our College is well-equipped in meeting the demands of this New Education Policy. The Milli Al-Ameen College (For Girls) strives to pave the way to help 'the doubly-marginalized gender' secure an equitable access to the repertoire of knowledge. Immense emphasis is laid on raising the status of 'first generation learners' towards academic excellence and to accomplish that goal, financial support is offered (in the form of scholarships, College sponsorship) to students from these indigent quarters. The College organizes inter departmental seminars and webinars, which ensures exposure of the students to interdisciplinary research fields. Soft-Skill Courses like Spoken English, and Computer Courses have been introduced so as to make sure that the students do not feel crippled by the challenges of today's job market. Several Add-On Courses have been introduced which would help develop professional competence of the students. The Incubation Centre of the College arranges for workshops that help these young women gain an insight into the world of entrepreneurship. They are encouraged to transform their ideas and views into viable business ventures, thereby opening up new avenues of self-reliance. Modern teaching-learning aids and other ICT resources are amply employed to make the curriculum interesting and to facilitate effective learning. The College believes in fostering an understanding of one's own cultural heritage. Tapping into the ethnographic richness of the locality, the students have curated a museum which vividly showcases the local cultural history. Students also actively participate in social outreach programs like HIV awareness in the locality, Menstrual Hygiene Awareness campaigns, educating slum children which help kindle qualities like empathy, compassion, and foster a sense of responsibility towards the society, and the nation at large. Courses on Yoga and Self-defense ensure their capacity building initiatives and inculcate social awareness and responsibilities. Seminars and various other talks are organized which promote awareness regarding both mental and physical well-being. A huge emphasis is placed on discipline and it is ensured and enforced in a just and fair manner. The College, through organizing various programs like Earth Day, World Environment Day and the like, endeavors in

	<p>making its students environmentally conscious as well. In a nutshell, The College relentlessly seeks to impart value-based education in order to ensure the holistic development of young women in every aspect of life.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As per the Academic Bank of Credit (ABC) initiative under the National Education Policy, students will have the option to enter and exit undergraduate (UG) and postgraduate (PG) programs at various stages, allowing them to seek employment or upgrade their qualifications without facing the risk of dropping out. This approach aims to provide students with flexibility in their academic journey. Students can earn credits that will be recognized under the Academic Bank of Credit system. However, the implementation of the ABC system is contingent upon further guidance from regulatory bodies like the University Grants Commission (UGC), Department of Higher Education, and the University of Calcutta, to which our institution is affiliated. We are awaiting appropriate instructions from these authorities to effectively integrate the Academic Bank of Credit into our academic framework.</p>
<p>3. Skill development:</p>	<p>In the rapidly evolving scenario of knowledge and skill acquisition, there is a growing need to re-assess the courses offered as well as to amend traditional modes of teaching-learning. The Choice Based Credit System introduced by University of Calcutta mandates Skill Enhancement Courses (SEC) for all disciplines. Also, in adherence to the New Education Policy (NEP), the College encourages a curriculum which would help build character, impart essential values, and equip students with skills necessary to face the challenges of this ever-voracious job market. Courses on Soft-Skill Development like Computer Course and Spoken English are introduced. Eleven Value-Added Courses have also been offered - Creative Writing, Translation from Urdu to English, Research Methodology, E-Governance, E-Filing of ITR, Life Skills, Photography, Understanding Regional/Local Heritage, Organic Abir, and Skill Entrepreneurship for Youth, Life Skills. Creative Writing as a course is aimed to hone the skills of students to be able to write for various literary and social platforms, and to make creative thinking a part and parcel of everyday thinking and written expression. The Course on Translation is equally</p>

	<p>instrumental in achieving the same end. The Research Methodology seeks to provide a preliminary idea about research, its objectives, its techniques and most importantly, its relevance and necessity. These courses, by and large, were offered in order to kindle an interest amongst the students towards higher education. The Course on E-Governance enables students to understand the e-governance initiatives and projects, analyzing their impact on governance, transparency, and accountability. It also helps develop a broader perspective on the role of E-Governance in promoting sustainable and inclusive development. To help students understand the tax system of our country, and to give hands-on practice, the Course on ITR has been introduced. The Course on Life Skills seeks to enhance the ability of students to face and address societal and personal issues. The Course on Photography offers to strengthen a skill extremely relevant in this world of smartphones and technology boom. One of the prime goals that this College has been working on has been the enrichment of our students about their local history and culture. In accordance with that, a Course on Heritage and Tourism had been floated, and which witnessed an enthusiastic participation from students. The Course on Organic Abir also taught students about going back to our erstwhile modes of knowledge, particularly about color preparation. Furthermore, the Course on Skill Entrepreneurship for Youth was floated so as to motivate students to identify opportunities, arrange for necessary resources, and materialize their business plans. Overall, necessary knowledge and skills are imparted to students that would help them pave their way to self-reliance.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Bharatiya Jnana Parampara Vibhaga or Indian Knowledge Systems (IKS) was established in Oct, 2020 with the sole aim of promoting, preserving, and promulgating the discourse of our sound Indian knowledge. This theme finds resonance both in the academic and the non-academic trajectory followed by the Milli Al-Ameen College (For Girls). Since this College comprises mainly first-generation learners with a background in vernacular medium, the faculty takes extra care in making sure that their lectures in English are also followed with lucid explanations in Hindi/Urdu. All programs held in the College premises are inaugurated only after the holy</p>

	<p>recitation - the Tilawat-e-Quran. Apart from that, Courses on Translation Work (from Urdu to English) are also offered, so as to resuscitate the bond that one shares with his cultural and literary roots. Birthdays of important figures like Rabindranath Tagore, Muhammad Allama Iqbal, Sir Syed Ahmed, Maulana Abul Kalam Azad are celebrated with great pomp and enthusiasm. The Urdu Department and the Bengali Department organize interdisciplinary seminars and talks, which helps disseminate awareness about our rich literary repertoire amongst students. A separate shelf in the Library, dedicated to authors from Bengal is labeled as 'The Pride of Bengal'. There exists another shelf which is allocated for female authors, who waded through enormous trials and tribulations and reached the pinnacle of success. The College believes in fostering an understanding of one's own cultural heritage. Without a fundamental comprehension of the roots, it is never possible to discern one's social identity. Tapping into the ethnographic cultural and social richness of the locality, the students have curated a museum which vividly showcases this history. This emphasis on the relevance of our ancient Indian Knowledge System is further demonstrated through the floating of courses like 'Ayurveda: an Alternative Medicinal Practice' and 'Yoga'.</p>
5. Focus on Outcome based education (OBE):	<p>Course/Program outcomes are uploaded on the College website which helps establish a clear notion about the trajectory that is to be followed. Through curricular and co-curricular activities, the College effectively strives to achieve the target. Program Outcomes and Course Outcomes for all programs offered by the institution are communicated and explained to students.</p>
6. Distance education/online education:	<p>The pandemic taught us the absolute necessity of shifting overnight to the online mode of teaching. Interactive sessions, doubt clearing have all been carried out in this mode. Links of online course materials are also uploaded on the LMS portal to help students access study materials from any nook and corner. Links of e-Pathshala are also available on the College website. Even in post-pandemic times, several webinars have been organized, thereby making use of blended modes of learning.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club has been functional in the college since 2023. Members from both the faculty and the student section comprise this Club.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the Electoral literacy Club is functional with Faculty and Student Coordinators, who have been duly appointed by the College. Stakeholders represented in ELCs are from diverse disciplines and backgrounds.
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.	The Electoral Literacy Club has been set up in the Milli Al-Ameen College (For Girls) with the sole objective of sensitizing students about electoral rights, and familiarizing them with the fundamentals of voter registration, voting behavior. This Club also seeks to create awareness amongst these budding voters about their rights and social duty of casting their vote. They are apprised about the immense value that each vote holds. Students are also encouraged to participate in the Youth Parliament Competition held by the state government every year. LINK TO THE WEBSITE: https://millialameencollege.edu.in/index.php?option=com_content&view=article&id=90&Itemid=0
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.	The Faculty Coordinator delivers lectures on the electoral related issues. Poster making events on these topics are organized for the student community. The Constitution Day is celebrated with great pomp and enthusiasm. During such events, quiz competitions are also held where questions pertaining to the democratic values of India, about electoral rights are often asked. This helps in imparting knowledge and disseminating information in a healthy and engaging manner. Posters made by students particularly on this topic are also displayed on the College notice board. That furthers adds momentum to advancing the cause of maximum participation of youth in electoral processes.
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.	A healthy percentage of second and third year students have already enrolled themselves as voters. There are some students in the first year who have turned 18 and are yet to get their names enlisted. However, in order to encourage and familiarize students with the fundamentals of the registration

process, the College has placed posters on the notice board. The social media handles of the College have also been prudently utilized to this effect. The obligation of the youth to come forward and participate wholeheartedly in the decision-making process of the nation's future is being repeatedly highlighted through social media.

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
491	324	98	92	102

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
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	08	06	06	06

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
19.47	14.57	1.02	4.10	5.74

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 College is affiliated to University of Calcutta and follows adherence to the University guidelines. Also, the college is at present enrolled in the UGC panel of recognized colleges (in West Bengal) under section 2(f) of the UGC Act. Therefore, the institution follows a robust mechanism of curriculum planning and implementation in adherence with the rules and regulations of the University of Calcutta. The finalized syllabus circulated by the University is used for further discussion and subsequent meetings are held at the College for proper implementation and syllabus distribution among the various departments. The curriculum is prepared through meticulous planning and careful discussion by referring to the syllabus prepared by the University of Calcutta along with holistic consultation with subject experts and inputs from external and internal faculties. Every year, a detailed Academic Calendar and Holiday List is prepared to facilitate students and teachers in planning and organizing the activities. Furthermore, the college prospectus and website provide timely information to all students ranging from admission information to detailed program outcomes and course outcomes for their collective benefit. Teachers adopt both conventional methods of teaching along with use to ICT tools to provide a transformative approach of teaching. Faculty members provide 24x7 online support services to students in the form of WhatsApp groups for each semester where doubt clearance and other important announcements are discussed. Theory and Practical classes are taken with regular responsibility along with provisions of frequent field works, excursions, projects, and other engaging avenues for the students as part of the curriculum. Furthermore, seminars, webinars, special talks, and workshops are regularly conducted to provide an all-round development of the students and encourage them in participating in such platforms for a holistic growth. In addition to seminars, the college conducts various types of assessments to evaluate student progress along with remedial classes for slow learners. Regular extra-curricular activities are organized for the students and by the students to empower them towards excellence. The College has a decent library endowed with variety of books to assist the students. Regular career counselling provisions are also provided to the students. Our college has an LMS platform to facilitate students in learning and getting access to notes and study materials. During the COVID-19 pandemic period, special lectures on virtual platforms such as Google meet, and WhatsApp was conducted for the students to ease their study pressure. Parent-teacher meetings are also held and feedback are provided for a participatory approach in working towards the progress of each student. In order to help students get placed, the curriculum places a strong emphasis on exposure to communication skills, personality development, soft skill development, and hands-on training through curriculum enrichment provisions. The college offers several Value-Added Courses (VAC) that not only nurtures the creativity of the students but also provides them platforms of skill development and vocational training. Therefore, the college provides a transformative environment that adheres to its motto of empowering, enriching and encouraging the students towards excellence.

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: 05

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: 9.03

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
69	31	0	0	0

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:

Milli Al-Ameen College (For Girls) integrates a transformative curriculum which is socially and consciously empowering and relevant to the needs of NEP standards which advocates ethics, value-based teaching, and a sustainable approach of learning. Such a holistic curriculum helps in creating socially, culturally and environmentally conscious students. The institution follows a blended mode of teaching-learning methodology incorporating traditional “chalk-and-talk “teaching along with use of ICT aids such as Laptops, Projectors, Online classrooms via Google Meet and WhatsApp (during COVID), etc. Considering the different learning paces of students, the faculty members adopt innovative teaching methodologies along with provisions of remedial classes, mentoring and counseling for slow learners. Additionally, to make the learning process an engaging and participatory journey, the college regularly conducts various workshop, seminars, training and awareness programmes on myriad topics. Excursions, field visits and project works are also provided for the students to help them gain overall clarity. To inculcate professional ethics and holistic consciousness, gender sensitization awareness programs, workshops and orientation programmes are conducted for the students. The Value-added courses also have avenues of unique learning approach by imparting life skills and human value based educational platform. Career counseling and guidance towards competitive exams are also provided to students. Recognition of achievements and continuous feedback mechanisms through organization of prize distribution ceremonies and parents-teachers meetings are also conducted.

The College has been instrumental in organizing the following notable initiatives taken to impart such Professional Ethics, Gender, Human Values, Environment and Sustainability are:

1. Celebration of International Women’s Day
2. Celebration of Important Days of National Importance (Independence Day, Republic Day, etc.)
3. Cultural Programmes during days of Cultural Significance (Rabindra Jayanti, International Mother Language Day, etc.)

4. Commemoration of centenary and special anniversaries or days of Important Personalities (Iqbal Day, Sir Syed Day, Maulana Abul Kalam Azad, etc.)
5. Observation of World Environment Day
6. Observation of Earth Day
7. Observation of National Science Day
8. Celebration of Constitution Day
9. Promotion of research on local heritage through museum and local ethnographic surveys.
10. Green Initiatives such as Swatchh Bharat Abhiyan, Tree mapping of the local area, “No-plastic” campaigns, Waste management, to name a few.
11. Intra-College Cultural Competition and Poster Events
12. Seminars on Gender Sensitization
13. Workshops and Seminars by Individual Departments inculcating consciousness among students and many more.
14. Women empowerment and Job opportunities through organized talks by entrepreneurs.
15. Skill based courses such as Yoga, Ayurveda, Spoken English, and Computer Applications
16. Value-Added Courses
17. Students are provided comprehensive workshops and lectures on female-oriented topics such as importance of menstrual hygiene, awareness regarding cyber crimes, and avenues to sell their products (baking, cooking, mehndi contests) through the college events.

Along with all these, the IQAC, Seminar Committee, and Cultural Committee of the college are active throughout the year in organizing various events to empower students and instill in them the importance of balancing academic pursuits with extracurricular activities. These committees play a crucial role in fostering a well-rounded education and promoting engagement with societal issues.

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:** 54.18**1.3.2.1 Number of students undertaking project work/field work / internships**

Response: 266

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 24.91

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
219	266	06	52	40

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
468	468	468	468	468

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 1.02

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
03	08	0	0	0

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
216	216	216	216	216

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 35.07

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:

A famous African proverb states, “If you educate a man, you educate an individual but if you educate a woman, you educate a nation”. Following the essence of this proverb, the mission and vision of this college deals with empowering female students through a holistic and enriched learning experience and raise their status in our society. Therefore, our college follows student-centric methods for enhanced learning experience and participatory educational journey.

The different methods and teaching learning process followed by the College are elaborated as follows:

1. Teaching-Learning Process: The teachers employ conventional methods of “chalk-and talk” and classroom lectures along with adoption of modern forms of teaching using laptops, presentations through projectors, group discussions, teaching through models and charts to name a few.

2. Experiential learning: Considering the background of most of our students being “first-generation learners”, the college is instrumental in providing an experiential learning experience to its students through the following modes:

- Projects-based mode of teaching where the students are provided topics for projects.
- Field works and excursions conducted by the Department of Botany, Zoology, Geography etc. for gaining a comprehensive learning experience.
- Movie sessions and documentary-based learning such as those organized by the Department of English and Urdu where students are shown engaging movies and inspirational documentaries on topics which are a part of their syllabus.
- Botany, Chemistry, Zoology, Geography, and Computer laboratories for facilitating a unique blend of practical and theoretical learning.

3. Participative learning: The students engage in participatory learning through group discussions regularly where they engage in classroom learning. Regular workshops, seminars and webinars are conducted for the students and often by the students allowing them leadership and participatory opportunities. Intra-college contests and participation in sporting and other cultural events empowers our students the instills confidence in them. Our college also provides job opportunities and entrepreneurship skills for its students by having a dedicated incubation cell. Additionally, the college also provides various regular value-added courses and life-skill courses. Students also contribute their work of art and literary pieces for the college wall magazine along with their contributions for the College magazine.

4. Problem-solving methodologies: The teachers provide 24*7 assistance to all its students in the form of assistance thorough dedicated WhatsApp groups for them. Learning materials are provided regularly to students that are also accessible through the LMS portal of the college website. Problem-solving skills are inculcated within the students by giving them opportunities of critical thinking, reasoning and analytical skills both through their course curriculum and through educational events such as essay writing, debates, and public speaking. The college also pays attention to the feedback received from various stakeholders and provide a better learning experience for all.

5. NEP Academic Flexibility: Currently, due to the adoption of the NEP system of education, Interdisciplinary classes are being offered in the form of open electives. For instance, students of science can take up history or political science as their IDC electives during the course of their study leading to collaborative advancement of students.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 26.67

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
30	30	30	30	30

File Description

Document

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

[View Document](#)

2.4.2

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

Response: 100

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
14	08	6	6	6

File Description

Document

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Milli Al-Ameen College (For Girls) is affiliated to the University of Calcutta. Consequently, the mechanism of internal and external assessment, patterns of examination regulations and evaluation systems are followed in accordance with the rules framed by the University regarding examination and evaluation. The College follows a transparent and fair assessment procedure round the year through admission tests, regular class tests, mock tests, internal assessments, and mid-term exams to prepare the students coherently and competitively for the University examinations.

1. As our college is affiliated to Calcutta University, the college has constituted an Examination committee comprising of Examination Convener and other members who not only look after the Examination related issues but also ensures the smooth conduct of all Examinations held in the college.
2. The college follows the notification of Calcutta University regarding the date and timing of Semester Examinations. The students are informed about the schedule of the Examinations through the college notification put up on the notice board.
3. The college holds Internal Assessment, Tutorial/ Practical Examination of Semesters (odd and even). The examination system is a transparent one. The college from the day one of orientation programme, takes measures to ensure that the students are well aware of various Exams and assessments which are held on a regular basis.
4. The Internal assessment is held every 3-4 months after the beginning of the Semester. The assessment is also done through viva voce, various projects and practical etc. after the Exam the evaluation of answer scripts are done and the marks are uploaded in the Calcutta University portal by the respective teachers of the Department.
5. The students can ask the teachers regarding any of the Exam related grievances if they are not satisfied with the discussion with concerned faculties. They can directly approach the Examination convener or Principal.
6. Informing the parents through annual parents-teachers meetings about the performance of the student is the mechanism of the college to find solutions to any academic or non academic issues.
7. A meeting is held after each Semester Exam, in which students' performance, attendance and various other problems. Through discussion any problem is solved.
8. This is the college that follows the CBCS mode of teaching Internal Assessment and tutorials are held on a regular basis. The dates and topics of the project and various assignments are given to the students well in advance through announcements made in the class by the respective teachers or through whatsapp groups form by each subject teacher.
9. During the Covid 19 pandemic, the Examination process was completely shifted to online mode. The answer script was submitted by the students to the teachers in their email id.
10. The college takes proper measures for registration, form fill up, distribution of admit card, mark sheets etc. Regular notices and examination related information are communicated to the students through WhatsApp and College website.

Therefore, the College ensures a transparent examination procedure through effective evaluation and encouragement for the students.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Any degree program sets out on a project to achieve certain objectives by the time of its completion. The knowledge that it seeks to impart, the skills and aptitude that it strives to endow with, and the kind of learner that it endeavors to chisel, is what defines the contours of the Program Outcome. The Milli Al-Ameen College (For Girls) has laid down its target in commensurate with the five pillars on which the New Educational Policy (established in 2020) rests, namely Access, Equity, quality, Affordability and Accountability. The Choice Based Credit System running simultaneously, with its emphasis on Skill Enhancement Course (SEC) and Disciplinary Specific Course (DSC) also ensure that students gain an in-depth knowledge not only in their core subject, but in multiple disciplines.

The Course Outcome is a testament to the resultant knowledge and competence that students acquire in the process of each course. Affiliated to the Calcutta University, this College adheres to the Program Outcome as charted out by the former. Each department, following extensive discussions, prepares their Course Outcomes, in alignment with the Program Outcome as envisaged by the Mother Institute.

The syllabi prescribed by the Calcutta University is distributed amongst the Faculty of each department after careful consideration. Frequent meetings are also held to trace the progress and completion of the syllabi. At the very outset, the Learning Outcomes are clearly spelled out by the Faculty of each department. The Program and Course Outcomes are distinctively displayed on the College website. This allows the students to embark on the journey with considerable clarity as regards envisioning the desired goal. In the introductory class itself, students are made aware of the details of the outcomes that are expected from each course.

Value-added courses are designed to enhance the skills, knowledge, and employability of students beyond their regular curriculum. For the upliftment of the students and proper guidance with regards to their future career avenues, the College provides career counseling occasionally. Such initiatives provide approaches to assess the aptitude, personality, interests, and other aspects of students and guide them accordingly. Apart from that, the faculty members adopted the use of technologically enriched facilities during the lockdown years and switched to online methods of teaching through the use of Google Meet,

Microsoft Teams, etc. LMS portal exists in the College website where the study materials are regularly updated so that the students can easily access them.

The College does not merely confine itself to academic end result, but places immense importance on the overall development. Apart from striving to impart academic enlightenment, the faculty seeks to instill a hunger for self-reliance, and also imbibe a sense of social and cultural belonging. Efforts are taken to enhance their communication skills as well. An atmosphere conducive to the development of critical thinking, of respecting differences, of embracing plurality, of shouldering social responsibilities is created and strictly maintained in the College. Training to work in a team is encouraged by their group participation in various departmental, cultural and extension activities.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Learning Outcomes are gauged through direct and indirect methods. The direct method includes a thorough and robust assessment of academic output. In adherence to the rules and regulations laid down by the Calcutta University, the Milli Al-Ameen College (For Girls) conducts Internal Assessment/Tutorial Assessment/Practical Exam, apart from the end semester examinations. Since the College comprises mainly first-generation learners, who hail from a background of vernacular medium, it is imperative that the students undergo a rigorous assessment from time to time. Class tests, discussions, assignments help gauge the outcome and aid the faculty in sieving the weak students from the comparatively sound ones. After identifying the academically weak students, a Mentor-Mentee report is created. This mechanism helps to identify slow learners vis-a-vis fast learners leading to proper modulation of curriculum for the enhancement for all and support to slow learners through remedial or extra classes and additional guidance.

Memorandums of Understanding with reputed colleges are signed, thereby promoting faculty exchange programs. This, too, is undertaken with an objective of benefiting students. Indirect ways to evaluate course outcomes:

The learning outcomes, the skill, and knowledge imparted to students are ascertained by their upward mobility to higher education, or various modes of self reliance. The participation of students in different extension activities, civic and environmental awareness drives, their confidence to face challenges in life indirectly attest the impact of the courses. Their academic enlightenment, economic empowerment and cultural rootedness all bear

testimony to the learning outcomes.

Programme Outcomes:

PO1 In-depth Understanding- The three year course of UG program is designed to develop an in-depth understanding of the subject.

PO2 Critical Thinking- The program attempts to encourage curiosity for knowledge among students.

PO3 Ethics- The course design and the vision and mission of the college assert an ethical approach as essential for the development of individuals.

PO4 Communication Skills- Development of communication skills is considered as essential for leadership roles and is encouraged by faculty and peers.

PO5 Leadership and Competition- The holistic development of personality to compete and assume roles of leadership are expected of the young women that are educated in the institution.

PO6 Career Readiness- Career readiness involves learning skills, understanding the importance of creating goals and preparing in advance for the competitive job market.

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

2.6.3

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

Response: 61.16

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
1	22	16	7	28

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
2	37	19	9	54

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.62

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: 8.26

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
1.43	1.01	3.04	0.90	1.88

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The motto of the College is “To Enlighten, Empower and Enrich” its students by creating an innovative learning atmosphere. The College respects the national ethos and pays special attention towards encouraging the Indian Knowledge System through its unique initiatives. To enhance research skills, the College consistently aims to motivate students by organizing workshops and seminars focusing on research methodology, providing valuable insights and guidance to faculty and students. The different innovative approaches and the learning ecosystem created by the College can be elaborated as follows:

1. Innovations and Indian Knowledge System: The College has spearheaded a distinctive initiative of constructing a small museum within the College campus on the local history of the Tanti Bagh area (locality within which the College campus exists) to create awareness about the rich historical and cultural heritage of the area inculcating love for local roots within the future generations. For this purpose, the College has actively involved teaching faculties, members of the governing body, and students in the research and survey work related to collection, compilation, and dissemination of

knowledge and resources related to museum research work. The College also encourages research work on local history, knowledge system, and cultural significance through ethnographic surveys, oral history narratives through interviewing stakeholders and assisted with the active involvement of students in the forefront. Since most of the students are “First Generation Learners” therefore the college pays attention to the languages being taught in the college for the ease of understanding. Lectures are provided in the local vernacular language as well (Urdu and Bengali) for the students along with English so that language doesn’t hinder the learning experience of the students. VAC for translation of Urdu to English and translatable texts are present in the college library for study and research purpose. Additionally, celebratory events such International Mother Language days are celebrated to inculcate the love for mother language and sense of belonging to one’s roots for the students.

2. Incubation Centre: The College has an active Incubation Cell associated with several initiatives such as Organic Abir Making and TV News Anchoring to facilitate capacity building and entrepreneurship.

3. Transfer of knowledge and technology: Through collaborative efforts and Memorandum of Understanding (MOUs) with several institutes, the college shows its involvement through student exchange programmes and faculty exchange initiatives involving educational collaboration, exchange of learning resources and guidance between the participatory stakeholders. Transfer of funds, learning materials, and technological tools are also encouraged. There are avenues of faculty development and staff development programmes for effective transfer of knowledge.

4. MOU and Collaborations: Through collaborative efforts and Memorandum of Understanding (MOUs) with several institutes, the college shows its involvement through student exchange programmes and faculty exchange initiatives involving educational collaboration, exchange of learning resources and guidance between the participatory stakeholders. Transfer of funds, learning materials, and technological tools are also encouraged. There are avenues of faculty development and staff development programmes for effective transfer of knowledge.

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

3.2.2

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

Response: 15

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	03	0	0	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.08

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

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

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.04**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
0	1	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

3.4 Extension Activities**3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

The College stands true to its vision of educating women and empowering them towards academic excellence contributing towards societal growth and development. The vision deeply focuses on creating a visionary and self-sufficient generation of learners and alleviating the financial and educational challenges existing in our society. The aim of a holistic educational experience is not only associated with academic coherence but also involves raising socially, morally, and environmentally conscious individuals. To ensure such a progressive growth and holistic development, extension activities are conducted by the institution in the neighborhood community. For instance, the college regularly promotes Swachh Bharat Abhiyan and Clean India Programme by organizing cleanliness drives and poster campaigns within and around the campus. Social outreach programmes such as disaster preparedness, environment enrichment, conversation, health and nutrition programmes avenues have also been provided for the students as part of the holistic curriculum of our college. Apart from this, during the COVID-19 pandemic, the students were also instrumental in creating local awareness regarding the viral outbreak and importance of social hygiene steps like use of masks and sanitizers. Furthermore, the college has also organized Menstrual Hygiene Awareness campaigns for the females and inculcating hygienic habits. Regular Duare Sarkar Camps for disbursing information regarding government schemes

are also held within the college campus. Furthermore, Green Initiatives and door-to-door awareness drives regarding the importance of planting trees and saying “NO TO PLASTIC” are often spearheaded by our students for environmental consciousness. Additionally, the College has undertaken the task of local historical narrative through ethnographic surveys and inculcating the love for heritage roots within the students by organizing local area surveys and interviews with the locals to shed light on the rich cultural and historical tapestry of the Beniapukur locality. By doing so, the College wants to emphasize the importance of revisiting the local history and getting aware about the historical and cultural roots of different communities culminating in harmony and peace. The students are actively involved in the research work and local surveys thereby getting a chance to know their local histories and ushering cultural richness. It will create a strengthened generation who are aware of their roots and will feel empowered to work for the society.

Additionally, we have a small museum at our college that aims to document the local history, bring forth the cultural richness and unveil the relevance of our local heritage (Ward number 60 including Beniapukur region where the college is located). The museum will serve as a major point of attraction for students and local residents alike thereby providing an opportunity to everyone to gain insights on their history and cultural origins. The electoral club organizes functions to raise electoral literacy among the students. The photography and heritage clubs are instrumental in inculcating hobby-based consciousness and driving change in society. The students are also encouraged to take up entrepreneurship and take up initiatives that can help them become financially strengthened and good examples for the society.

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:

While our institution has not received many awards or recognitions for extension activities, we remain dedicated to community engagement and service. Our focus has been on sustainable initiatives that benefit society, even if not formally acknowledged. We are continuously striving to make a positive difference in our community and contribute to the welfare of our stakeholders.

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: 3

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
2	1	0	0	0

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

3.5 Collaboration

3.5.1

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

Response: 09

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:

Basic infrastructural facilities:

- ? Total land area - 0.249 acre
- ? Total constructed area 420.76 square meters
- ? 32 CCTV Cameras at key positions
- ? Foundation Lobby
- ? Reception
- ? A large auditorium with 150 seating capacity
- ? RAMP for the specially abled
- ? AC Conference Room
- ? AC Principal Room
- ? Large Staffroom
- ? Namaz Room
- ? Separate IQAC Room
- ? Incubation Centre
- ? Well equipped Virtual Room
- ? Resourceful Library
- ? Store Room
- ? Well equipped laboratories
- ? Toilet for the specially abled
- ? Sick Room
- ? Fire extinguishers
- ? Provision for Lift being made

Classrooms and others:

- ? 18 classrooms cum laboratory including smart classroom
- ? One dedicated smart virtual room having projector facility and wall mounted sound system with microphone
- ? 1 Conference room with LCD facility
- ? 5 well equipped laboratories and
- ? A very resourceful library with computer facility

Laboratories:

Laboratories are available of:

- ? Botany
- ? Chemistry
- ? Zoology
- ? Geography
- ? Computer

All the labs are equipped with important instruments.

ICT facilities:

- ? 10 computers for teaching learning, 1 LCD projector, 2 LCD screens.
- ? LAN connectivity.
- ? 17 desktops, 3 printers and 1 projector
- ? Total bandwidth- 125 mbps (Alliance broadband)
- ? College has its own youtube channel, instagram page, facebook page and twitter handle

Cultural Activity:

- ? Auditorium with full fitted sound system
- ? Cultural committee conducts intra college competitions
- ? Social programmes are organised every year
- ? Important cultural events-“Rabindra Jayanti”, “International Mother Language Day”, “Science Day”, “Teacher’s day”, International Yoga Day, “International Women’s Day” etc.

Gymnasium:

- ? The gym area is equipped with an exercise bike and a bench press machine

Yoga:

- ? Started from March, 2023.
- ? Training conducted by a trained professional

Sports:

- ? Milli Al-Ameen College (for girls) has an active Sports Committee.
- ? Every year the annual sport of this college is being organized at Paddapukur Maidan. House Marchpast, 100m race, 50 metre race, spoon and marble race, short-put, shuttle, relay, three legged race, find the treasure, tug of war and various other innovative sports events take place every year.
- ? Special events are also arranged for the teaching staff, non-teaching staff and administrative staff.
- ? College also organizes indoor games competitions like carrom, badminton, etc. in college premises every year.

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: 25.48

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
2.79	8	0	0	0.65

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

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:

Milli Al-Ameen College (For Girls), founded with a commitment to quality education, houses a modern library equipped with resources to facilitate efficient access for students and staff. There are separate sections subject-wise for ease of access. Additionally, the library houses an elaborate shelf titled "Pride of Bengal" featuring collections from the authors of Bengal. Furthermore, we have a section dedicated to Indian Women authors, which has been labelled "Umeed". The College recognizes the importance of preparing students for competitive exams. In addition to its extensive collection of books, the library

stocks a wide range of competitive exam preparation materials. These include books for various competitive exams such as UPSC, SSC, banking, NET and other entrance exams along with newspapers and magazines for updated information. The College has also recently started the digitalization of the library system through online cataloguing and dedicated ERP software. Furthermore, the logbooks for students and teachers are regularly updated for a seamless experience. The college actively promotes library usage through orientation events for new students and maintains regular communication with academic departments. Computer and LAN connection is available in the library for effective usage and immersive experience.

KEY INFORMATION:

- Total number of books: 3,691
- 145 (Journals, Periodicals, Magazines)
- E books, Newspaper, Periodicals, Journals & reference books.
- Dedicated Sections for Competitive exams and related resources.
- Dedicated Section for authors from West Bengal
- Dedicated Section for Indian Women Authors
- Database of books by author name, subject, key word
- Digitisation facilities.
- Total number of Sitting Capacity at a time: 35
- Streamlined Lending and Reference service

Amount spent on purchase of books:

Year	Number of Books	Amount
2021-2022	136	59229
2022-2023	104	33491

Per day Library use Calculation

Year	Home issue for students	Home issue for Guest teachers	Home issue for teachers	Book return from students	Book return from Guest teachers	Book return from teachers	Reading room issue for students	Reading room issue for teacher	Reading room issue for Guest teachers	Total library transaction	Other usage (Approx.)	Total Working day	Average library use
2018-2019	276	10	37	159	5	29	137	Nil	Nil	653	100	88	8
2019-2020	75	6	10	38	3	4	23	Nil	Nil	159	60	41	Lock Down
2020-2021	35	2	28	33	4	21	15	Nil	3	141	85	54	5
2021-2022	47	5	44	68	6	63	8	Nil	Nil	241	149	141	12

2022-2023	42	9	71	46	12	69	15	Nil	Nil	264	170	158	14
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:

For the sake of the students and in adherence with our Honourable Prime Minister's Digital India Scheme, the Institution lays great stress on digital empowerment of the students and staff. Proactive steps are taken to upgrade the IT infrastructure on campus and to oversee the essential administrative and academic tasks.

The following facilities and steps have been taken by the institution:

- The institution built an internet facility purchased from ALLIANCE BROADBAND (125Mbps) to give LAN facilities in every area of the institution as well as sufficient Wi-Fi amenities to ensure continuous IT infrastructure on campus. The connection is regularly updated and appropriate bandwidth are bought to ensure seamless and uninterrupted LAN facilities across the campus.
- Additionally, there are networked terminals placed across different points in the campus for a fully computerized service in fields of academics and administration.
- The College possesses computers, printers, projectors, LCD screens for a completely immersive and technologically driven experience.
- There is a virtual room for conducting webinars and other ICT-enabled teaching for digital transformation.
- The college has established a comprehensive e-governance setup covering administration, finance, and student-related activities. It runs various customized online portals, including Admission Portal, Student Satisfaction Survey, Feedback, Grievance Portal, LMS (ESHIKSHAK), and Academic Calendar. Fees payment takes place through a dedicated ERP

system too.

- Additionally, regularly used portals for administrative purposes include AISHE, BanglarUchchaShiksha, CUEXAM portal, WBIFMS/HRMS, and WBHS. Continual updates to the digital infrastructure aim to enhance efficiency and productivity, benefiting administrators, teachers, and, most importantly, students. These initiatives include scholarship portals, online admissions, and more, ensuring a seamless educational experience.

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

4.3.2

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

Response: 98.2

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

Response: 05

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

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: 21.51

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
4.29	4.57	0.11	0.15	0.54

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 61.07

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
306	286	31	53	0

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 3.7

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
16	25	0	0	0

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

5.1.4

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

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

Response: C. 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 9.46

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
2	1	1	1	2

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
01	22	16	07	28

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

5.2.2

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

Response: 0

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
0	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 5.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	14	0	0	2

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

5.4 Alumni Engagement**5.4.1**

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

Response:

The Old Students of Milli Al-Ameen College (OSMAC) Alumni Association was formally formed on 26.08.2023 and became an integral part of the college administration from the academic year 2022-2023. This was done with the intention to bring together all the former students of the college under its gamut. This institution was established with the noble intention of uplifting the life and livelihood of the muslim community at large. With co-operation and dedication, the Association hopes to fulfill all the expectations of its members and create a connection with every passed out student of this college. This endeavor of the association will help the students to bind themselves to their alma mater out of love and loyalty.

The Alumni Association has been involved with the following initiatives since 2022:

- Philanthropic acts and community service
- Service to the College.
- Collaboration with NGOs and participation in events such as "Old Clothes Donation Drives", "Teaching and Mentoring Drives" etc.
- Mentoring college students and regular meet-ups during Eid Milan Party.

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:

“To Enlighten, Empower and Enrich” – the Institution’s motto is deeply engraved in our collective consciousness reflecting in our dedication to provide visionary education. Our Institution's governance and leadership are in harmony with our mission and vision, which revolve around empowering and enlightening women through education. It has been our utmost commitment to provide high-quality education transcending academic achievement and providing our students with the skills they need to make significant contributions to society.

Institutional Practices:

1. Leadership Structure: The Principal, as the head of the institution, plays a pivotal role in managing both administrative and academic activities at the college. Additionally, our Principal is also the Secretary of the Governing Body (GB), which oversees strategic-level issues related to quality education, management, and consultancy. The Institutional Quality Assurance Cell (IQAC) focuses on developing a system for continuous improvement in the institution's overall performance. Furthermore, our Principal works in close coordination with various committees, departments, administrative units, Teachers’ Council, and students’ representatives to ensure coherent decision-making and implementation processes.

2. Decentralization and Participatory Governance: Decentralization is a cornerstone of our governance model. We empower departments, committees, and stakeholders to make decisions aligned with our vision and mission. This approach ensures agility, accountability, and inclusivity in our decision-making processes.

3. Committees: Different committees oversee academic, administrative, and co-curricular aspects, reporting directly to the Principal. These committees play a vital role in maintaining the institution's standards and fostering its growth. The Academic Committee is responsible for maintaining teaching standards and establishing academic curriculum design. The Routine Committee is responsible for making the routine and ensuring strict vigilance over the classes and their continuity. The Exam Committee and various sub-committees ensure smooth conduction of exams (both internal and external) as per the University guidelines. Additionally, regular audits, such as administrative, academic, and gender audits, are conducted to assess various parameters within the college.

4. Student Participation: Students actively participate in organizing various programs and events within the scope of pre-approved budgets, under the supervision of teachers. This participatory approach ensures student involvement in the college's activities. Feedbacks are regularly conducted and the recommendations are closely monitored to ensure a participatory environment where the voices of the students are given a platform too.

5. NEP Implementation: Our college is committed to embracing the National Education Policy (NEP) by recognizing and fostering the unique capabilities of each student. We focus on skill-based programs, value-added courses, and incubation platforms to "Enlighten, Empower and Enrich" our students in

alignment with our motto with an aim to encourage not only academic growth but also creativity, hands-on learning, and critical thinking.

6. Short-Term and Long-Term Institutional Perspective Plan: Our Institution regularly conducts meetings among various stakeholders and committee to ensure design, planning, and implementation of the short-term and long-term plans that outline our goals and strategies in line with our vision and mission. The College lays immense stress to raise the status of “first-generation learners” towards academic excellence and provide support to students from marginalized and poor segments of society.

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 institutional perspective plan is meticulously crafted in alignment with the college's vision and mission. The functioning of the various committees as well as the academic and administrative bodies is effective and adheres to the ethical norms of the Institute. The Governing Body (GB), comprising the President, Principal (ex officio Secretary), Secretary, and members of the GB, holds the highest authority in governance. Under the direction of the Governing Body, the Principal oversees the college's operations, assisted by various committees and administrative bodies. The Internal Quality Assurance Cell (IQAC), office staff, academic sub-committee, Teachers' Council, finance sub-committee, routine committee, and other committees facilitate the smooth functioning of the institution. The Teachers' Council ensures effective communication between the administration and teaching staff. The Principal serves as the Chairperson of the Teachers' Council, which selects additional office bearers from among the faculty. The Head Clerk assists the Principal in assigning duties to non-teaching staff and monitoring their execution. Additionally, the academic council, admission committee, and examination committee regulate college policies and operations, with sub-committees overseeing day-to-day functioning. Furthermore, different statutory cells also work in close cooperation and efficient governance to ensure a positive environment that is student-centric. The policies are regularly updated in accordance to the governmental regulations and are effectively communicated to all stakeholders through proper routes of communication ranging from use of social media for disbursing information through our website or social handles to using regular meetings as avenues to discuss policies and their implementations. Proposals from the feedback system, including inputs from students, faculty, alumni, and parents, as well as recommendations from the IQAC, Teachers' Council, and committees, are considered for execution. The college being a Minority institution has the authority to appoint teaching staff and non-teaching staff following UGC norms. Teaching staff appointments adhere to the West Bengal Government regulations

through an impartial selection process adhering to UGC guidelines and involving expert committees from the University as well. The Governing Body approves appointment letters issued to selected candidates, who are required to join within the stipulated period. Furthermore, service standards for all employees comply with government laws and University of Calcutta legislation, with which the college is associated.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The organization has a robust performance evaluation system to evaluate the contributions and efficacy of both the coaching and non-teaching employee groups. This ensures frequent feedback, goal-setting, and faculty development talks, ensuring that employees receive credit for their accomplishments and that areas in need of improvement are identified. These actions promote a positive work environment by enhancing the general well-being of the workforce. In order to improve staff skills and knowledge, the organization also provides a variety of professional development opportunities, including training programs, seminars, and workshops. There are additional growth opportunities inside the team, enabling team members to pursue professional growth and realize their aspirations.

In general, the institution is committed to supporting the professional growth and well-being of its workforce through the following avenues too:

1. Doctor-on-call for students and staff along with provision of a sick room. Additionally, awareness programmes and female-oriented sensitization such as seminars on menstrual hygiene have been organized by the Institution for the benefit of all stakeholders.
2. Enrolment of interested teachers in West Bengal Health Scheme for Grant-in-aid College and University Teachers.
3. Provisions of Employee Provident Fund and additional financial guidance wherever necessary.
4. Ex gratia/Bonus is given to casual NTS from the college fund during festive season.
5. Employees in substantive posts are entitled to duty and study leaves for academic and faculty development purposes, earned leave and extra-ordinary leave with the prior permission of college authority and subject to GB approval where applicable.
6. Female employees are eligible for Maternity and Child Care Leaves under government laws, provided that college authorities grant prior permission, subject to clearance from GB.

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	00

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

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: 17.02

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
06	02	00	00	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	01	0	0	0

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institution mobilizes and optimally utilizes various government and non-government grants for the improvement of college infrastructure and resources. Proper routes are followed for receiving grants in terms of preparation of proposals, consultation, and submission to appropriate authorities for disbursement. All major proposals/schemes for which college fund is required are submitted to the Finance Committee and/ or Governing Body and if approved, the project is undertaken. The College also receives funds from the Milli Educational Organization, which has played instrumental role in the establishment and proper functioning of the college since its inception. The College is also open to philanthropic donations, memorial prizes and endowments from staff members, alumnae and other members for overall improvement. Income of the college mainly comes from the collection of fees from the students. Utilisation is divided into two categories: recurring and nonrecurring expenditure. The College also contributes significantly to the academic and financial well-being of all of its students by giving financial aid to those who are economically disadvantaged and by regularly improving campus infrastructure to create a stimulating learning and working environment. The Governing body of the College and its members are also involved in philanthropic activities and providing educational support to needy students. A significant amount of money is also spent on the college's website, on improving and maintaining the laboratory and library spaces, and on buying equipment, furnishings, and electrical supplies, among other things. Cheques or demand deposits are accepted forms of payment. Cash is used to make smaller payments. The college follows the guidelines established by the West Bengal government's Department of Higher Education and Finance Department when conducting routine internal and external financial audits. The audit firms do the external audits.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

To ensure quality enhancement and maintenance of performance in higher education institutes, the NAAC recommends the establishment of an Internal Quality Assurance Cell (IQAC). Therefore, our institution vigilantly adheres to this and complies with the recommendation through the establishment and active functioning of the IQAC upholding academic quality and enriching the quality of education. The IQAC of our College has significantly contributed to raising the institute's quality standards through various initiatives as follows:

- 1. Academic enhancement:** In order to enhance the quality of education and academic excellence in all spheres, various quality assurance strategies initiated by the IQAC includes periodic assessment of student's performance, mentor-mentee system, regular parents-teachers meeting, and regular meetings with Academic subcommittees and Exam sub committees to oversee the curriculum progression and examination system. Regular monitoring and review of the Teaching Learning process is also done. There are interactions with all the Departments to ascertain the degree of attainment of the POs and COs.
- 2. Use of ICT in teaching:** The IQAC ensures transformative learning experience for the students ensuring a unique blend of traditional and modern methods of learning involving the extensive use of ICT to make learning interesting and along the lines of Digital India and empowerment of students.
- 3. Faculty Development of Staff:** All the faculty members are encouraged and supported to participate in Orientation, Refresher Courses, FDP's , Workshops, Seminars and conferences related to the teacher-learning process and research. The non teaching staff are also encouraged to participate in administrative training programmes for the smooth and efficient running of the office and administration. Additionally, teachers are also encouraged to participate in workshops related to NAAC if any.
- 4. Skill-based Add-on Courses and Value-Added Courses:** Several skill enhancement ability courses along with Certificate / Add On Courses have been introduced for various subjects and students are free to choose them for a holistic development and learning experience.
- 5. Feedback:** Regular feedbacks are collected from all stakeholders and analysed and assessed for the improvement of the college.
- 6. Periodic Audits:** Gender Audit, Academic and Administrative Audit and Financial Audits are periodically conducted for the quality assessment and recommendations are taken into

consideration for overall improvement and development of the College.

7. **Seminars, Workshops, Webinars:** The IQAC plays an instrumental role in organizing most activities and events of the college along with regularly conducting seminars, workshops and webinars to help the students and staff gain comprehensive knowledge and raising awareness on important issues.
8. **Ethnographic Surveys and Distinctiveness:** As part of our commitment to community engagement and preserving local heritage, the College has initiated conducting local ethnographic survey studies. These studies delve into the cultural, social, and economic fabric of our surrounding areas, providing valuable insights into the lives and traditions of local communities. Additionally, our institution has constructed a College Museum, which serves as a repository of local ward culture, history, and ethnography, further enhancing our commitment to celebrating and preserving our cultural identity.
9. Regular meetings are held and Action Taken Reports are made to oversee the overall administration and academic functions of the college.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Indian Constitution champions the principle of gender equity. Moreover, the “Amrit Kaal Vision” that India is committed to accomplish by the year 2047, includes the issue of inclusivity of women in all spheres and their overall empowerment. Resonating with the same line of thought, the Milli Al-Ameen College (For Girls) has relentlessly been striving to address the wide chasm that exists between genders. It is committed to providing a space that aligns with the unique needs and aspirations of our all-female community. Gender equity and sensitization is promoted through various curricular and co-curricular activities. The following principles guide our Gender Policy:

- Inexpensive educational services are provided to young women from marginalized strata. We believe, education would help sharpen their critical faculties and would help them identify, and thereby ameliorate the fundamental differences and structural asymmetries rooted in our society based on gender.
- The course curriculum designed by the Calcutta University, particularly that of the Humanities stream, include life and works of inspiring women. Several texts included in the syllabi are authored by women and also revolve around female-centric issues. Students draw motivation and strength from these texts.
- International Women’s Day is celebrated with enthusiasm where the achievements and contributions of women from diverse fields, across the globe are celebrated.
- The premises is under 24*7 CCTV surveillance thereby making use of robust safety and security measures, and keeping a stern check on the possibility of any untoward incident. Apart from that, female security staff and female attendees are deployed.
- Essential life skill courses like self-defense and yoga are offered. These sessions not only prove beneficial for physical reinvigoration but also endow them with confidence, and resilience - qualities which empower them to navigate through various challenges with grace and strength.
- Not only is emphasis laid on physical fitness, but also on mental well-being. Talks on stress management, and psychological counseling are arranged which promote a culture of self-care.
- The college values the feedback and concerns of students and staff, which is why a dedicated Grievance Redressal Cell has been established and suggestion boxes installed across campus.
- Through various outreach programs, students are made to understand that there still exists a wide fissure between the goals enunciated in the Constitution, and the situational reality. These programs, therefore, aid in expounding the idea that young women like them need to come forward and discharge their duties towards the society and nation at large, with utmost responsibility and steadfastness.
- Emphasis is laid upon maintaining hygiene and cleanliness in washroom facilities. Female-

oriented measures such as sanitary napkin vending machines, disposal bins are also implemented.

- There is also provision for a sick room. Menstrual hygiene awareness programs and related female oriented measures are regularly taken by the College in adherence to its aim of ensuring a holistic environment for the female students.
- As per government regulations, female employees are entitled to Maternity and Child Care Leaves.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

1. Green audit / Environment audit
2. Energy audit

3. Clean and green campus initiatives**4. Beyond the campus environmental promotion activities****Response:** C. Any 2 of the above

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

India is a potpourri of myriad cultures, languages, customs and belief-systems. The very edifice rests on the pillars of tolerance, harmony and mutual respect. Milli Al-Ameen College (For Girls) acts in accordance with the ideals that define the true spirit of India. Though a Minority College, we have stakeholders hailing from a wide spectrum of classes, communities, religion, and social strata. The College that exchanges warm greetings and shares delicacies on the occasion of Eid-e-Milan, also does the same for Bijaya Dashami/Dussehra.

The College observes days of immense national importance like the Independence Day, Republic Day, Constitutional Day and the like. Birthdays of cultural figures are commemorated. While we pay our due homage to the illustrious composer of our national anthem “Jana Gana Mana” - Rabindranath Tagore on his birthday, through various cultural performances, we also pay our tribute to the distinguished composer of “Sare Jahan se Achha” - Muhammad Allama Iqbal in a similar fashion. Local and national cultural events are celebrated with equal pomp and festivity.

Every year on 21st February, International Mother Language Day is observed to make everyone feel proud of one’s own mother tongue and to create an environment of mutual respect amidst linguistic diversities. Texts in vernaculars are revered and are made accessible to others through translations. One of the Value-Added Courses offered in our College includes Translation from Urdu to English. Our library houses books on vernaculars like Urdu and Bengali. A separate shelf is allocated specifically for women writers - authors who have battled a thousand challenges and yet have carved their identities. The trials

and tribulations they have waded through to reach the pinnacle would remind our young women that no borders drawn on the lines of gender, class, religion or economic condition can be rigid enough to hold someone back from rising to glory.

Another important aspect of our inclusivity is reflected in our effort to make the campus accessible for the Divyangjan. The provision for wheelchairs, the facility for ramps, railings in corridors and washrooms, Braille hoardings are all a testament to our endeavor in making this College all inclusive.

To develop a feeling of empathy, and social obligation towards the marginalized sections of the society, outreach programs are frequently organized in slums in the vicinity.

Most importantly, the College has undertaken the task of curating a local historical narrative through ethnographic surveys and interviews with the locals, thereby shedding light on the rich cultural and historical tapestry of the Beniapukur locality. Milli Al-Ameen College (For Girls) wants to emphasize the importance of revisiting local history and creating awareness about the historical and cultural roots of different communities. This exposure to the pulse of a variegated community, their myriad customs would ultimately help establish the ideals of inclusion, tolerance, mutual respect and harmony.

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

Enroute Economic Emancipation

Keeping in view the motto, mission and vision, the College places an immense emphasis on tailoring the students according to the demands of the technologically-driven job-market.

Objectives of the Practice

1. To explore the innate potential in students and to arrange for different entrepreneurial training.
2. To offer hands-on training for making handmade products as per their ability, interest and aptitude.

Context:

Our College fosters an entrepreneurial spirit by providing guidance and mentorship to students and igniting the idea of entrepreneurship in them. Additionally, the college also provides Value-Added Courses for skill development and enables them to become “Atmanirbhar” and contribute towards “Viksit Bharat” in accordance with the vision of our nation. Students are encouraged to explore their business ideas and transform them into viable ventures such as encouraging students involved in makeup artistry, mehndi artistry, baking, tailoring, etc.

The Practice:

At our college, skill development is strongly encouraged through the introduction of Value-Added Courses. These programs aim to improve our students' skill sets by providing them with expertise and real-world knowledge to complement their academic studies. By providing a wide array of value-added courses, we hope to extend our students' perspectives and equip them to meet the demands of the working world. The various courses offered are Diploma in Computer Application, Spoken English Course, Yoga Course, Ayurveda and Dietetics Course.

Obstacles faced if any and strategies adopted to overcome them:

The College comprises first-generation learners who hail from economically challenged quarters. Moreover, their schooling background in the vernacular also poses a hindrance in their progress. In addition to that, their social context often cripples their upward mobility. Despite the economic and academic thrust that they receive from the College, they students often fail to explore their full potential and find themselves circumscribed by their prevailing social constraints. However, the College, through various programs tries to motivate students according to their abilities and skills and aids them in their venture to establish their self-reliance. Instead of setting overarching goals, the College tries to put emphasis on honing skills that are already innate in them.

Resources Required:

The College arranges for Value-Added Courses, Soft Skill Courses that would help the students hone and amplify their skills according to the demands of the job market. The Incubation Center also places immense importance on organizing workshops that would ultimately facilitate the students in procuring jobs.

Evidence of Success:

Despite all odds, some students have managed to enter higher studies. They have also secured jobs. Most importantly, several students have also started their own businesses, though on a small scale. The fact that they are taking steps towards economic independence is an evidence of the success of these initiatives of the College.

Best Practice 2

The Route to the Roots

Context:

As mentioned above, one of our best practices includes empowering women. In their flight to success, we strive to become the 'wind beneath their wings'. But we are equally mindful of the fact that these young women, as they soar high, should not completely lose sight of the ground. The entire edifice of our cultural identity stands tall on the strength of our roots. We strongly believe in the necessity of exploring, acknowledging and preserving our history. Hence, the need for creating a route to our roots.

Objectives of the Practice:

- This initiative aims to raise awareness about the rich historical and cultural heritage of the locality, fostering a sense of appreciation for local roots among future generations.
- To make our students understand and respect the idea of a pluralistic community.
- To uphold the notion that education is not an air-tight compartment restricted only to the erudite arena of the pen and paper.
- To encourage students to conduct surveys, and listen to oral narratives revolving around the community and their rich history, thereby initiating a rich cultural transaction with the people in the vicinity.
- To preserve invaluable memories, anecdotes, and narratives, that would have otherwise been lost into oblivion.
- To help our students acknowledge the idea of cultural heterogeneity and the paramount need for cultural tolerance, mutual respect and communal harmony.

The Practice:

Students of this College along with the teachers have visited several schools, libraries, offices and collected invaluable information regarding the history of this place. Furthermore, extensive surveys have been conducted, oral narratives have been recorded, and pictures, too, have been collected. Students have had hands-on training on the procedure of conducting ethnographic surveys. As a result of this, we have been successful in setting up a museum within the College precincts that curates artifacts, photographs, oral narratives that vividly portray the bygone days.

Obstacles faced if any and strategies adopted to overcome them:

The biggest obstacle has been retrieving old photographs. Many photographs that could have proved invaluable were found in a dilapidated condition, owing to an absolute lack of maintenance. Another major issue was restricting the number of surveys to just a hundred people. A random sampling was done. That inevitably left out quite a few important people, their narratives and anecdotes.

Resources Required:

It was a completely college funded enterprise. Survey forms, consent letters were required. Old Photographs, and magazines were collected. The photos were sorted and collated accordingly, thereby ensuring to put across a coherent narrative of the local community.

Evidence of Success:

The college's initiative to curate a museum is primarily aimed to tutor the students the ethics of never

losing sight of their ethnic ties.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The distinctiveness of Milli Al-Ameen College (For Girls) lies in its deep-rooted commitment to academic excellence, women empowerment, and community engagement. Through its rich history, focus on women's upliftment, and innovative initiatives, the college continues to inspire and empower generations of students to make meaningful contributions to society while preserving and celebrating its cultural heritage and belongingness to local roots.

The very foundation of Milli Al-Ameen College (For Girls) rests on a fortified ground of communal harmony and a pressing yearning to introduce the disparaged, underprivileged girls of the local community to formal education. The dream, the vision was shared by people across communities, and ethnic boundaries. The land, on which this college stands tall, was obtained from the pioneer physician and scientist, Dr. Upendranath Brahmachari, who is renowned for having invented the antidote to quartan fever. A stalwart figure, who was the first Indian to be nominated for the Nobel Prize, came forward in this collective march for the emancipation of young women. Though he was offered far better prices, he chose to sell this land off way cheaper to the Milli Organization, only because he, too, wanted to contribute and leave behind an indelible impression in this noble social endeavor. Every nook and corner of this college is shrouded in a rich tapestry of cultural history. Not only was the land handed down from an illustrious personality, the foundation stone of the College building was also laid by an equally exalted personage. The foundation was laid on March 19, 1984 by the internationally acclaimed Islamic theologian and scholar, Hazrat Maulana Syed Abdul Hasan Ali Nadvi.

As part of our commitment to community engagement and preserving local heritage, the College has initiated conducting local ethnographic survey studies. These studies delve into the cultural, social, and economic fabric of our surrounding areas, providing valuable insights into the lives and traditions of local communities. By documenting and studying these aspects, the College aims to contribute to the preservation and appreciation of our rich cultural heritage. Through interviews, storytelling sessions, our aim is to capture the narratives of elders and community members, ensuring that their voices and experiences are passed down to future generations. Our institution has constructed a College Museum, which serves as a repository of local ward culture, history, and ethnography. A focal point of cultural

preservation and education, the museum showcases the vibrant heritage of our region. It serves as a valuable educational resource for students, researchers, and members of the community, further enhancing our commitment to celebrating and preserving our cultural identity. Herein, is the distinctiveness of this College.

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

5. CONCLUSION

Additional Information :

Additional Information:

1. The College deeply focuses on creating a visionary and self-sufficient generation of learners.
2. The College lays immense stress to raise the status of “first-generation learners” towards academic excellence and provides financial support to students for the same.
3. The Governing body of the College and its members are also involved in philanthropic activities and providing educational support to needy students of the local area as well.
4. The College maintains a student, teacher, and staff database consisting of email id, phone number and other relevant information leading to ease of access in the governing process.
5. A huge emphasis is laid on the preservation and dissemination of Ancient Indian Knowledge Systems. Towards this end, Courses like Ayurveda: An Alternative Medicinal Practice and Yoga are introduced. A talk on Homeopathy has also been organized.
6. This importance to one’s roots, one’s culture is so deeply entrenched in the vision and mission, that the College has curated a museum based on the history of the local community.
7. The College also has an Anti-Ragging, Grievance Cell, as well as an Internal Complaints Committee constituted according to the UGC norms.
8. Activities like group presentations of students, group discussion, peer learning, confidence building measures are undertaken to engage the attention of the students. ICT tools are also used by teachers for better learning experience.
9. We have a dedicated wall magazine in order to give wings to the imagination and free spirit of these young women.
10. Coordination between all the Governing Body, the Principal, the teaching staff, the non - teaching staff and students of the college create a congenial working environment that benefits everyone. Communal Harmony is meticulously ensured amongst all stakeholders.

Concluding Remarks :

Eminent personalities across communities came forward and played their part in establishing this sanctuary of knowledge and education, which they believed would help the girls from indigent quarters in their stride ahead, and would help them carve a niche for themselves in the larger social backdrop. With a foundation as strong as

this, it is now our responsibility to take the baton and realize the dreams that these magnanimous figures had once shared with us. Milli Al-Ameen College (For Girls) has dedicated itself to this cause of facilitating an overall development of women, thereby playing a seminal role in the larger context of the society and the nation.

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 :05</p> <p>Remark : E-GOVERNANCE, LIFE SKILLS COURSE,SKILL ENTERPRENEURSHIP, RESEARCH METHODOLOGY will not be considered in this metric, Hence input edited accordingly.</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>101</td> <td>58</td> <td>0</td> <td>0</td> <td>0</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>69</td> <td>31</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : E-GOVERNANCE, LIFE SKILLS COURSE,SKILL ENTERPRENEURSHIP, RESEARCH METHODOLOGY will not be considered in this metric, Hence input edited accordingly.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	101	58	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	69	31	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
101	58	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
69	31	0	0	0																	
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 : 288</p> <p>Answer after DVV Verification: 266</p> <p>Remark : As per the field visit report and supporting documents provided by HEI for clarification and as per SOP, Input edited accordingly.</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</i></p>																				

on the feedback is made available on institutional website

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

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

Remark : HEI has provided only filled in feedback forms, ATR and analysis, Hence input is edited accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	10	6	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	08	6	6	6

Remark : MSc degree and Experience of teacher less than 10 months will not be considered. Input is edited as per the consolidated list of teachers provided by HEI in EP 2.2 for clarification.

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
17	4	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	03	0	0	0

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 :09

Remark : MoUs or collaborations or linkages for internship, on-the-job training, project work, student / faculty exchange and collaborative research only will be considered, Hence input edited accordingly.

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
5.24	8.89	0	0	0.68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.79	8	0	0	0.65

Remark : Input edited as per the expenditure for infrastructure development and augmentation excluding salary during the last five years.

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 : 12

Answer after DVV Verification: 05

Remark : Input edited as per the bills of computers provided in assessment period.

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
9.34	4.92	0.9	1.04	2.89

Answer After DVV Verification :

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

4.29	4.57	0.11	0.15	0.54
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Remark : Input edited as per the expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs).

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Input edited from supporting documents.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	25	0	0	0

Remark : Input edited as per the report of guidance for competitive examinations and career counselling provided by the institution.

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: C. 2 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	00

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
13	17	00	00	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	02	00	00	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
06	01	00	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	01	0	0	0

Remark : Input edited from supporting documents

6.5.2 Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**

2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

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

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

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 : B. 3 of the above Answer After DVV Verification: B. 3 of the above</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 : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above</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" data-bbox="197 1518 986 1630"> <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>491</td> <td>324</td> <td>98</td> <td>92</td> <td>102</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1709 986 1821"> <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>491</td> <td>324</td> <td>98</td> <td>92</td> <td>102</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	491	324	98	92	102	2022-23	2021-22	2020-21	2019-20	2018-19	491	324	98	92	102
2022-23	2021-22	2020-21	2019-20	2018-19																	
491	324	98	92	102																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
491	324	98	92	102																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 31 Answer after DVV Verification : 26</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	15	11	10	10

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	08	06	06	06

3.1 **Expenditure 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
14.58	13.81	0.89	1.04	3.57

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19.47	14.57	1.02	4.10	5.74