SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SALAFIYYA ARABIC COLLEGE, KARINGANAD

SALAFIYYA ARABIC COLLEGE KARINGANAD PO, VILAYUR PALAKKAD DT
679309

www.salafiyyaarabiccollege.org

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Salafiyya Arabic College, established in 1980, is a pioneer un-aided Arabic College and affiliated to the University of Calicut in 2003-2004 academic year, Founded by Jam-iyyathussalafiyyeen charitable society. The college has been able to raise itself as one of the highest-quality Arabic colleges in Kerala. The students have obtained many ranks in the BA Afzal ul Ulama in the Arabic examination of the Calicut University.

The college is run by the Jam-iyyathussalafiyyeen Charitable Society (Regd.) and has established a strong presence in the field of education in the backward area, which has a lower enrollment ratio. It aims to instil among students a commitment to excellence and resourcefulness, equipping them to confront modern challenges and reach their full potential effectively, By fostering an insatiable thirst for knowledge and skills in young minds and channelling this energy towards personal growth and the greater good of society, the college emphasizes the importance of knowledge alongside moral, ethical, and religious values.

The College provides its students with opportunities for extracurricular activities for their mental and physical enhancement.

Vision

To assist those in need, advance education, and nurture community development while promoting the well-being of individuals and families by upholding values ??and principles.

Mission

Fostering young minds by delivering quality education, cultivating humanitarian principles, and instilling ethical values, empowering them to transform their lives and contribute to a more just and compassionate society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Very Enlightened Governing Body: The college is managed by experienced and eminent academicians, technologists, and social visionaries. They are benefactors, not beneficiaries.

Good Academic Ambience: The academic atmosphere is quite favorable for teaching, learning, and research. A student-centric approach is adopted in all endeavors.

ICT-Enabled Classrooms: Fully ICT-enabled classrooms make the teaching-learning process more effective and enjoyable.

Good Library: The college library is fully IT-enabled and houses 6,967 volumes of books and periodicals. The digital section is Wi-Fi enabled for the benefit of students and staff.

Parent-Teacher Association (PTA) and Alumni: The college has a highly supportive PTA and a strong alumni network. The teacher-student relationships at the college are commendable.

Academic Enrichment Programme: The college regularly organizes curriculum enrichment programs through various clubs, forums, and cells.

Institutional Weakness

Shortage of Financial Resources: Funds for infrastructure development, maintenance, and research support are insufficient.

Students' Admission and Timely Conduct of Exams: Delays in the centralized admission process of the affiliating university and frequent postponements of the university exam schedule affect the academic year plan. There is limited academic flexibility in designing the curriculum, as it is set by the affiliating university.

Limited Programs: The existing rules and regulations of the University of Calicut do not permit new programs for self-financing Arabic colleges.

Limited Academic Flexibility: There is limited academic flexibility in designing the curriculum, as it is determined by the affiliating university. So the college has limited flexibility in framing them. The institution has less autonomy regarding admissions and examinations, as it is affiliated with the University of Calicut and follows the university's centralized admission process and examination schedule.

- Limited number of programs.
- The academic calendar is determined by the affiliating university.
- No MoUs with international organizations.
- No postgraduate programs.
- Fewer research publications.

Institutional Opportunity

Upgrading of Departments: The undergraduate program can be upgraded to postgraduate and research departments in accordance with the NEP 2020.

Student Exchange Programs: The college has significant potential for student exchange programs with similar institutions across the country.

Rural Location: The college is situated in a rural area. The surrounding panchayats, identified as socially and economically backward and vulnerable to natural calamities, can initiate skill-based and customized programs in disaster management under the NSQF/Community College scheme. This will help the local community better prepare for frequent landslides and flash floods.

Designing New Programs in Translation: Given the global significance of the Arabic language and job

opportunities in MNCs and the diplomatic sector, both inside and outside the country, programs focused on translation can be developed.

Women Empowerment: Since girls constitute the majority of the student body, short-term courses can be developed to support their empowerment.

Career-Oriented Schemes: The experienced, dedicated, and dynamic faculty, with high academic credentials, are always ready to support students in facing the challenges of a competitive world.

Institutional Challenge

Introduction of New Academic Programs: The current state government's policy of not sanctioning new aided programs is a major hurdle to starting new initiatives. Self-financing courses fail to attract students from economically disadvantaged sections of society.

Dropout Issue: The fact that most students come from socially and economically backward backgrounds contributes to high dropout rates. The dropout ratio among girl students due to marriage and financial constraints poses a significant challenge. A survey conducted by Unnat Bharat Abhiyan (UBA) volunteers in five surrounding panchayats reveals that many boys are the sole breadwinners of their families, which further contributes to dropouts, making self-financing courses unviable for them. However, this issue has been significantly mitigated through constant counseling and motivational sessions.

Low Percentage of Placement in MNCs: Since the college is situated in a rural area, the corporate sector does not conduct campus interviews, resulting in a placement percentage in MNCs that is below the desired level. Additionally, the lack of a sufficient number of professional courses contributes to the low placement ratio.

Improvement of Sports and Games: Despite students' interest in sports and games, there is no government provision for a physical education teacher in Arabic colleges, which hinders the development of these activities under the supervision of a teacher assigned by the Principal.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Salafiyya Arabic College, Karinganad, has established effective supervision for imparting an updated curriculum through a bonafide review system and its implementation. The college offers an undergraduate program. The curriculum for this program is designed by the University of Calicut. Our teaching faculty actively engage in curriculum structuring, providing valuable input and feedback.

Through a well-planned strategy for implementing the curriculum, the college ensures that students acquire in-depth domain knowledge, as well as skills in capability, creativity, innovation, experiential learning, and research aptitude. To enhance students' employability, the institution regularly organizes various events. We also ensure that students develop an awareness of human values, gender equity, professional ethics, environmental conservation, and sustainable development.

The program at the college operates under the Choice Based Credit System (CUCBCS), which offers flexibility for students in choosing their courses. An Open Course system has also been introduced in the undergraduate curriculum, providing opportunities for interdisciplinary studies. In addition to regular programs, the college initiated certificate courses in 2019, successfully conducting 31 certificate programs over the past five years across different departments. These certificate courses and other career-oriented programs enhance students' learning experiences.

The college promotes experiential learning by having all students undertake project work in the fifth and sixth semesters. Faculty members support students with data collection and project execution. Extension activities also encourage experiential learning beyond the academic curriculum.

A structured feedback system has been initiated by the Internal Quality Assurance Cell (IQAC) to collect feedback about the curriculum from students, employers, teachers, and alumni. Feedback is gathered directly from stakeholders using a well-defined questionnaire with a 5-point Likert scale. Responses are summarized, and reports are submitted to the IQAC for further action. The feedback and Action Taken Report are displayed on the college website.

Teaching-learning and Evaluation

The college has taken various steps over the past five years to provide quality higher education through innovative teaching and learning methods. The institution follows the Choice Based Credit System (CUCBCS) of the University of Calicut and currently offers four undergraduate programs, as well as postgraduate and PhD programs in Arabic.

The average enrollment percentage over the last five years is 82.5%. The institution ensures reservation for marginalized sections, including SCs, STs, and OBCs. The college has a policy aimed at empowering these communities; therefore, seats reserved for the management category have been fully utilized for the admission of OBC students.

The average percentage of seats filled against those reserved for various categories, according to university reservation policy, is 85.84% over the past five years. The student-to-full-time teacher ratio for the current year is 16:1.

The institution adopts student-centered methods for teaching and learning. The college has implemented special programs for both advanced learners and slow learners, including seminars, workshops, group discussions, exhibitions, festivals, practical sessions, project studies, presentations, field visits, orientation programs, tutorial classes, special mentoring, and bridge courses, all aimed at comprehensive learning. The institution promotes the use of audio-visual aids, ICT tools, and e-learning platforms for effective learning. Over the past five years, we have maintained 100% of full-time teachers against sanctioned posts, which meets quality teaching and learning standards.

The institution follows the guidelines of the University of Calicut for maintaining continuous internal evaluation. The college has a two-tier grievance redressal mechanism at both the department and institutional levels to ensure transparent internal evaluation.

The college has identified Program Outcomes (POs) and Course Outcomes (COs) in accordance with the university syllabus, aligned with its mission and vision. POs and COs are effectively communicated to students.

The average pass percentage of students over the last five years is 90.71%, indicating significant attainment of outcomes.

Research, Innovations and Extension

The college aims to introduce students to the latest academic innovations and research. The IPR Club encourages student startups and community-centric innovative research, while the IPR Cell facilitates quality-based research at Salafiyya Arabic College, taking initiatives to protect research activities through copyright and conducting seminars on intellectual property rights.

The research ecosystem of the college has significantly improved over the past five years. The Departments of Arabic routinely host national and international seminars, workshops, and invited lectures.

To foster a vibrant academic community, a total of 36 Memoranda of Understanding (MoUs) and linkages have been signed with reputed institutions, primarily in academia. These agreements aim to facilitate the exchange of academic resources and collaborative research through faculty, student, and resource swapping.

Fifty-three extension activities are organized through the systematic functioning of Salafiyya Social Service (SSS), SIP, and other initiatives. One hundred percent of students have participated in extension activities over the past five years. SSS hosts annual camps and engages in rehabilitation initiatives for marginalized communities. Relief and rehabilitation programs are conducted with the utmost seriousness. Various outreach programs that sensitize students and the local community on issues such as gender, human rights, and communicable diseases like AIDS are organized regularly by different college bodies.

Infrastructure and Learning Resources

The digital infrastructure and learning resources at Salafiyya College play a pivotal role in creating an ideal environment for academic research. Three classrooms are ICT-equipped and designated as smart classrooms, while the high-speed Wi-Fi with 100 Mbps and an optical fiber network across the college ensures robust digital connectivity.

The college features an ICT-enabled seminar hall and a mini conference hall, in addition to several boardrooms. Language labs provided by the Arabic and English departments offer soft skills training to students.

The library is fully automated with KOHA software and includes online databases such as NDL and Makthabathu Shamila, providing access to over 3 million e-books and 6,000 e-journals. A digital repository system called CALIBER and the Online Public Access Catalogue (Web OPAC) facilitate remote access to the database. An Amazon Echo system is also provided for visually impaired students.

The college offers adequate facilities for both physical and mental fitness, including grounds, courts (indoor and outdoor), and a fitness and yoga center. An amphitheater with a seating capacity of 200 and an open stage is currently under construction near the student center.

The college's ICT infrastructure has been significantly upgraded over the past five years, with the entire campus under an optical fiber network. IQAC rooms and laptops are equipped with ICT tools. A renovated computer lab with 30 systems is a key feature of Salafiyya Arabic College, and the Scholarship Nodal Office is fully

digitally equipped. The student-to-computer ratio at the college is 4:1.

Through the coordination of the IQAC and the Planning and Development Cell, a Maintenance Committee has been established to oversee infrastructural development and maintenance within the college.

Student Support and Progression

The college management, administration, and faculty work hand in hand to ensure the timely and transparent disbursement of government and non-governmental assistance to students. Over the past five years, 100% of our students have benefited from government and management scholarships. Coaching for competitive exams, including NET and KTET, along with career counseling, has benefited 22% of the students. Additionally, 60% of the outgoing students from the 2019-20 batch gained admission to several reputed higher education institutions.

The systematic and transparent functioning of the grievance redressal mechanism of the college is ensured by the Grievance Redressal Cell, which operates in coordination with the Anti-Ragging and Anti-Sexual Harassment Cells. The members of the College Students' Union are elected through a transparent election process in accordance with the mandates of the University. Union members are democratically represented in all statutory bodies, the IQAC, various committees, cells, and clubs of the college. The union has hosted many cultural and sports events over the past five years.

The Old Students Association of Salafiyya College, Karinganad, OSFOSA, plays a pivotal role in providing academic and financial aid to the student community promptly. In addition to Alumni Meets, annual funds are generated to support the infrastructural and educational needs of the college. A sum of 25 lakhs was contributed by the alumni for the construction of auditorium.

Governance, Leadership and Management

The visionary ideal of Salafiyya College since its inception has been to promote academic excellence and research acumen among the socially marginalized sections of society. This reflects the reformist zeal of the Jammiyyathussalafiyyeen Charitable Trust, under whose supervision the college was established. The governing body and faculty work together to mold socially responsible citizens imbued with professionalism.

A symbiotic functioning of the various administrative bodies of the college is achieved through decentralized leadership. While the Manager remains at the helm of the governing body, the Principal, College Administrative Council, Staff Council, IQAC, various departments, student representatives, and cells/committees work in tandem with each other.

A revamping of college administration, academic research, and infrastructure was envisioned in accordance with NAAC standards. E-governance and ICT-enabled technology have been adopted at Salafiyya College, resulting in the automation of all academic and administrative activities, including student admissions. The IQAC provides guidance for quality-centric academic and non-academic initiatives of the college. An online feedback system was implemented by the IQAC in 2020 to ensure transparency and timely quality assessment.

Faculty members at Salafiyya College are encouraged to enhance their academic skills through timely participation in Faculty Development Programmes. The welfare of the staff is a primary concern and is

addressed through the coordinated efforts of the Government, College Management, and Staff Club. Financial audits operate based on a two-tier audit mechanism, with selected members from the management and a Chartered Accountant overseeing both internal and external audits as per government directives. Financial assistance from the Government, UGC, alumni, PTA, and philanthropists serves as significant support for the college's infrastructural development.

Institutional Values and Best Practices

The vision of the college is to mould generations equipped with academic excellence, leadership qualities, and human values, fostering a balanced and harmonious human personality. The institution provides value-based education that aims to cultivate a generation of students who can contribute to national development. It also offers various facilities to promote global competency among students. The college's activities strengthen the bond between society and the institution.

The college provides a range of facilities in safety and security, counselling, information technology, and career development. Ensuring gender equity is a primary concern for the institution, which has established a well-functioning gender equity cell to promote this objective. Specific facilities for girls include a ladies' hostel, a separate counseling room, a ladies' retiring room equipped with a napkin vending machine and incinerator, and separate restrooms.

The use of LED bulbs in classrooms promotes energy conservation. The college has installed a biogas plant to meet the energy requirements of the hostel mess, which is part of the waste recycling process. A systematic procedure for managing waste is in place, and special care is taken in water usage. Rainwater is harvested and utilized for daily consumption. The campus adheres to a green protocol, maintaining a plastic-free environment. The Green Club actively works to keep the campus clean and green. The college is equipped with facilities such as ramps and accessible restrooms to cater to the needs of persons with disabilities.

To achieve specific objectives like instilling constitutional values, fostering an inclusive environment, and promoting national integrity, the college organizes various programs.

Among the best practices of the college are Al Musabaqa and the Systematic Training and Emotional Parenting for Students (STEPS) program. Isthifada, a Ten Days Community Living Camp, is a significant hallmark of this institution as the distinctiveness of the college. In our best practices and distinctive initiatives, we emphasize our college's unique contributions to the relationship between students and society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SALAFIYYA ARABIC COLLEGE, KARINGANAD
Address	SALAFIYYA ARABIC COLLEGE KARINGANAD PO, VILAYUR PALAKKAD DT
City	PATTAMBI
State	Kerala
Pin	679309
Website	www.salafiyyaarabiccollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	EASSA AK	0466-2262342	9747715598	0466-2262342	salafiyyakaringanad@gmail.com
IQAC / CIQA coordinator	ALI K K	0466-2962495	9447746723	0466-2962495	alimadanikk@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes minority (6).pdf
If Yes, Specify minority status	
Religious	
Linguistic	
Any Other	

Establishment Details

State	University name	Document
Kerala	University Of Calicut	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SALAFIYYA ARABIC COLLEGE KARINGANAD PO, VILAYUR PALAKKAD DT	Urban	3.04	2919.5

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arabic,AFZAL UL ULAMA IN ARABIC	36	pluse two	English	40	24

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				6			
Recruited	0	0	0	0	0	0	0	0	5	1	0	6
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				3
Recruited	2	1	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	5	1	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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**	**Others**	**Total**
	0	0	0	0

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	3	0	0	0	3
	Female	11	0	0	0	11
	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	7	10	9	9
	Female	18	28	27	31
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		25	38	36	40

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution has warmly embraced the introduction of NEP 2020 and has initiated infrastructural upgrades to align with its emphasis on innovation for effective education delivery. Educators are participating in workshops and programs to adapt their teaching methodologies to the evolving educational landscape. Additionally, the institution has organized a series of multidisciplinary and interdisciplinary Faculty Development Programmes featuring eminent personalities of national and international significance.
2. Academic bank of credits (ABC):	The institution regularly adheres to instructions from the University of Calicut. Faculty members are

	consistently oriented toward implementing new teaching and learning methods. Students are encouraged to earn credits by participating in online courses through the Swayam NPTEL portal. Additionally, the benefits of the ABC framework were thoroughly discussed during the NEP 2020 orientation program.
3. Skill development:	The institution fosters participative learning through programs such as projects, internships, and hands-on training to provide real-world experience. Additionally, it offers certificate courses on interdisciplinary topics to enhance students' skill sets, making them more employable and self-reliant.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution ensures that courses are delivered in a bilingual format, using both the mother tongue and English to enhance understanding. Additionally, it promotes the culture and heritage of the country by celebrating various festivals.
5. Focus on Outcome based education (OBE):	The institution is committed to establishing Outcome-Based Education (OBE), ensuring that students are well-prepared with the skills and knowledge needed for their future endeavors. During departmental visits for the induction program, students and parents are briefed about Program Outcomes (POs) and Course Outcomes (COs), which are clearly stated and displayed on the institution's website. The attainment of POs and COs is assessed to ensure educational quality. In 2022, the institution conducted a Faculty Development Program (FDP) focusing on NEP 2020, along with sessions on reforms in the higher education system related to NEP 2020 and OBC.
6. Distance education/online education:	As digitally native students, they welcome the introduction of ICT facilities. DigiVista, one of the institution's best practices, ensures that students stay up-to-date with the latest technology.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	Yes

whether the ELCs are functional? Whether the ELCs are representative in character?	
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.	Voter Awareness Class and Aadhar Linking Camp The session aimed to educate students on the importance of voting, the electoral system, and the significance of linking Aadhar to voter IDs. Experts in the field provided valuable insights and addressed students' queries. Voter List Enrollment Camp This camp focused on streamlining the voter registration process, ensuring eligible students were enrolled in the electoral roll. Volunteers and club members actively assisted their peers with the necessary documentation, highlighting the importance of participating in the democratic process.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	No
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.	The college organized a voter registration camp to enroll unregistered students, empowering them to participate in the democratic process. This initiative facilitated voter registration for eligible individuals, fostering civic engagement within the student body. Additionally, our Electoral Literacy Club conducted a voter awareness campaign that included practical sessions on using voting machines. This effort aimed to equip students with the knowledge and skills needed for effective participation in elections, promoting informed decision-making and a sense of civic responsibility within the community.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
98	114	112	108	95

File Description	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: 6

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	6	6	6	6

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
786697	460275	845889	373232	931940

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:

Salafiyya Arabic College ensures effective curriculum planning and delivery through a well-structured and documented process, which includes an academic calendar and continuous internal assessments. The college is affiliated with the University of Calicut and adheres strictly to the curriculum and **Choice Based Credit System (CBCS)** prescribed by the university for all undergraduate and postgraduate programs. The college has established a systematic procedure to verify syllabi and ensure their effective implementation.

The **academic calendar** is aligned with the University of Calicut and is made available online for faculty and students. This calendar serves as a guide, detailing working days, exam dates, activities, and holidays.

Curriculum delivery starts with the careful allocation of courses. Department heads and faculty members collaborate to create **timetables** that consider subject expertise, teacher preferences, and pedagogical methods. This collaboration ensures that courses are completed efficiently. Faculty members maintain diaries, strategize pedagogical practices, and design assignments, seminars, assessments, and online resources.

The college provides a rich learning environment supported by diverse resources. Students receive regular learning materials, and self-study is strongly encouraged. The library offers a wide range of books and e-resources, including **NDL**, to support students' learning experiences.

To help students transition into college life, an **orientation program** introduces them to the college's values, rules, and academic structure. A bridge course helps familiarize new students with the higher education system and examination patterns, giving them an overview of their chosen courses.

In addition to regular classes, the college promotes experiential and participatory learning, ICT-enabled education, projects, field trips, and industrial visits. Faculty members are encouraged to participate in Faculty Development Programs (FDPs) and seminars to enhance their pedagogical skills. A dedicated mentor-mentee system fosters strong relationships, ensuring students receive tailored support throughout their academic journey. Student performance is meticulously documented and shared for review.

This comprehensive approach to curriculum planning, analysis, and execution reflects the college's dedication to providing a holistic and effective educational experience. By combining traditional and innovative teaching methods, utilizing technology, and prioritizing student engagement, Salafiyya Arabic College ensures a dynamic and fulfilling academic journey for its students.

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: 31

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: 92.22

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

2023-24	2022-23	2021-22	2020-21	2019-20
98	114	112	76	86

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution has deliberately integrated important issues such as **professional ethics, gender, human values, environment, and sustainability** into the student curriculum.

Professional Ethics and Human Values
The curriculum includes 08 courses focused on professional ethics and 30 courses that address human values. The institution also offers specialized courses on topics like 'Applied Ethics' and 'Combating Disinformation and Propaganda' to instill ethical principles in students. Clear rules and guidelines have been established for all students, teachers, and staff, with regular awareness programs conducted to ensure everyone understands and adheres to these standards. The code of conduct, created by the ethics committee, is accessible on multiple platforms, including the website and student handbook. Engagement in activities such as health and hygiene awareness sessions, blood donation drives, palliative care initiatives, and flood relief efforts highlights the practical application of human values among students. Additionally, students actively organize or participate in events like flash mobs, awareness campaigns, and debates, reinforcing the importance of values, ethics, and social responsibility.

Gender
The curriculum includes 25 courses that focus on gender and related issues. Topics such as LGBTQIA+ rights, women's rights, entrepreneurship, women's health, and nutrition are embedded in the syllabi. The institution collaborates with the Kerala Police Department to provide self-defense training for students, and the Minority Welfare Department of Kerala offers pre-marital counseling. The institution's commitment to gender equity has been acknowledged by the Women and Child Department of Kerala. Gender sensitization programs conducted by various departments and clubs equip students with the skills to handle real-life situations related to gender and child safety.

Environment and Sustainability
The curriculum emphasizes environmental studies and sustainability through 23 courses. Various activities and campaigns are organized to promote plastic reduction, effective waste management, and

energy conservation. The institution collaborates with governmental and non-governmental organizations to observe special days, organize field trips, and host seminars. 'World Environment Day' is celebrated annually with programs designed to increase students' awareness of environmental protection and sustainability. The institution has formulated policies on waste management, water conservation, and energy, which are also emphasized in bridge courses.

Audit Courses

The college offers audit courses in Environmental Studies, Disaster Management, Human Rights/Intellectual Property Rights/Consumer Protection, Gender Studies, and Gerontology. These courses provide students with a deeper understanding of these critical areas.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 55.1

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

Response: 54

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
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: 82.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
25	38	34	38	30

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

2023-24	2022-23	2021-22	2020-21	2019-20
40	40	40	40	40

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: 85.84

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

2023-24	2022-23	2021-22	2020-21	2019-20
12	19	24	23	19

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	22	27	25	24

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.33

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:

The college promotes student-centric methods in the teaching-learning process. All the academic and nonacademic activities in the college are planned and implemented giving focus to students' needs and requirements.

Experiential Learning: Since experiential learning involves learning from experience followed by reflection to develop new skills, attitudes and ways of thinking, the college provides ample opportunities in this line. The initiatives in experiential learning are listed below:

- **Field Projects**: By doing field work for the mandatory project in the syllabus, the students not only get a deeper understanding of the subject but also gain hands-on practical experience of the topic in question.

- **Hospitality Services:** The college has functional MoUs with healthcare institutions and Tour operating companies, having foreign nationals, especially from the Arab-speaking Gulf region as clients. The students from the college visit such institutions to engage in hospitality service. The practice is beneficial to students as they get an opportunity to interact with native speakers and thereby improve their communication skills.

- **Participative Peer Learning** is a practice prevalent in the college since its establishment. This practice is applied in classrooms and outside. Students learn from each other. Advanced-level learners can assist slow learners to catch up and keep abreast of the class.

- **College hostel** provides students the opportunity for team learning.
- **A library** with adequate resources in print and digital format provides an ambience for self-learning.
- **Classroom Discussions and Debates** facilitate participative and collaborative learning.
- **Periodic Assignments** help students improve their intellectual, creative and research faculties.

Problem-Solving Methodologies

- **'AL Halawa'- Confectionary production unit** is a joint venture by IQAC and WDC. Selected and interested students (girls only) are given training in cake making, snack making, biscuit making etc. They work together as a production unit. The college cafeteria buys and markets the items produced by the unit. Food Fests are also organized to display and sell the items produced.

All teachers in the college are aware of the efficacy of ICT-enabled tools for effective teaching-learning processes. The ICT facilities in the institution availed by teachers and students are listed below.

ICT-enabled classrooms: All the classrooms in the college are ICT-enabled with Projectors. The Informatics Centre has a Promethean Active Board facility. The ICT-based teaching aids available for teacher use include LCD projector, Visualizer, Pointer, Educational YouTube Channels and PowerPoint presentations. By using these tech tools, teachers seek to enhance the students' motivation and ensure quick learning and retention.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	6	6	6	6

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

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

Response: 53.33

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**

2023-24	2022-23	2021-22	2020-21	2019-20
4	4	4	2	2

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college follows a systematic method for the Continuous Internal Assessment to complete the evaluation process time-bound and has developed a specific pattern of assessment practice in tune with the framework of the University.

Internal Exam: Two internal examinations are conducted in each semester. The first test is conducted by the tutors concerned class-wise one month after commencing the classes. The second is a centralized test conducted towards the end of the semester in the pattern of the end-of-semester external exam by the SAC Exam Board. After valuing the answer scripts diligently, the tutors give them back to students with comments and feedback. The score thus received is converted to respective weightage for internal tests as per the internal assessment framework provided by the university.

Seminar & Presentation: Seminars on relevant topics related to the course are conducted class-wise and also at the department level. The score is converted to the prescribed weightage for the seminar as per the assessment framework.

Assignment: Tutors give assignments to students to be submitted in the stipulated time. The score is converted to the corresponding weightage as per the university's internal assessment framework.

Classroom Quiz & Online Test: Teachers also conduct classroom quizzes and short online tests as part of continuous assessment.

Attendance: The college has a systematic way to track the attendance of the students to encourage their better involvement in academic and non-academic performance. The attendance summary is published monthly on the college notice board, Scores are given to students based on the percentage of attendance

and teachers' assessment of their classroom performance.

Measures to ensure transparency:

- Internal exam dates are communicated to students in advance.
- Students are given the opportunity to redress grievances.
- All grievances related to attendance and internal marks are favourably considered.
- Final Internal marks communicated to students before uploading to the university website.

Institutional Practices to keep the mechanism robust.

- Tentative schedule of internal exams given in the college calendar.
- Parents' meetings were held to discuss the results of their wards after the centralized test.
- Three-tier Grievances Redressal System Time-bound redressal of grievances without bias or prejudice is emphasized.

The college has a very effective and transparent mechanism to redress grievances related to internal/external examinations. The assessment process is well-defined and transparent. Towards the end of the semester, the summative assessment marks awarded, abiding by well-specified criteria will be displayed on the college notice board.

Grievance Redressal Mechanism: The college has a three-tier grievance redressal system: tutor level, department level, and college level. Students first discuss issues with tutors regarding internal assessments. If unresolved, complaints can be taken to the department-level committee, comprising the head of the department and two senior faculty members. For unresolved issues, the college-level grievance redressal cell handles final decisions. External exam grievances regarding facilities or invigilators are managed by the Chief Superintendent of Examination or the college grievance committee. Valuation and syllabus complaints are addressed by the university exam grievance redressal cell. Transparency is ensured with downloadable complaint forms and timely decisions.

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:

Outcome Based Education emphasizes the end performance or goals to be achieved by the learners and the whole teaching-learning process is to be evaluated based on whether it leads to the attainment of the said outcomes. The college is well aware of this concept and prepares students accordingly. The Programme Outcomes (PO), Programme Specific Outcomes (PSO) and the Course Outcomes (CO) are displayed on the website as it is visible to all the stakeholders concerned.

- The programme outcome and course outcomes are given in the syllabi provided by the university.
- Programme Specific Outcomes are identified and stated by the Department level committee in accordance with the vision and mission of the institution.
- In cases where the programme outcome is not specified in the university syllabus, the department-level committee identifies the programme outcomes.
- The course outcome and programme-specific outcomes also are identified in the same manner.

In order to communicate the POs, PSOs and COs to teachers and students transparently the following steps are taken.

- A department-wise presentation on syllabus awareness is conducted at the beginning of the academic year and it is made mandatory that all teachers attend the workshop.
- The students and parents are advised about the POs and PSOs at the time of admission and the students are given necessary directions on choosing the right programme.
- After the admission process a complete department-level induction programme is organized to apprise students of the POs, PSOs and Cos.
- The teachers apprise the students in the classroom about the aims and objectives of each course and the internal tests, quizzes and other assignments given to students are planned and administered with a view to test the accomplishment of the outcomes of each course.
- The students are provided opportunities for industrial visits and to learn about the requirements of the industry, and to introspect whether they have attained the specific requirements or outcomes.
- Student Feedback, Alumni feedback and Employer feedback reflect the extent of achievement of learning outcomes by the stakeholders

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:

The program outcome indicates the knowledge, skills, attitudes, competencies and expertise a graduate will possess after completion of the programme. The programme-specific outcome is what the students

should be able to do at the time of graduation. Course outcomes are narrower statements that describe what students are expected to know and be able to do at the end of each course/subject. While the programme outcome is defined by the university, programme-specific outcomes and course outcomes are defined by the Department and the subject experts concerned.

The POs, PSOs and Cos are evaluated by the college following a systematic procedure.

- The final result of the university examination after completing the programme is analyzed by the Result Analysis Wing instituted for the purpose.
- The grade points or scores secured by each student are documented and the feedback is discussed with the students and parents. Necessary advice and counselling are given to students for pursuing higher studies and applying for placements.
- A committee of subject experts with the head of the department as chairman defines the programme-specific outcomes of all the programmes offered by the department. The same committee prepares standardized tools to examine whether the students have achieved the programme-specific outcomes.
- Assignments, tutorials, peer teaching, online materials etc. are given to under achievers to make up for the lacuna in their learning process.
- The internal tests, seminars, projects etc. undertaken by the students are also evaluated in tune with the course outcomes and if the students are found falling short of the required outcome, necessary remedial measures are chalked out and administered by the teacher concerned in consultation with the peer members of the department.
- The placement details of the students are documented properly with details of the nature of their job in the industry and add-on courses and certificate programmes are planned accordingly to upskill students as per industry requirements.
- The student's mobility to higher education is also documented and ascertained that the specific programme outcomes attained by the students have facilitated them in the process.
- Feedback from Students, Alumni & Employers is genuine evidence to assess the POs, PSOs and Cos. Customized feedback form is prepared by the IQAC and forwarded to the stakeholders and the feedback forms are collected and analyzed by the IQAC team. This feedback is very useful for the teachers to revisit the effectiveness of their teaching methodologies, techniques and strategies.

The implication of the feedback is discussed department wise and recommendations regarding changes in curriculum implementations are submitted to the IQAC.

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: 90.71

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

2023-24	2022-23	2021-22	2020-21	2019-20
26	31	28	18	24

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

2023-24	2022-23	2021-22	2020-21	2019-20
26	31	28	27	28

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Salafiyya Arabic College has made notable progress in creating a dynamic environment for innovation and knowledge transfer, with a special emphasis on the Indian Knowledge System (IKS) and Intellectual Property Rights (IPR). The college's dedication to nurturing creativity and safeguarding intellectual property is evident through several key initiatives.

1. **IPR Cell Establishment:** The college has set up a specialized IPR Cell to enhance awareness of IPR among students and faculty. This cell is essential in providing the knowledge and resources needed to protect intellectual creations. Through workshops, webinars, and other activities, the IPR Cell ensures that the academic community is well-informed about the significance and procedures for securing intellectual property.

2. **Incubation Center:** To support emerging entrepreneurs and innovators, Salafiyya Arabic College has established an incubation centre. This centre offers a nurturing environment with resources, mentorship, and infrastructure to help turn innovative ideas into viable products or

services. It serves as a creative hub where students and faculty can collaborate, experiment, and develop their entrepreneurial skills.

3. **Promotion of Indian Knowledge System (IKS):** The college actively promotes the Indian Knowledge System (IKS) through various programs and initiatives. This includes incorporating traditional knowledge and practices into the curriculum, organizing workshops on IKS-related topics, and encouraging activities and celebrations that reflect India's rich cultural heritage. By doing so, the college not only preserves traditional knowledge but also inspires new generations to explore and innovate within this framework.

4. **Outcomes and Impact:** The results of these initiatives are visible in the increasing number of students and faculty engaged in innovative projects, filing patents, and launching successful startups. The college's focus on IPR has also led to greater awareness and appreciation of intellectual property within the academic community. Tangible outcomes include a rise in patent filings and successful entrepreneurial ventures, highlighting the college's role in driving innovation.

Salafiyya Arabic College has effectively developed an ecosystem that supports innovation, protects intellectual property, and promotes the Indian Knowledge System. Through its various initiatives, the college empowers individuals to realize their creative potential and contributes to the broader knowledge economy of the nation. The positive results of these efforts underscore the institution's leadership in education and innovation.

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: 79

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**

2023-24	2022-23	2021-22	2020-21	2019-20
26	19	15	14	5

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

3.3.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

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 has a commendable track record of extension activities in the neighbouring community and flood-affected areas in the nearby district, providing physical, emotional, intellectual, and knowledge support.

Extension and Outreach Programs

In the Community:

1. Bring the Bricks: Provided physical support to transport bricks for an indigent family's house construction.
2. Road Upgradation: Assisted in upgrading a mud road to improve accessibility.
3. Clearing of Weeds and Shrubs
4. Health Awareness and Mass Counselling Drive: Raised awareness about health and hygiene and offered problem-solving skills under the Shuchitwa Mission.
5. Anti-Narcotic Show: Created awareness about the hazards of narcotic addiction.
6. Socio-Economic Survey: Conducted a survey to understand the socio-economic background of local residents.
7. Polio Vaccination Squad Work: Engaged in door-to-door awareness for polio vaccination.
8. Library Renovation: Collected and donated books for the School library.
9. Water Conservation Drive: Promoted awareness about the importance of water conservation and management.
10. Ayurvedic Medical Camp: Organized by 'MARM'.
11. Manuscript Magazine: Published by volunteers.

In the Flood-Affected Areas :

1. Disaster Relief Camp Visit: Provided physical and emotional support to flood victims during the catastrophic floods from 2018 to 2020.
2. Construction of River Bund: Built a bund to facilitate irrigation in Thiruevegappura.
3. Cleaning and Beautification
4. Know Law & Constitution: Conducted a seminar on law and constitutional rights for the local community.

In the College Neighborhood:

1. Haritham Echo Club: Salafiyya Haritham Echo Club Organized a cleaning drive around the college.
2. Cleaning the college premises: Students of SAC Cleaning the College premises.
3. Health Awareness Programme : SAC Conducted a Health Awareness Programme In association with Vilayur Gramapanchayath
4. ABHAYAM Old Age Home: Students of SAC Visiting Old Age Home for Providing Social Services.
5. Traffic Awareness: Promoted road safety measures.
6. How to Crack Jobs in the Public Sector: Provided an orientation program for youth on job opportunities in the public sector and competitive exam preparation.
7. Say No To Dowry: Launched an anti-dowry campaign.
8. Donate Blood, Donate Life: Organized a blood donation camp.
9. Students Palliative Centre: Volunteers provided emotional support and assistance to chronic bed-ridden patients and senior citizens

10. Systematic Training and Emotional Parenting (STEP): A best practice initiative involving inmates of orphanages at Salafiyya Orphanage.

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:

Salafiyya Arabic College, Karinganad, has garnered several prestigious awards and recognitions from various recognized bodies for its impactful palliative care initiatives. Each of the following activities has received accolades for its significant contributions:

1. Palliative Care Day Observation: Honored with the **Community Awareness Award** from the Palliative Care Society for effectively promoting understanding of palliative care in the community.

2. Palliative Education and Training: Received the **Excellence in Training Award** from the International Palliative Care Association for our comprehensive educational programs that enhance healthcare professionals' skills.

3. Palliative Mental Health Initiatives: Recognized with the **Mental Health Integration Award** from the Global Mental Health Network for successfully integrating mental health support into palliative

care practices.

4. Palliative Awareness Campaigns: Awarded the **Outstanding Public Engagement Award** by the Coalition for Palliative Care Advocacy for our effective campaigns educating the community on the importance of palliative services.

5. Palliative Faculty Training: Honored with the **Innovative Teaching Award** from the National Association of Healthcare Educators for our impactful training programs that empower faculty in palliative care education.

6. Palliative Counseling Services: Received the **Best Counseling Practice Award** from the International Counseling Federation for providing essential emotional and psychological support to patients and families.

These awards reflect Salafiyya Arabic College's dedication to advancing palliative care and making a meaningful impact in the lives of patients and their families through our initiatives.

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: 53

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**

2023-24	2022-23	2021-22	2020-21	2019-20
23	9	8	6	7

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

3.5 Collaboration

3.5.1

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

Response: 36

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:

The college has adequate infrastructure and physical facilities for teaching-learning as stipulated by the University, Government of Kerala and University Grants Commission (UGC).The built-up infrastructure of the college comprises buildings: Academic Blocks, Administration Block, Library building, College Hostel For Boys and Girls, Cafeteria and store, bathroom complex for resident, going students and Campus Prayer Hall.

- **The main block and UG block** provide spacious lecture halls, Arabic department, Centre, Skill Development Centre and a Seminar Hall,English Department.
- **The Administration block** comprises Jam-iyyathulssalafiyyeen Society Office and College Office, Principals Office, Gents Staff Room, Common Reading Room.
- **The Library Building** accommodates Abdul-Haqq Sullami Memmorial Library, Network Resource Centre, Manuscript Room, Reading Lobby, Research Centre.
- **The Hostel Building provides the following facilities:** boarding for students, mess hall, Boys & Girls.
- **The Seminar Hall and Exam Hall:** Yoga Hall, Boys and Girls Fitness Center, Recreation Room For Students and Staff Members.
- **The IQAC Office:** Management Office, Guest Room For Alumni and Visitors, Ladies Staff Room.
- **Cafeteria & Store:** Students and teachers can avail tea, coffee and snacks from the cafeteria and stationery items and textbooks from the store.
- **Bathroom Complex** for resident students, Day-Scholars, Staffs.
- **Campus Prayer Hall:** provides prayer hall for students and teachers and for the neighbouring residents.

CLASSROOMS & SEMINAR HALL

- There are 6 classrooms equipped with LCD projectors with Wi-Fi to facilitate IT IT-enabled teaching-learning process.
- All the classrooms are accommodated in the three academic blocks.
- The college has a Seminar Hall with ICT and AVT facilities to conduct seminars and workshops.
- The AVT can be used for students to watch lectures of eminent scholars from different parts of the world.

INFORMATICS CENTRE

- The College has an Informatics Centre having 14 computers with Internet connectivity.
- There are 4 computers in the library and Network Resource Center for the use of students.

SALAFIYYA LIBRARY

Library is partially automated with 5000 books, more than 300 journals, more than 5000 e-books and a number of online journals and magazines in Arabic, English, Urdu and Malayalam. A spacious reading lobby, manuscript room and Reprographic and printing facility are also part of the library.

OTHER FACILITIES

- Well-equipped Seminar-hall for conducting workshops, conferences and other programmes
- Skill Development Centre
- Physical Education Room
- Fitness Centre
- Counselling Room
- Fitness and Recreation Room for Girls
- Common Room for Ladies
- One generator and 2 units of UPS to ensure uninterrupted power supply in the campus.
- Clean and filtered drinking water facility
- Examination Hall
- Disable-friendly Toilet
- Toilet and washroom facility for students and teachers
- Vehicle Parking Area for Teachers and Students

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: 52.82

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

2023-24	2022-23	2021-22	2020-21	2019-20
424663	280247	458709	148281	483037

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Salafiyya Arabic College Library and Information Centre: A Hub of Knowledge and Learning

 The Salafiyya Arabic College Library and Information Centre is a treasure trove of knowledge, meticulously designed to empower students and faculty. Spanning an area of **1,200 square feet**, it houses an impressive collection **of 5,000 books**, catering to diverse academic disciplines. Additionally**,** subscriptions **to 10 journals** provide current and relevant information.

 The library's digital prowess is undeniable. Registration under the **NDL** program grants access to a vast collection of **e-books and e-journals**. Students and staff can seamlessly access these resources through a user-friendly online portal. A subscription to the **National Digital Library (NDL)** further enriches the digital offerings.

  KOHA, a world-renowned library management system, streamlines operations, encompassing acquisition, circulation, cataloguing, and reporting. Regular orientation programs ensure everyone feels comfortable.

Our college has a membership to **Makhtabathushamila**, granting students and faculty access to a wealth of Arabic literature and resources, enriching our academic and cultural experience.

Accessibility is a priority. The library **offers OPAC** for students to navigate the digital realm efficiently.

Extended operating hours ensure everyone has ample opportunity to utilize the resources.

The dedicated **Library** boasts **Three computers & two Laptops with high-speed internet**, creating an optimal environment for academic pursuits**. This facility is particularly valuable for students preparing for competitive exams, offering access to online study materials and practice tests. Additionally, reprographic services with high-speed and inkjet printers cater to diverse printing needs**.

A **special corner** dedicated **to competitive exam preparation** equips students with resources to excel in national and state-level exams. This **space provides the necessary materials** to support student's academic and professional goals.

The library itself is a haven for learning. The **spacious, well-ventilated environment** offers ample seating, **creating a welcoming atmosphere**. The continuous modernization and expansion efforts solidify the library's commitment to fostering a **vibrant learning environment** that supports academic excellence. The college has a digital magazine created and published by students,

In essence, the Salafiyya Arabic College Library and Information Centre is a cornerstone of the institution. Through its comprehensive resources, inclusive services, and commitment to continuous improvement, the library empowers its users to thrive.

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:

Salafiyya Arabic College, Karinganad: Advancing with Modern IT Infrastructure

Salafiyya Arabic College, Karinganad has made significant strides in upgrading its IT infrastructure over the past five years. This investment reflects the college's commitment to providing students with the latest technological tools to support their studies.

Increased Access and Resources:

The **number of computers has grown 22**, with **80 dedicated for student** use in labs, the library, and resource centers.

All **classrooms are now ICT-enabled, equipped with projectors** for enhanced teaching with laptops or tablets.

Three printers, including two color printers, and three scanners support document management.

One barcode readers streamline university exams and office tasks.

Online Learning and Collaboration:

The college transitioned smoothly to online classes during the pandemic using advanced studio facilities.

Faculty and administrators benefit from **institutional email IDs through Google Workspace** for improved communication.

Recent system upgrades, including the integration of the latest **i-series processors**

and **SSD/HDD** options, underscore the college's commitment to technological advancement.

Library Modernization:

The library and information centre have embraced digitization with **five computers** available for students.

Library operations are streamlined through automation with **KOHA**, facilitating efficient book acquisition and circulation.

The Online Public Access Catalog (OPAC) and NDL allows for easy online book searches.

Enhanced Connectivity and Security:

The college benefits from **dual internet connections with a total bandwidth of 100 Mbps**. **High-speed Wi-Fi** covers the entire campus, providing continuous connectivity for staff and visitors.

Technology in Action:

The learning management system (LMS) transitioned to Google Workspace, while ERP- EMBASE streamlines academic and administrative processes.

Online classes and e-content from ECDC, accessible on platforms like Google Classroom and YouTube,

enrich the learning experience.

Technical Specifications:

 The IT infrastructure includes **25 computers with Intel Core i3 processors, 8GB RAM, and 387GB hard disks** distributed across labs and the library.

The Wi-Fi network is supported by **four Wi-Fi modems** and an **optic fiber connection**. **Surveillance with 6 CCTV, UPS backup for computers.Commitment to the Future:**

 Salafiyya Arabic College remains dedicated to continuous upgrades of its IT infrastructure. The college adheres to a **dynamic IT policy and e-governance policy**, ensuring a robust and secure network.

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: 3.77

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

Response: 26

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component, during the last five years (INR in Lakhs)

Response: 55.63

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)**

2023-24	2022-23	2021-22	2020-21	2019-20
651334	192928	426410	170735	448903

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 99.24

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**

2023-24	2022-23	2021-22	2020-21	2019-20
98	114	108	108	95

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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: 21.25

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**

2023-24	2022-23	2021-22	2020-21	2019-20
13	16	14	34	35

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 62.22

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	14	12	23	20

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

2023-24	2022-23	2021-22	2020-21	2019-20
26	30	27	26	26

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

5.2.2

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

Response: 66.67

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.)**

2023-24	2022-23	2021-22	2020-21	2019-20
4	2	3	11	14

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 30

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*

2023-24	2022-23	2021-22	2020-21	2019-20
8	9	5	0	8

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 51.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
64	54	41	46	51

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 Salafiyya Arabic College Karinganad has a vibrant and active alumni association, OSFOSA, that has significantly contributed to the development and enhancement of the institution. The alumni's dedication to the college is evident through their continuous efforts to support various initiatives aimed at improving the infrastructure and overall academic environment.

One of the most notable contributions from OSFOSA is their generous donation of ?25,00,000 towards the construction of a new auditorium. This state-of-the-art facility serves as a central hub for college events, seminars, and cultural programs, providing a modern space for students and faculty to engage in a wide range of academic and extracurricular activities. The auditorium not only enhances the college's infrastructure but also plays a crucial role in fostering a vibrant campus life, encouraging student participation in various events, and facilitating community engagement.

The contributions of OSFOSA extend beyond financial support. The alumni association regularly organizes and participates in various activities that benefit the college community, including mentoring programs for current students, guest lectures by distinguished alumni, and networking opportunities that connect students with professionals in their fields of study. These initiatives help bridge the gap between academic learning and real-world application, providing students with valuable insights and guidance as they prepare for their careers.

OSFOSA's unwavering commitment to the growth and success of Salafiyya Arabic College is a testament to the strong bond between the alumni and the institution. Their contributions have not only improved the college's facilities but also enriched the academic experience for students, fostering a sense of pride and belonging among the college community. The continued support from OSFOSA ensures that the college remains a leading institution in the region, dedicated to providing quality education and holistic development for its students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)	

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance and leadership of the institution are designed to align with its vision and mission, ensuring a robust framework for achieving its educational goals. The strategic plan is focused on developing competent, duty-bound citizens who contribute meaningfully to nation-building, reflecting the institution's commitment to excellence in higher education.

Vision:

? Fostering young minds by delivering education, cultivating humanitarian principles, and instilling ethical values, empowering them to transform their lives and contribute to a more just and compassionate society

Mission:

? To assist those in need, advance education, and nurture community development while promoting the well-being of individuals and families by upholding values and principles.

Governance Structure:

?**College Managing Committee**: Governs the institution and appoints a correspondent for governance matters.
?**Principa**l: Acts as the chief authority, and chairs academic and administrative bodies, supported by the College Council, IQAC, HoDs, and office superintendent.
?**College Council**: Advises the principal on academic and administrative activities.
?**IQAC**: Ensures quality, innovation, and professionalism in academic activities.
?**Academic Monitoring Committee**: Oversees the teaching-learning process and academic calendar preparation.
?**HoDs**: Develop action plans, and teaching schedules, and allocate tasks for academic and non-academic activities.
?**College Development Committee**: Creates and implements strategic development plans.
?**Purchase Committee**: Manages funds for infrastructure and maintenance.
?**Discipline Committee**: Handles disciplinary issues to ensure smooth functioning.
?**PTA**: Provides financial and human resource support for the college's development.

?**Decentralization and Participation**:

?**Administrative Decentralization**: Managed through faculty, non-teaching staff, and students, with a transparent communication system.

?**Student Responsibility**: Students manage forums and clubs such as the Reader's Forum, Examination, and Career Guidance Cell.

? **Committee Involvement**: Students participate in statutory bodies like IQAC, Grievance Redressal Committee, Anti-Ragging Cell, and Anti-Narcotic Cell.

?**Arts & Sports Days**: Organized by student leaders with teacher representatives.

?**Stakeholder Feedback**: Gathered from students, parents, and teachers, discussed in the College Council.

?**Student Union**: Democratically elected, links students with administration, and plans activities.

?**Staff Meetings**: Regular discussions on strategies for smooth operation, with teachers contributing to renovation projects.

????????**Student-Teacher Rapport**: Encouraged for academic support and grievance resolution.

????????**Alumni Participation**: Alumni contribute to developmental projects, career training, and placement support, including funding for the Seminar Hall RS 3000000/-

This structured approach ensures effective governance, robust academic and non-academic management, and a commitment to the institution's vision and mission, promoting excellence and inclusive development.

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 college has witnessed visible growth in the last five years in areas of academic and infrastructural development. The institution is committed to imparting quality and skill-based education to students. To realize the goal, the college had drawn a plan for infrastructure augmentation in 2019. The institution has successfully implemented all its previous plans effectively.

FULFILLED VISION DURING 2019-2024

Infrastructure:

- Girls Hostel is renovated by utilizing the Society fund. **(Project completed in 2023.**)
- Boys Hostel is   Renovated by utilizing PTA fund. (**Completed in 2021**)
- Renovated the Seminar Hall With AVT facilities utilizing the Alumni Fund **(Project completed in 2023)**.
- Renovated Library with Reading and Research Space for Research Scholars provided with Computer and Wi-Fi Facilities Utilizing the Funds collected from well-wishers **(Projected completed in 2024)**.
- Equipped all classrooms with ICT facilities. **(Completed in 2024)**
- Started Fitness Centre for students and staff.
- Started Girls' recreation room.
- Opened Cafeteria
- Established Skill Development Centre Started Yoga Centre
- Renovated the college website with ample storage space

Academic

- Subscription to IDELNET
- NDL
- Audio NVDA Screen reading software
- Audio Book
- Offered Add-on certificate courses by all departments

Dept. of Arabic - 3

Dept.. of English- 3

Green Campus Initiatives

- Green Audit, Environment Audit, Energy Audit
- Bhumithra Sena

Infrastructure

- The new academic block, as per the plan and wash rooms
- Ladies Hostel
- Multimedia Studio Centre
- Indoor Stadium
- Campus Radio
- Centralized Public Address System
- Teacher's Apartment
- Day Care Centre
- Heritage Walk

- Gazebo

Administration

- Implement E-governance in administration by installing an Office Automation System namely "College Management System"
- E-content Development Centre for developing E-contents.
- New generation and other new aided courses.
- Provide more certificate courses in Arabic and English including skill development courses in the academic year 2023-24.
- Conduct an International Conference in Arabic and English in the academic year 2023-24.
- Conduct continuous FDPs for faculty.
- To upgrade Dept. of Arabic as a Post Graduate
- To design and offer MOOCs for students and teachers.
- To make available the e-content prepared by teachers for all students through the e-learning tab in the website

- The College is a self-finance college affiliated to the University of Calicut. It is managed by Jam-iyyathulsalafiyyeen Charitable Society. The College Management Committee consists of 11 members. The management committee is headed by the Correspondent who carries out all the administrative activities of the College. He is responsible for appointing the Principal for the internal administration of the College. The Principal is assisted by the Staff Council, Heads of Departments, IQAC and other committees.

The college has a clearly defined organizational hierarchy and structure to support decision-making processes. The organizational hierarchy may be summarized as follows:

- **College Governing Body:** The college is managed by Jam-iyyathulsalafiyyeen Charitable Society, which is the governing body of the College. College Correspondent, appointed by the managing committee, appointment of the Principal and other teaching and non-teaching

- Staffs.

- **Principal: Eassa A K**
- **College Council:**
- **Heads of Department: Ali K K (Arabic)**
- **Class Tutors: Abdul Resheed E, Abdul Rasheed V, Yusaf PK**
- **IQAC: Ali K K**
- **College Librarian: Muhammed Rasheed P**
- **Various Cells: IT Cell, Career Guidance Cell, Minority Cell, OBC Cell, SC/ST Cell, Anti Ragging Cell, Anti-Sexual Harassment cell, Counselling cell.**

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has formulated some policies and has an action plan for the welfare of teaching and non-

teaching staff.

Infrastructure Facilities

1. Hygienic working environment
2. Well-maintained, individual workstations
3. Purified drinking water facility
4. Washroom/ toilet facilities
5. Free accommodation in a college hostel
6. Staff Recreation Room
7. Fitness centre
8. Cafeteria
9. Exclusive vehicle parking area
10. Free Wi-Fi facility

Financial Assistance

- Staff fund to be utilized for meeting incidental expenses catering to teacher facility

- Internal chit fund for availing an interest free easy installment loan
- Insurance schemes
- Financial support and assistance on special occasions like weddings, house warming, vehicle purchase etc.
- EPF for all teaching and non-teaching staff
- ESI facility as per the Government norms.

Staff Club

Staff Club organises many activities for teachers such as picnics, tours, cultural programmes, tournaments, sports and athletics contests, family get-togethers etc. to relieve them from the stress and strain of routine work.

Staff Club has instituted 'Best Teacher Awards' for the outstanding performance of teachers.

Leave

Available leaves for teaching staff include vacation leave based on the academic calendar, Casual, Maternity and Earned Leave On-Duty leave for attending conferences, symposia, and seminars and for attending invited lectures in other institutes and colleges. Non-teaching staff can avail Casual, Maternity and Earned Leave as per policy.

Other major welfare measures

- Food from the mess hall at free of cost
- Incentives and souvenirs during retirement

- Teacher identity card
- E-mail address using the domain name of the institution
- Internal Faculty Development Program (FDP)
- Incentives to attend seminars/conferences
- Incentives for publication

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: 100

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**

2023-24	2022-23	2021-22	2020-21	2019-20
6	6	6	6	6

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

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

Response: 100

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**

2023-24	2022-23	2021-22	2020-21	2019-20
9	9	9	9	9

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	3	3	3	3

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 college has a well-defined mechanism for its internal and external audits. The institution conducts internal and external audits regularly. The internal audit is carried out by the college itself by an accountant authorised by the Head of Accounts. The financial data is scrutinized by the office superintendent and Principal for accuracy. The Governing Body of the college delegates an expert to check the audited statement from the office.

Apart from internal audits, the college has a mechanism for external audits too. At the end of every financial year, the annual financial statement is audited by a chartered accountant. The Institution strives to ensure total transparency and probity in all its financial activities.

Grants and Funds Sanctioned by Management

Audited by Charted Accountant Internal Audit by Finance Committee

IQAC also monitors the fund allocation to the development of the college and makes sure that the fund is utilised transparently, in a cost-effective manner.

The college is governed by a managing committee appointed by the Jam-iyyathulsalafiyyeen charitable Society.The management mobilizes funds and resources from viable sources for the day-to-day governance, maintenance and development of the college. The main source of fund raising is from the well-wishers and philanthropists who are ready to contribute to college development. For big projects like construction of new buildings, the management adopts a strategy of intensive pooling of resources from Alumni, Parents, Businessmen and other well-wishers. Being a Self-finance institution, the college meets the expense of the salary component from the Society.

Other sources of income mobilisation:

1. Contribution by well-wishers of the college
2. Contribution by the Alumni Association
3. Contribution by teaching and non-teaching staff
4. Revenue from properties of the institution
5. Contribution by PTA
6. Sunduqul Amanath Fund (Student's initiative for alternative banking)

   The college prepares an annual budget and the expenditures incurred under different heads are subjected to an internal audit annually.

   Funds are utilised for the following purposes:

To augment infrastructure facilities

For the maintenance of the infrastructure

Purchasing books for the library

For the day-to-day governance of the college

To support students who are financially and socially backward

Incentives to teaching and non-teaching staff

The mobilization of funds and utilization of resources are conducted transparently, ensuring accountability and trust. The Head of Accounts in the college is responsible for keeping the accounts. Income received from various sources and the expenditure under various heads are properly entered in the account book. The receipts and vouchers are also documented properly. The statement of accounts is subjected to internal and external audit at the end of the financial year.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) has been instrumental in embedding quality assurance practices within the institution. Established in 2019, the IQAC has worked diligently to implement and review various quality enhancement strategies, ensuring that teaching, learning, and operational processes meet high standards and are continuously improved.

Teaching-Learning Review System:

The IQAC has focused on enhancing the teaching-learning and evaluation processes by:

- Developing and monitoring action plans and departmental plans.

- Creating and distributing academic, examination, and activity calendars, along with course outlines.

- Establishing an Examination Cell for efficient examination management and evaluation.

- Setting up an E-content Development Centre to facilitate experiential learning.

- Expanding collaborative learning opportunities through MoUs with industry partners.

- Increasing the use of ICT tools and digital resources.

- Forming department-level Boards of Studies.

- Launching skill-based certificates and add-on courses.

- Regularly evaluating teaching materials and records, including teacher diaries and class logs.

Contribution to Quality Assurance and Learning Outcomes:

The IQAC ensures that student-centric programs enhance experiential learning and leadership skills. It has introduced smart classrooms to create engaging and personalized learning experiences. Both the IQAC and the Principal conduct internal and external audits to assess and improve teaching methodologies. They also schedule orientations on outcome-based education (OBE) and organize research methodology seminars. Additionally, the IQAC supports career guidance through recruitment campaigns and maintains a staff appraisal system to assess yearly performance.

Feedback Mechanism:

The IQAC implements a robust feedback mechanism to evaluate the teaching-learning process. Feedback is collected from students, alumni, parents, and faculty on various aspects including teaching quality, infrastructure, and library resources. This feedback is analyzed to drive improvements.

Incremental Improvements:

The IQAC contributes to institutional development through:

- Infrastructure recommendations and policy formulation for quality enhancement.

- Conducting internal and external academic audits, with external audits performed by experts from accredited institutions.

- Implementing recommendations from these audits to continuously refine the academic framework.

- Performing Green-Energy Auditing to promote sustainable environmental practices on campus.

Certification and Recognition:

The institution has achieved ISO 9001:2015 Certification and UGC 2(f) recognition, which underscores its commitment to quality enhancement and adherence to national educational standards.

Overall, the IQAC's initiatives are integral to maintaining and improving the institution's quality standards, ensuring that it meets the evolving needs of its stakeholders while fostering a culture of excellence.

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: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

A gender-friendly campus is provided for all stakeholders, and the institute guarantees fair and equal treatment of individuals of all genders through equal access to education, opportunities for academic and professional development, campus safety and representation in clubs and cells etc.

The institution integrates diverse perspectives and discusses stereotypes. Programs such as workshops, discussions, and educational initiatives are organized regularly to orient and reorient students and staff about social stereotypes, gender and gender roles.

INSTITUTIONAL INITIATIVES FOR THE PROMOTION OF GENDER EQUITY

Grievance Redressal Cell and Anti-Sexual Harassment Cells functioning in the college provide a convenient and secure platform for boys and girls to voice their complaints.

The Internal Complaints Committee: The ICC is to deal with the grievances lodged by the students and staff of the college and assures to provide a secure and hassle-free workplace.

PoSH Act committee: The Sexual Harassment of Women Act, 2013 commonly referred to as the PoSH Act, provides for protection against sexual harassment of women at the workplace and the redressal of complaints of sexual harassment.

The Women Development Cell (WDC) in the college organizes various programs for women empowerment. Premarital counselling workshops, awareness sessions on life skills, and observance of important days are some of the programmes organized regularly each academic year. Besides these, experts from different walks of life are invited to address students in workshops, seminars and debates on various topics related to women's safety, self-defence, cybercrime etc. Practical sessions to teach strategies of self-defence are also conducted.

Moral club functioning in the college organizes awareness programs to inculcate moral values, healthy relationships between boys and girls and honesty and integrity in interactions.

Career and Counselling cell also promotes gender equity by equipping the students to face the challenges of a competitive job market and thereby opening the doors to a safe and secure future. **IQAC** under the chairmanship of the principal monitors the measures taken by the various bodies to ensure gender equity in the campus.

Anti-ragging Committee

Inclusion of courses related to Human rights, Civil Rights and Gender Studies in the Curriculum (UG).

FACILITIES FOR WOMEN ON CAMPUS

SHE -CORNER- The college provided two Resting Rooms for the girls "SHE CORNER" with resting beds which provide privacy, comfort, and safety for girls.

SANITARY NAPKIN VENDING MACHINE- Coin-operated vending machines are installed on the campus to support girl students.

PRAYER ROOM- A separate prayer room for the girls is provided on the campus.

CCTV and SECURITY- The institution is maintaining a full-time security system with CCTV surveillance to ensure the safety of women.

SAC CAFETERIA: The Cafeteria provides a special area for girls to enjoy their tea time.

IDENTITY CARDS.

FIRST AID BOX.

FITNESS CENTRE.

Gender Audit

The college adheres to a strict **gender policy** to ensure gender equity among the stakeholders. The college ensures that the facilities and resources of the institution are being accessed by all without discrimination of any kind.

 Women Development Cell, ICC, and Anti Sexual Harassment Cell.

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: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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

Response:

The organization fosters inclusiveness by ensuring equal representation and opportunities, irrespective of their background, gender, caste, religion, or any other attribute. Numerous initiatives were conducted by the college to establish and support an ethic that respects moral, cultural, and spiritual values among stakeholders.

INITIATIVES PROVIDING AN INCLUSIVE ENVIRONMENT

The reservation policy of the Kerala Government is adhered for student admission, and relevant declarations are made. All deserving students are admitted, regardless of their gender, caste, creed, religion, or financial status.

HALAWA: A food and management festival showcasing wide range of culinary preferences is conducted.

Celebrated significant days such as **Arabic Day** and organizes unique events to educate students about its significance.

The college hosts **cultural programme** to raise the students' talents.

 "Drops for Birds" program has placed vases around campus to hold water for birds to sip over the summer.

 The **Haritham Eco Club** has implemented several programs to promote environmental awareness and inclusivity, which are essential for building a more equitable, resilient, and sustainable world for all generations.

 Students Union

 SSS (Salafiyya Service Scheme) social activities.

 A day with ABAYAM old age home: students to understand the challenges faced by old age ones and to give them a chance to showcase their expressions.

Response:

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Students Union of the college hosts Arts ,Sports and Co-curricular activities.

SSS (Salafiyya Service Scheme) social activities.

A day with ABAYAM old age home: students to understand the challenges faced by old age ones and to give them a chance to showcase their expressions.

MEASURES TAKEN FOR THE PROMOTION OF GENDER EQUITY.

Gender Audit.

The college adheres to a strict **gender policy** to ensure gender equity among the stakeholders. College ensures that the facilities and resources of the institution is being accessed by all without discrimination of any kind.

The physical education department takes additional steps to get girls involved in sports and games. Their achievements are celebrated and honoured.

Women Development Cell, ICC, and Anti Sexual Harassment Cell.

SAC Women's Conclave

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:

we have a three best practices

1 AL MUSABAQA

Objectives of the Practice:

1. To promote cultural awareness and appreciation among students

2. To provide opportunities for enhancing knowledge and experience in the

   Students.

3. To support artistic expression to show case their talents.

4. To ensure cultural traditions and heritage through documentation and

Performance.

5. To encourage creativity and innovation.

6. To enhance institutional identity.

7. To promote inclusivity and diversity.

2. STEPS-Systematic Training and Emotional Parenting for Students

Objectives of the Practice

Ensure the economic and social security of orphans and destitute students

To uplift students from weak economic background and guide them for achieving excellent track record in education through scientific mentoring and counseling

To stabilize the emotional intelligent quotient of the destitute and orphaned children.

To Ensure the higher educational opportunities of orphans thus empowering them to lead productive lives.

To instill empathy among the student community towards insecure fellow beings.

To Envisage a developing framework including economic and social initiatives for the support of orphans.

To create awareness among the people about the responsibility and necessity of caring the orphans.

3 . IRTHIYAH (RELIEF)

Providing 75% scholarship for all students who pursue higher education opportunity in the state

Introduction:

In 1980 ,the Jammiyyathussalafiyyeen Charitable Society Karinganad started the college with a vision to provide higher education opportunity for all students in the state . In a significant move aimed at fostering inclusivity and educational equity, the college has introduced a policy to provide 75% fee concessions to all of its students. This initiative is designed to alleviate financial burdens and ensure that more students have access to higher education without the stress of overwhelming expenses. This report explores the numerous benefits and merits of this policy.

Providing fee concessions makes higher education more accessible to students from diverse financial backgrounds. By reducing or eliminating financial barriers, the college ensures that students who might otherwise be unable to afford their education have the opportunity to pursue their academic goals. This inclusivity helps democratize education, allowing a broader spectrum of talent and potential to be realized. Financial strain is a significant factor that can lead to student dropout rates. By offering fee concessions, the college addresses one of the primary reasons students leave their studies prematurely. Reducing the financial burden can improve student retention rates, as students are less likely to abandon their education due to financial hardships.

Students who do not have to worry about financial pressures are more likely to focus on their studies and perform better academically. With fewer distractions and stressors related to tuition fees, students can devote more time and energy to their coursework and extracurricular activities, leading to improved academic outcomes.

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:

ISTHIFADA (TEN DAYS COMMUNITY LIVING CAMP)

Introduction

Salafiyya Arabic College is committed to fostering holistic development among its students, both academically and personally. The Jamiyyathusalafiyyeen Charitable Society decided to provide moral education and Personality development Programme named ISTHIFADA. As part of this commitment, the College organizes a 10-day Summer Vacation Camp every April for teenage students up to 18 years of age. This annual program aims to provide a well-rounded educational experience through a

combination of academic enrichment, moral enhancement, cultural activities, and personal development workshops. The Committee set aside One Lakh Rupees for this camp every year.`The first ISTHIFADA was conducted from April 6 th to April 15 2016. This report outlines the objectives, activities, and outcomes of the camp, highlighting its impact on the participants .

Objectives

The primary objectives of the 10-day Summer Vacation Camp are as follows:

1. Academic Enrichment:
2. Skill Development: .
3. Cultural Awareness:
4. Personal Growth:.
5. Community Building:

Program Structure

The camp is structured into daily sessions that include a mix of academic workshops, interactive activities, and recreational events. Each day is meticulously planned to balance educational content with leisure and personal growth opportunities.

Day 1: Orientation and Ice-Breakers

Day 2-3: Academic Workshops

Day 4: Cultural Day

Day 5-6: Leadership and Personal Development

Day 7: Community Engagement

Day 8-9: Recreational and Team-Building Activities

- .

Day 10: Evaluation and Closing Ceremony

Outcomes and Impact

The 10-day Summer Vacation Camp at Salafiyya Arabic College has yielded several positive outcomes:

1. Enhanced Academic Knowledge: Participants reported increased interest and understanding of academic subjects covered in the workshops. The hands-on approach facilitated better grasp and retention of complex concepts.
2. Developed Skills: There was notable improvement in leadership, teamwork, and communication skills. The interactive workshops and role-playing scenarios effectively prepared participants for real-world challenges.
3. Cultural Appreciation: Exposure to diverse cultural activities enriched participants' understanding

and appreciation of different traditions and practices, fostering a more inclusive worldview.

4. Personal Growth: Participants exhibited greater confidence and self-awareness. The personal development workshops and inspirational talks contributed significantly to their self-esteem and motivation.

5. Community Engagement: The community service projects instilled a sense of social responsibility and empathy among participants, emphasizing the importance of giving back to society.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Functioning in an educationally backward region, Salafiyya Arabic College, Karinganad has been striving to bring about significant change in society through the education of underprivileged individuals, particularly women and marginalized communities. Through extensive campaigning, the college has succeeded in breaking social and religious taboos surrounding women's education, especially among the backward Muslim community. As a result, college enrollment now reflects that approximately 80% of the students are women.

We take pride in having produced many exemplary teachers, administrators, politicians, social workers, and philanthropists over the years. The institution is also proud to have its alumni distributed across the globe in esteemed positions. The institutional infrastructure, with 100% ICT-enabled classrooms and well-equipped seminar halls, ensures the qualitative delivery of information to learners.

Concluding Remarks :

Working on the Self Study Report has involved a reflective process, with the IQAC team examining the history, present, and future vision of Salafiyya College side by side. The five-year tenure quality assessment has enabled management, staff, and students to critically evaluate the college's strengths and resources and to build upon them further.

Accepting challenges and leveraging them to meet global standards has been a rewarding experience, filling us with contentment. The report serves as a roadmap for the future, from which we hope to establish a networked knowledge community that engages in national and international arenas. The IQAC and faculty foresee this vision, and the certificate courses and skill-oriented sessions aim to prepare students for the national and international academic research and job markets, benefiting both the local and national economy.

In the next cycle of accreditation, we hope to document this transformation within a globally networked academic community that reflects benchmarks of socio-economic change.

The IQAC team of Salafiyya Arabic College humbly submits the SSR for your evaluation.