



MUSLIM ARTS COLLEGE

A Muslim Minority Institution - Estd 1982
Affiliated to Manonmaniam Sundaranar University, Tirunelveli, Recognized u/s 2(f) & 12(B) of UGC Act.
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CRITERION 7

NAAC DVV CLARIFICATION

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

Internal Green Audit Report

DVV RESPONSES FOR 7.1.3

**Submitted to
THE NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL (NAAC)**

August 2024

INTERNAL GREEN AUDIT REPORT (2022 APRIL to - 2023 MARCH) OF MUSLIM ARTS COLLEGE, THIRUVITHAMCODE

INTRODUCTION

National Assessment and Accreditation Council – NAAC- declared that it was mandatory for all Higher Educational Institutions, particularly colleges providing professional courses and Arts/ Science Colleges to conduct Green Audit of their campuses and implement carbon mitigation measures to ensure that they enjoy the status of being the green campus. Moreover, the Green Audit should measure the quantity of CO₂ emission by the institutions concerned and various carbon foot print reduction measures being implemented to ensure zero carbon emission. Muslim Arts College has been conducting regularly annual survey of the flora/fauna in the campus, energy auditing which includes green energy production measures and submitting these reports regularly to NAAC, New Delhi

THE CONCEPT

The term environmental audit or green audit means different things to different people. Terms like assessment, survey and review are also used to describe the same type of activities. Furthermore, some organizations believe that an “environmental audit” addresses only environmental matters, whereas others use the term to mean an audit of health, safety and environmental related matters. Although there is no universal definition, green auditing, as practiced by many leading companies/institutions, follows the same basic philosophy and approach summarized by the broad definition adopted by the International Chambers of Commerce (ICC) in its publication Environmental Auditing (1989). The ICC defines Environmental Auditing as:

“A management tool comprising a systematic, documented periodic and objective evaluation of how well environmental organization, management and equipment are

performing with the aim of safeguarding the environment and natural resources in its operations/projects”.

The European Commission in its proposed regulation on environmental auditing also adopts the ICC definition of environmental audit. However, the outcome of Green Audit should establish with concrete evidence that the measures undertaken and facilities in the institution under green auditing reduces carbon foot print in the atmosphere. Carbon Foot print is historically defined as the total set of greenhouse gas emissions caused by an individual, event or organization, and expressed as carbon dioxide equivalent.

MUSLIM ARTS COLLEGE– A BRIEF PROFILE

The Muslim Arts College, born out of the vision of the Muslim Educational Society (MES), is very close to Thuckalay, nestled within the charming village of Thiruvithamcode, just 20 km west of Nagercoil.

We offer an exemplary learning environment and a centre par excellence. Our visions to help boys and girls develop competencies, commitments and characteristics which have distinguished human beings at their best.

We invite you to learn more about life and work at Muslim Arts College. Our most important aim is to provide for our students the most supportive learning atmosphere we can.

Mr. Mohamed Ali, a well-known entrepreneur in Kanyakumari District identified the urgent need to have an exclusive college for youth from the marginalized community irrespective of their caste, creed or religion in Kanyakumari District .

Muslim Arts College, an outstanding institution committed to student success in Higher Education in Kanyakumari Educational District, first started functioning at Madhavalayam on July 5, 1982. It started with B.Com, B.A. History, and B.Sc in Mathematics programmes. It was a long-felt need of the MES of Kanyakumari District to have a College that gave equal opportunity and access to the Muslim minority

community. The college, which has the motto “Serve with Love”, gives importance to the education of rural students who are socially and financially backward. This great abode of learning caters to the educational needs of the students from various backgrounds.

In 1984, the college was affiliated with Madurai Kamaraj University, and gradually new programmes in UG and PG were added. With the establishment of Manonmaniam Sundaranar University at Tirunelveli in 1990, the college was affiliated with it. The college campus, which is gifted with an atmosphere of tranquilly, harmony and peace, is conducive to academic studies and research activities. The college now offers 25 UG programmes, 16 PG programmes, 8 M.Phil. Programmes and Ph.D. programmes in various disciplines. The college provides relevant programmes for young students that are learner-centered, skill-based and job-oriented as well as value-based education and opportunities for research of an international caliber base on the needs of the students.

Our Vision

To provide quality education and become a centre of excellence for higher education..

Our Mission

To produce intellectually good, morally and spiritually sound, emotionally well-balanced and socially committed students irrespective of caste, creed, race or gender who would be dedicated to the welfare of the society, the nation and the world.

Objectives

- i) To enhance the life skills of the students through inculcating spiritual, cultural, social and ethical values.
- ii) To the social and leadership skills of women to eradicate gender inequality.
- iii) To develop social and ecological commitment among the staff and students for the benefit of society.

iv) To instill in the students, appreciation and respect for Mother Earth and our Mother Land.

Now a glance at the physical structures of the College

Sl.no	Particulars	Area in square meters
1	Total land area	41,858.6
2	Built up area/open terrace	2,0635.8
3	Road and parking area	2,244
4	Playground area	8,823.75
5	Green area (bushy plants and wild grass)	4,300
6	Areas of grass land/lawns	2,321
7	Vacant area	3,534

The academic strength of the college is best illustrated through the following table. The shaded courses are self-financed.

The academic strength of the college is best illustrated through the following table.

Sl. No	Department	No. of students	No. of staff
1.	B A Tamil	7	
2.	BA History	19	
3.	BA English	30	

4.	B.Com Commerce	39	
5.	B.Sc. Mathematics	9	
6.	B.Sc. Physics	4	
7.	B.Sc. Zoology	5	
8.	B.Sc Nutrition & Dietetics	35	
9.	M A English	11	
10.	M A Tamil	6	
11.	M. Phil Tamil	1	
12.	M.Sc. Physics	24	
13.	M. Phil Physics	1	
14.	B.Sc. Chemistry	11	
15.	M.Sc. Chemistry	15	
16.	BCA	48	
17.	BBA	63	
18.	B A Public Administration	15	
19.	M A Public Administration	12	
20.	M.Sc. Nutrition & Dietetics	21	
21.	M. Phil Nutrition & Dietetics	4	
22.	M.Sc. Zoology	9	
23.	M. Phil Zoology	1	

24.	M A English II Batch	12	
25.	M. A History	7	
26.	M. Sc Mathematics I batch	21	
27.	M. Sc Computer Science	24	
28.	M.Sc. Information Technology	4	
29.	M. Phil English	2	
30.	M. Phil Mathematics	1	
31.	M. Phil History	2	
32.	B A Arabic	10	
33.	M.A Arabic	5	
34.	B Com II Batch	40	
35.	B.Com Corporate Secretary ship	17	
36.	B. Com Honors	8	
37.	B.Sc. Computer Science	47	
38.	B.Sc. Visual Communications	16	
39.	B. Sc. Fashion Technology	12	
40.	B. Sc. Hotel Management	29	
41.	B.Sc. Micro Biology	5	
42.	B.Sc. Artificial Intelligence	0	

43.	B.B.A Aviation Management	11	
44.	BLISc	0	
45.	M.Com I Batch	18	
46.	M.Sc. Hotel Management & Catering Science	43	
47.	Ph. D Tamil	3	
48.	Ph. D. English	0	
49.	Ph. D History	0	
50.	Ph. .D Commerce	0	
51.	Ph. D Physics	6	
52.	Ph. D Zoology	3	
53.	Ph. D Computer Science	0	
54.	Ph. D Nutrition and Dietetics	6	
Total		703	138

OBJECTIVES OF GREEN AUDITING

Setting an audit objective is necessary to enable the auditor to go through the audit without losing focus. Moreover, the objectives are needed to define quantitative and qualitative level of the achievement of Muslim Arts College – herein after referred to as institution - in terms of Carbon Foot Print reduction.

THE OBJECTIVES:

- To assess whether the measures implemented by the Muslim Arts College have helped to reduce the carbon foot print in the atmosphere.
- To assess whether the investments made in electricity power management, biodiversity and environment consciousness among the students have helped the institution to achieve the required carbon dioxide absorption and emission in the campus of the institution
- To assess whether the non-academic activities of the institution support the collection, recovery, reuse, recycling of the solid waste that harms the environment.
- To identify the gaps and suggest recommendations to improve the green campus status of the institution.

METHODOLOGY ADOPTED

The methodology adopted to conduct the Green Audit of the Institution has the following components;

FOCUSED GROUP DISCUSSION

The Focused Group include the Eco Club members, the staff members involved in environment and energy and the management people. The discussion focused on identifying the attitudes and awareness towards environmental issues at the institution level, district level, national level and global level. The discussion revolved around three key questions; Do they consider themselves eco-conscious? Do they consider the organization to be eco-friendly? What do they think are the top priorities that should be tackled?

THE OFFICE/BUILDING SURVEY

Collecting information on the office-based environmental impacts, like square footage, utility bills, energy saving devises, and IT equipment. This information is added

to the carbon footprint data, giving us an accurate picture of the organization's annual greenhouse gas emissions and reduction measures

THE CARBON FOOTPRINT

- The data collected from the following sources are taken into consideration to calculate Carbon Foot Print emissions and reductions; the flora status of the campus - say total number of plants, trees, shrubs – alternate green energy production and consumption to reduce fossil fuel based energy, and number of Fluorescent bulbs, CFL, LED tube lights and Electronic Chokes to improve energy efficiency in the campus/building through our carbon footprint calculator.
- The carbon foot print calculator will enable the institution to measure annual tons of carbon emissions by the institution. Besides, it will enable the institution to break it down by key “carbon drivers” so that the institution knows how much of carbon footprint comes from which type of behaviour (e.g. high power consuming incandescent bulbs vs. LED lights, LPG cylinder vs. Bio Gas etc.).

Green Audit Assessment Team was constituted by the Secretary, Mr. Mohammed Ali to facilitate the Green Audit conducted by the Green Auditor. Moreover, the involvement of the faculty of the Muslim Arts College ensured the participatory approach towards Green Audit. The Green Audit will be finally reviewed and submitted by the Principal to any organizations or institutions concerned.

GREEN AUDIT ASSESSMENT TEAM

Sl. No.	Name	Designation
1.	Dr. V. Rejulin Jenin Kumar	IQAC Coordinator
2.	Dr. T. Kumaran	Assistant Professor of Zoology

3.	Dr. T.N. Semila Pushpam	Assistant Professor of Botany
4.	Dr. R.P. Jebin	Assistant Professor of Physics
5.	Mr. K. C. Manoj	Technician

FAMILIES OF FLORA IN THE PROJECTED AREA.

There are 14 families of trees, 13 families of shrubs and 22 families of ornamental plants in the college campus.

CALCULATION CALENDAR FOR TREES

560 to 700 fully grown trees shall be raised in one acre of land. This depends on the type of soil, the species/ family type of the tree and spacing. However, with the normal spacing of 6x10 feet, the total number of trees shall be taken up as 600/acre.

However, the Eco Club members made an approximate survey of the number of flora in the area.

Table - I

Sl. No.	Status of trees/plants/ bush trees	Number/area
1	Total number of fully grown trees	175
2	Total number of semi grown trees	45
3	Total number of bush/shrub /grassy plants	38

4	Total number of ornamental plants	227
5	Grass lawn	2321 sq.mt

Plant/tree calculator methods employed

It is very difficult to categorize fully grown and semi grown trees and work out a universal formula to measure carbon absorption and oxygen emission. This difficulty is caused by canopy cover of each tree which subsequently is determined by the circumference of the trunk, number of branches, sub branches and foliage sprouting from the sub branches. Hence, we have adopted the universally recognized criteria to enumerate fully grown and semi grown trees. Trees with a life span of above ten years and with more than ten main branches shall be categorized as fully grown trees and one acre of land shall accommodate 700 such trees. Trees with more than ten years life span but without branches or trees having life span of less than five years with braches shall be categorized under semi grown category.

Another problematic area is enumeration of bushy plants in a given area. Here too, different tools are employed for different geographical regions such as hilly areas and forests where wild bush plants and grasses jostle together without respecting scientific calculation of spacing. But here we are calculating the bush plants and grasses in the controlled plot, say college campus. Hence the following formula is taken up for enumeration of bush plants per square meter.

Take that number and multiply by 100 then divide by the seed row spacing in cm to get plants per square metre. For example, 25 plants per metre multiplied by 100 then divided by 25 cm (10" row spacing) is 100 plants per square metre. If we take up this formula to enumerate the total number of bush plants in 4,300 square meters, then the total number of bush plants in the campus is **4,30,000 plants.**

ENERGY SAVING MEASURES AND CARBON FOOT PRINT REDUCTION

The Energy Audit report of the college during the period – 2022 April to - 2023 March reveals that the total consumption of electricity is 31,157.1 units. This includes the

energy consumption of 3 generators, 13 air conditioners which consumes huge quantities of electricity and 406 tubes and LED lamps.. One unit equals to 1000 watts hour (1kWh).

The following table illustrates the number of vehicles.

College bus (52 seated Ashok Leyland)	- 14 numbers
Van	- 1
Load Auto	-1
Four wheelers	- 4 numbers
Generator	- 1

The fuel consumption by vehicles is determined by the type of vehicle, year of manufacturing, maintenance status, traffic congestion in a particular area etc. Considering these factors, it is estimated through trip sheets that the average mileage covered by each college bus is 4 KM/Litre of diesel. The fourteen buses make only two trips per day – the point of departure from various places of the district to the college in the morning and reaching the destination from the college in the evening. Based on this, the average of two way distance covered by the fourteen buses per month are 22,960 KMs.or per day it is 765 KM. Taking into consideration that the College functions about 180 days per year, the total distance covered by the 14 buses per year is **765 x180 days = 1, 37,700 KM.**

The 4 four wheelers are used for various personal purposes. Hence we take into consideration the average distance covered by the four wheelers to the college and from the college to the homes of the owners. The average is worked out in consultation with the Bus Department. It is 600 KM per month or $600/25 = 24$ KM (two way) per vehicle per day. Thus the total distance covered for 180 days is **4x 24 x180 = 17,280 KMs.**

Besides, there is a van that plies 300 KM per month or 12 KM per day. At this rate the total distance covered by the van for 180 days is $12x 180 =$ **2,160 KM.**

A load Auto is also in service for the college. It an average of 325 KM per month. The daily average distance covered is $325/25$ days = 13 KM. At this rate the total distance covered per year is $13x180 =$ **2,340 KM.**

Total KMs covered by 6 four wheelers is $17,280 + 2,160 + 2,340 = \underline{\underline{21,780 \text{ KMs}}}$

Thus the total distance covered by 14 buses, 7 cars, one van and one load auto is $(1, 37,700 + 17,280 + 2,160 + 2,340) = \underline{\underline{1, 59,480 \text{ KMs}}}$

The fuel/ distance ratio of the three types of vehicles are given below

College buses - 4KM/ per litre

Four wheeler (cars) - 12 KM/ litre

Total quantity of fuel (diesel and petrol) consumed by the vehicles are calculated below based on the above ratio;

1. College buses (14) - $1,37,700/4 = 34,425$ litres of diesel
2. Four wheeler (6) - $21,780/12 = 1,815$ litres of petrol

Hus the total quantity of fossil fuel (both diesel and petrol) consumed by the four categories of vehicles per year is $(34,425 + 1,815) = \underline{\underline{36,240 \text{ litres of liquid fuel.}}}$

INSTALLING ENERGY EFFICIENT LIGHTING SYSTEM

Based on the recommendations of the Energy Audit conducted in the past by the faculty of the college, the institution has reduced the CO₂ emissions indirectly by replacing high energy consuming incandescent electric bulbs with energy efficient CFL light systems and LED bulbs of different Watt capacity.

Assumptions

1. We use incandescent bulbs as reference tool to analyse the carbon reduction through energy efficient bulbs/tubes. We make a comparison of CO₂ emission between the incandescent bulbs and CFL/LED bulbs installed through replacement..
2. An average of five hours of burning the bulbs/tubes are taken for comparison.

The replacement value of the bulbs are given below

1. 115 numbers of LED Tubes (20W)
2. 190 numbers of Tube lights (36W)
3. 31 numbers of LED ceiling lights (20W)
4. 15 numbers of CFL bulbs (25W)
5. 30 numbers of BULBS (15 W)
6. 5 numbers of Focus lights (150 W)
7. 13 number of Focus lights (50 W)
8. 7 numbers of CFL lights (20 W)

Total number of bulbs and tubes are 406

PLANTS LIST –SHRUBS

Sl. No	Common Name	Botanical Name	Family	No.of TREES
1.	Guava	Psidium guajava	Myrtaceae	4
2.	Castor	Ricinus communis	Spurges	2
3.	Manilkara Zapota	Manilka razapota	Sapotaceae	2
4.	Gooseberry	Phyllanthus emblica	Phyllanthaceae	4
5.	Rose	Rosaru biginosa	Rosaceae	6
6.	Henna	Lasonia inermis	Lythraceae	1
7.	Jasmine	Jasminum officinale	Oleaceae	2

8.	Hipiscus	Hipiscus rosasiensis	Malvaceae	1
9.	Juniper	Juniper communis	Cupressaceae	5
10.	Custard apple	Annona squamosa	Annonaceae	2
11.	Tulasi	Ocimum tenuiflorum	Lamiaceae	6
12.	Lemon	Rubia tinctorum	Rubaceae	1
13.	Ixora	Rubia tinctorum	Rubaceae	2

POTTED PLANT

SI No	Name	Botanical name	Family	No of potted plants
1	Grona triflora	Desmodium triflorum	Fabaceae	2
2	Calla lilly	Zantedeschia aethiopica	Araceae	4
3	Lucky bamboo	Dracaena sanderiana	Asparagaceae	3
4	African bow string hemp	Dracaena erifasciata	Asparagaceae	4
5	Pandan	Pandanus amaryllis	Pandanaceae	3

		folius		
6	Scarlet jungle flame	<i>Ixora coccinae</i>	Rubiaceae	14
7	<i>Coleus blumei</i>	<i>Coleus scutellarioides</i>	Lamiaceae	3
8	NewZealand flax	<i>Phormium tenax</i>	Asphodelaceae	6
9	Desert rose	<i>Adenice mobesum</i>	Apocyanaceae	6
10	Flamingo lily	<i>Anthurium andraceanum</i>	Araceae	3
11	Wingped pursiane	<i>Portulaca umbraticola</i>	Portulaceae	5
12	Red-leaf philodendron	<i>Philodendron ercebescens</i>	Araceae	6
13	Silver inch plant	<i>Tradescantia zebrina</i>	Commelinaceae	2
14	Mosses in cradle	<i>Tradescantia spathacea</i>	Commelinaceae	6
15	Poison bulb	<i>Crinum asiaticum</i>	Amaryllidaceae	3
16	Pinwheel flower	<i>Tabernaemontana divarica</i>	Apocyanaceae	2
17	Turkey berry	<i>Solanum torvum</i>	Solanacea	2

18	Ming aralia	<i>Polyscias fruticosa</i>	Araliaceae	2
19	Asparagum fern	<i>Asperagus staceus</i>	Asparagaceae	2
20	Spanish lime	<i>Melicoccus bijugates</i>	Sapindaceae	16
21	Angel wings	<i>Caladium bicolor</i>	Araceae	2
22	Cuban oregano	<i>Plectranthus amboinicus</i>	Lamiaceae	3
23	Song of India	<i>Dracaena reflexa</i>	Asparagaceae	2
24	Sawara cypress	<i>Juniperus chinensis</i>	Cupressaceae	2
25	Sawara cypress	<i>Hesperocyparis lusitanica</i>	Cupressaceae	9
26	Philodendron burlemorxii	<i>Philodendron erubescens</i>	Araceae	6
27	Aloe	<i>Aloe vera</i>	Asphodelaceae	3
28	Lawsons's cypress	<i>Chamaecyparis lacosoniana</i>	Cupressaceae	15
29	Pride of India	<i>Dracaena reflexa</i>	Asparagaceae	2
30	Gold dust	<i>Dracaena surculosa</i>	Asparagaceae	2

31	Spider plant	Chlorophytum comosum	Asparagaceae	5
32	Leaf cactus	Perskia aculeata	Cactaceae	3
33	American black night	Solanum americanum	Solanaceae	3
34	White jungle	Ixora finlaysoniana	Rubiaceae	4
35	Queen of thorns	Euphorbia milii	Euphorbiaceae	3
36	Moss rose	Portulaca grandiflora	Portulacaceae	3
37	Big leaf hydrangea	Hydrangea macrophylla	Hydrangeaceae	2
38	Yew	Taxus baccatta	Taxaceae	5
39	Buddha's lamp	Mussaenda philippica	Rubiaceae	2
40	Earleaf acacia	Acacia auriculiformis	Fabaceae	2
41	Evergreen	Cupressus sempervirens	Cupressaceae	1
42	Rose painted calathea	Goeppertia roseopicta	Marantaceae	6
43	Ti leaf	Cordyline fruticosa	Asparagaceae	2

44	Century plant	Agaveamericana	Asparagaceae	1
45	Lily turf	Liripe muscari	Liliaceae	1
46	Japanese false-cypress	Chamaecyparis pisifera	Cupressaceae	6
47	Rose	Rosa damacena	Rosaceae	20
48	Hibiscus	Hibiscus rosa sinensis	Malvaceae	16

PLANT LIST-TREES

SI No	Name	Botanical Name	Family	No of Trees
1	Royal palm tree	Roystonea regia	Arecaceae	13
2	Cocunut tree	Cocus nucifera	Arecaceae	45
3	Teak tree	Teactona grandis	Lamiaceae	84
4	Palm tree	Borassus flabellifer	Arecaceae	4
5	Mango tree	Mangnifera indica	Anacardiaceae	10
6	Jackfruit tree	Artocarpus	Moraceae	11

		heterophyllus		
7	Wild jack tree	Artocarpus hirsutus	Moraceae	3
8	Neem tree	Azadirachta indica	Meliaceae	9
9	Papaya tree	Carica papaya	Caricaceae	1
10	Badam tree	Prunus dulcis	Rosaceae	1
11	Soapnut tree	Sapindus mukorossi	Sapindaceae	16
12	Tamarind tree	Tamarindus indica	Fabaceae	2
13	Bird cherry tree	Muntingia calabura	Muntingiaceae	6
14	Mulberry tree	Morus rubra	Moraceae	6
15	Yellow Bells tree	Tecoma stans	Bignoniaceae	1
16	Monitoring Ash tree	Fraxinus excelsor	Oleaceae	1
17	Sandal tree	Santalum album	Santaceae	1
18	Drum stick tree	Moringa olifera	Moringaceae	4

Creating environment consciousness among the student community assumes importance for two reasons; first, the world is on a path to be about 3% warmer than the pre-industrial times. Secondly, the students are effective agents of social change and they shall act collectively to protect and conserve biodiversity, improve SOC and sensitize the local community to install energy efficient bulbs to mitigate the effects of global warming. Some of the problems faced by humankind directly or indirectly are ozone depletion, greenhouse effect, acid rain, global warming, air-water pollution, and fossil fuel combustion. The chemical materials and processes are the most important among these. Noticing the bad effects of chemistry and traditional energy sources on environment and human life, the institution has been trying to find solutions for a better life. For this, teaching about environment issues and the preservation of the environment and eco system has become increasingly important in the life skill education in the college.

The environmental education is the need of the hour for three reasons. They are; (a) if people are aware of the need for and the ways of protecting the environment they will act to preserve it, (b) student community should assume responsibility for educating about environmental protection and (c) environmental education can be effective as a part of a college curriculum. Hence the institution stresses increased concern about the environment education.

The College faculty has conducted two types of assessment of environment awareness among two categories of focused groups in the institution. The focused groups are; 1. Eco Club members 2. Selected girls hailing from the village background . There are 30 eco club members and 50 girls from the agrarian family background.

The overall impression one gets while green auditing the campus is that it qualifies to be labelled as Green Campus. The geographical terrain and the vast area at the disposal of the institution is a contributing factor to green the campus.

Conversion of the solid waste, particularly the cow dungs and food waste into bio gas is an impressive achievement and commitment to reduce carbon foot print.

Solid waste management – conversion of degradable solid waste into bio fertilizer and vermicompost – is another area which deserves appreciation to improve soil organic carbon capacity.

Rain water harvesting and subsequent water management system is very impressive as it is scientific and quantitatively measurable.

The college management and the faculty deserve appreciation to reduce carbon foot print through installing various energy efficient measures. One example is replacing incandescent and fluorescent bulbs with less energy consuming CFL and LED bulbs.



A handwritten signature in green ink, appearing to be "Sheela".

PRINCIPAL
MUSLIM ARTS COLLEGE
THIRUVITHANCODE - 629 174