



# FAROOK TRAINING COLLEGE

[RESEARCH CENTRE IN EDUCATION, UNIVERSITY OF CALICUT]  
Govt. Aided College Affiliated to Calicut University and Recognized by NCTE & UGC  
FAROOK COLLEGE.P.O  
KOZHIKODE, KERALA - 673632  
Accredited by SAAC at A+ Grade with CGPA 3.39 (2021-26)

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Estd. 1961

Re-accredited by NAAC at A Grade with CGPA 3.54 (2012-17)

PR/151/IQAC/2021-22

17/03/2022

## Revised Proceedings of the Principal farook Training College in respect to the constitution of Internal Quality Assurance Cell (IQAC) as per NAAC guidelines

The composition of the IQAC for the year 2021-22 here by modified is as follows:

1. Chairperson: Head of the Institution : Dr. T. Mohamed Saleem : Principal
2. Teachers to represent all levels (Assistant Professor and Associate Professor)(Three to eight) :  
Dr. Mumthas N.S., Associate Professor  
Dr. Umer Farooque T.K., Assistant Professor  
Dr. Anees Mohammed C., Assistant Professor  
Mr. Rishad Kolothumthodi., Assistant Professor  
Dr. Aseel Abdul Wahid., Assistant Professor  
Dr. Niranjana K.P., Assistant Professor (from 17.03.2022)  
Dr. Mohammed Shareef K, Assistant Professor (from 17.03.2022)
3. One member from the Management : Jb. S. Mohammed Yunus (Secretary)
4. The senior administrative officer (Office Superintendent/Manager) : Mrs. Rubeena P.M.
5. One nominee each from the Local Society/Trust, Students and Alumni :  
Mr. C. Abdul Hameed, Municipal Ward Councillor (LSG Rep.)  
Mr. Anoop Thomas Alex, PhD Scholar (Student)  
Dr. K. Kishore Kumar, Assistant Professor, Farook College
6. One nominee each from the Employer/Industrialists/Stakeholders :  
Head Master, Farook HSS
7. One of the senior teachers as the Coordinator of the IQAC:  
**Dr. Vijayakumari. K**



  
Prof.(Dr.)T.Mohamed Saleem  
Principal  
Farook Training College  
P.O.Farook College ,Kozhikode

*Guidelines for the Creation of the*  
**Internal Quality Assurance Cell (IQAC)**  
**and Submission of Annual Quality Assurance**  
**Report (AQAR) by Accredited Institutions**

*(AQAR format in line with the revised manual of Teacher Education Colleges, with effect from the academic year 2020-21)*



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

*An Autonomous Institution of the University Grants Commission*

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, **Bengaluru - 560 072** India

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Colleges, including Special Education and Physical Education  
with effect from the academic year 2020-21)*

**The Director**  
National Assessment and Accreditation Council (NAAC)  
P. O. Box. No. 1075, Nagarbhavi,  
Bengaluru - 560 072, India

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Principal  
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***Guidelines for the Creation of the  
Internal Quality Assurance Cell (IQAC)  
and Submission of Annual Quality Assurance Report  
(AQAR) in Accredited Institutions***

**Introduction**

In pursuance of its action plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure. Since, quality enhancement is a continuous process; the IQAC will become a vital part of the institution's quality assurance system and work towards ensuring quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of its institution. For this, during the post-accreditation period, institutions need to channelize their efforts towards promoting holistic academic excellence including the implementation of peer team's recommendations.

The guidelines provided in the following pages will facilitate the institution in the creation and operation of the IQAC. The establishment of the IQAC is the first step towards institutionalization and internalization of quality enhancement initiatives. Its success depends on its sense of belongingness and participation in all the activities of the institution. It will not be yet another hierarchical structure or a record-keeping unit of the institution but will be a facilitative and participative unit of the institution. It has the potential to become a vehicle for ushering in quality enhancement through its planned and interventionist strategies to remove deficiencies and enhance quality, as in Quality Circles in industries.

***IQAC – Vision***

To promote quality culture as the prime concern of Higher Education Institutions through institutionalizing and internalizing all the quality-enhancing and sustaining initiatives taken with internal and external support.

**Objective**

***The primary aim of the IQAC is***

- To develop a mechanism to promote conscious, consistent and catalytic action plans to improve the academic and administrative performance of the institution.
- To promote institutional quality enhancement and sustenance through the internalization of quality culture and institutionalization of the best practices.

**Strategies**

***IQAC shall evolve a mechanism and procedures for***

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial units;
- b) Adoption of relevant and quality academic and research programmes;
- c) Ensuring equitable access to and affordability of academic programmes for various sections of the society;
- d) Optimization and integration of modern methods of teaching and learning;

- e) Ensuring credible assessment and evaluation processes;
- f) Ensuring the proper allocation, adequacy and maintenance of support structure and services;
- g) Sharing of research findings and networking with other institutions in India and abroad.

### **Functions**

- a) Development and application of quality benchmarks;
- b) Setting parameters for various academic and administrative activities of the institution;
- c) Facilitating the creation of a learner-centric environment conducive to quality education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process;
- d) Collection and analysis of feedback from all the stakeholders on quality-related institutional processes;
- e) Dissemination of information on various quality parameters to all the stakeholders;
- e) Organization of intra- and inter-institutional workshops and seminars on quality-related themes and promotion of quality circles;
- f) Documentation of various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the institution for coordinating quality-related activities, including adoption and dissemination of the best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining and enhancing institutional quality;
- i) Periodical conduct of Academic and Administrative Audits along with their follow-up activities; and
- j) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per the guidelines and parameters of NAAC.

### **Benefits**

#### ***IQAC will facilitate / contribute to***

- a) Ensuring clarity and focus in the institution's march towards quality enhancement;
- b) Ensuring internalization of quality culture;
- b) Ensuring enhancement and coordination among the various units and activities of the institution and institutionalizing all good practices;
- c) Providing a sound basis for decision-making to improve institutional functioning;
- d) Acting as a dynamic system for quality changes in HEIs; and
- e) Building a sound methodology for documentation and internal communication.

#### ***Composition of the IQAC***

The IQAC should be constituted in every institution under the chairpersonship of the Head of the Institution with heads of key academic and administrative units and a few teachers and a few distinguished educationists and representatives of the local management and stakeholders as members.

The composition of the IQAC should be as follows:

1. Chairperson: Head of the Institution
2. Teachers to represent all levels (Assistant Professor and Associate Professor)  
(Three to eight)

3. One member from the Management
4. The senior administrative officer (Office Superintendent/Manager)
5. One nominee each from the Local Society/Trust, Students and Alumni
6. One nominee each from the Employer/Industrialists/Stakeholders
7. One of the senior teachers as the Coordinator of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution and accordingly the representation of teachers may vary. The IQAC helps the institution in planning and monitoring quality-related activities. It ensures the various stakeholders' and beneficiaries' cross-sectional participation in the institution's quality-enhancement activities. The guidelines given here are only indicative and will help the institutions in their quality-sustenance activities. The membership of the nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-thirds of the total number of members. The Agenda, Minutes and Action Taken Reports are to be documented and maintained electronically in a retrievable format.

While selecting these members, several precautions need to be taken. A few of them are listed below:

- ❑ It is advisable to choose persons from different backgrounds who have earned respect for their integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
- ❑ It is advisable to change the Coordinator every two/three years to usher in new thoughts and activities in the institution.
- ❑ It would be appropriate to choose senior administrators and persons in charge of institutional services such as library, computer centre, estate office, student welfare, administration, academic tasks, examination and planning and development.
- ❑ The management representative should be aware of the institution's objectives, strengths and limitations, and should be committed to its improvement. The local Society/Trust representatives should be of a high social standing and should have made significant contributions to society and to education, in particular.



  
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