



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

FAROOK TRAINING COLLEGE

**FAROOK TRAINING COLLEGE, FAROOK COLLEGE PO, KOZHIKODE 673632.
673632**

www.farooktrainingcollege.ac.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Farook Training College, established in 1961 by the Rauzathul Uloom Association, affiliated to University of Kerala and later to University of Calicut in 1968 is the first Muslim minority teacher education college in Kerala. The institution spans 2.01 acres with a built-up area of 4383.02 m², in Ramanatukara Municipality, owned by Farook Training College Managing committee under Farook College Managing committee.

The motto of institution “Enter to Learn and Exit to Serve”, focusing on unlocking the unknown through learning and fostering bonds between the institution and community through service, invades all educational endeavours. The college excels in enhanced productivity achieved through collaboration, field affiliation, and strategic management approaches.

As a government-aided co-educational teacher education institution, the college offers undergraduate and postgraduate programmes in Education, recognised by UGC and NCTE. The B.Ed. programme admits two units of fifty students each under six streams of subjects, while the M.Ed. programme admits one unit of fifty students. Designated as a research centre in Education by University of Calicut since 2012, the college has produced 32 doctoral theses, and currently, 48 scholars are engaged in research. The peer-reviewed, refereed biannual journal 'Endeavours in Education' and digitalized library having extensive collection of resources accessible through F-eSIM, OPAC, D-Space with 18, 317 books, play a major role in student learning and knowledge dissemination.

Farook Training College Innovative Academia (FTCIA), unique project of the college, empowers the human resources of the institution to translate plans into action with a diverse range of programmes focusing on development of professional knowledge and competencies, life skills, and human values in tune with NEP 2020. The National Service Scheme (NSS) serves as a platform for the personality development of student-teachers through community service.

With nearly 350 students intake, the college excels in learner and teacher support, by facilities of Multi Media Interactive hall, IT resource centre, digital technology hub and physical fitness centre. The customized ERP, F-eSIM, has been implemented, making the functioning of entire system more efficient. The robust management system of the college and continuous feedback from stakeholders fosters cohesive collaboration among academic, administrative, and student bodies for optimal outcomes.

Vision

“To become a centre par excellence of teacher education, unique in experience, value based in approach and pioneering in efforts for enriching and fulfilling life of all.”

A philanthropic partnership approach with strategies prioritized on regulating and collaborating educational theorists, practitioners, researchers and the public has been adopted by the institution to firmly embrace excellence, without losing the quintessence of the process of education, while perfecting the long-term goals. To be an impressionable challenge taker in the demanding context of evolution of educational policies, reforms in the system of teacher education and shifts in the pedagogic structure of curricula, policies are being

crafted at the institutional level for mobilising the academic and non-academic resources. The college, being a centre of research in Education, keeps the spirit of creativity, innovation, inquiry and scientific temper in all the domains including policy making, governance and academic endeavours.

Mission

The operational objectives of the set goals of the undergraduate, post graduate and research programmes in Education are defined in terms of knowledge, skills, values and attitude. When learning is synonymous with learning to be, the strategic process of teacher education programme aims at co-creation of successful humane teachers who are competent in content knowledge, pedagogic transaction while being sensitive to the challenges posed by the exponential growth of knowledge. When education gets refined in the changed global context, teacher education curriculum is rejuvenated and context sensitive strategies are designed at the institutional level to augment the process of knowledge acquisition, development, creation and dissemination along with acquisition of skills of sustainability, organised training and development of positive attitudes and practice of values for capacity building among our future ambassadors so that they could serve as successful pro-active professional teachers. The envisioned National Professional Standards for Teachers could be pragmatized with a series of anecdotal accounts of our expertise and wealth of practice amalgamated with research in the discipline of Education.

The vision and mission resonate throughout the educational process and get reflected in development of knowledge, skills, attitude, and values as well central point of all leading initiatives in Teacher Education.

Thus our mission is stated as,

“To impart state-of-the-art knowledge into pre-service teachers in various educational disciplines and to inculcate in them a high degree of social consciousness and human values, thereby enabling them and their students to face the challenges of life with courage and conviction.”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Since its inception in 1961, the college has embarked on a 62-year journey of teacher education, in a multidisciplinary campus, Farookabad which consists of institutions ranging from LP School to Civil Service coaching centre contributing to society. The strength lies in its institutional performance appraisal system, which is accredited by SAAC at A+ grade with CGPA 3.39, the first teacher education college in Kerala during the year 2021.

Employing diverse strategies aligned with global trends, the college ensures student autonomy, teacher accountability, inclusion, and flexibility in subject specialization through democratic decentralized administration.

Among 20 permanent faculty members, 17 hold Ph.D's, with 12 members serving as research supervisors and produced 32 Ph.Ds so far. Continued professional development is evidenced by the exposure and expertise in the teacher education scenario ranging, Kerala State Higher Education Council, various Academic Bodies of University, Senate, AC, BoS, Curriculum committee, Chairman and Examiners of Practical board and QP

setters of other universities.

Our research centre is committed to address education issues, enhancing overall school and teacher education domains. To ensure implementation of research outputs, college initiated “Young Scholars Enrichment Programme” in collaboration with SCERT, Kerala. Professional competency is prioritized through unique programmes under FTCIA, including Finishing School, F-Talk, PTEP, SIDCAP, Each one Teach One, OCLP, Gurudarsan, Guruvani, G-SLIP, G-FLIP and REACH.

The teaching-learning process employs participatory and experiential modes, with evaluation techniques like peer-evaluation, self-evaluation, and transparent internal evaluation. Diversity is addressed through differentiated schemes, blended learning, and remedial teaching. A library, with 18,317 books and 15 journals, equipped with digitalized resources and D-Space, F-eSIM ensures 24 x7 availability of learning materials.

A permanent feedback system involves various stakeholders: alumni, employers, teachers, and parents. Community sensitisation programmes like Hridayapoorvam, Blood donor’s forum, Counselling cell, School adoption project, Aksharadeepam, STEP and NSS enrich institutional engagement with community.

Student support system includes Jeevani, Edusupport, health centre, physical fitness centre, game hub, computer lab, psychology lab, e-content development centre, wifi, smart classrooms, co-operative store, cafeteria, and a digitalised library. The college utilizes an ERP with an office automation system, services, and LMS (F-eSIM), ensuring efficient institutional functioning.

Institutional Weakness

In an era where multidisciplinary and interdisciplinary approaches enhance the quality and impact of educational programmes, as college of teacher education, we are in a transition period. The college must transform in to a multidisciplinary institution in tune with the proposals of NEP 2020. Hence more course may be introduced along with Education programs. The policy decision in this regard not yet initiated at government level.

Despite constant efforts, the research journal of our college, 'Endeavours in Education,' is not included in the UGC CARE and financial support for the research projects has to be enhanced. The library has been digitalized, but the functioning is to be improved by moving all reference items to an electronic repository.

The alumni association plays a significant role in contributing to the betterment of academics and infrastructure of the college through human, material, and financial assistance. However, its involvement in other areas including enhancing the physical infrastructure is comparatively limited.

The number of publications by our faculty members in journals listed in the CARE index is relatively low compared to the total number of articles published. As a teacher education college theory and practical ratio is almost 50:50, hence additional value-added courses are not offered frequently. But now it is highly significant to offer more value-added programs which becomes integral part of knowledge and skill acquisition.

Addressing these weak areas is crucial for the overall development and progress of the institution.

Institutional Opportunity

We consider the new initiatives in the Indian education system, in tune with the NEP 2020, such as the Choice Based Credit Semester System, liberal multidisciplinary approaches, Academic Bank of Credits, and research-oriented pedagogy as great opportunities to excel in the field of teacher education. As the college serves as the destination for teacher training, preparation, and empowerment in a multifaceted campus spanning from Lower Primary School to the Centre for Civil Service Coaching, it enjoys active participation from students, parents, the alumni association, sister institutions, the community, and the local government in our curriculum and extension programs.

The resources we have, could be shared with the academic community at large, especially contextualised curriculum development processes. The research centre in Education with 12 research supervisors could become a research hub in educational studies with the partnership of other training colleges, arts and science colleges and schools. There is scope for collaborative research as well as interdisciplinary research. Individualized Educational Programmes could stretch its field of application to collaborative programmes.

With infrastructure and physical facilities such as a Multi Media Interactive hall, fitness center, game hub, Guruvani, and Gurudarsan, coupled with the material resources our students and faculty have access to, the college can rightfully claim the status of a center of excellence in teacher education. Offering UG, PG, and PhD programs in education, along with an Elementary Teacher Training program at our sister institution FITE adjacent to our college, makes the campus a hub of teacher education.

We wish to excel ourselves at each point of time. With a keen eye on excellence the Managing Committee of the college from the first day of its formation, has been committed to promoting quality in teacher education keeping a pace always ahead of the times, facilitating the college with financial and infrastructural back up for making the transaction of the curriculum effective and productive

Institutional Challenge

Given the constraints of the affiliating system and being an Aided College, the total academic initiative of the college has its own limitations. To overcome this, attempts are being made for autonomous status. Moving towards autonomy is a major challenge that we face today. The proposed Integrated Teacher Education Program (ITEP) has not yet been opened to affiliated colleges, and to implement it, the entire system should be modified in tune with the NCTE regulations and NEP 2020 proposals.

The innovations in the Indian education system, such as the Choice Based Credit Semester System, liberal Multidisciplinary approaches, and Academic Bank of Credits have faced challenges in its implementation due to the nature of present affiliating system and allied regulatory measures imposed by the administrative structure. Despite having a rich pool of resources, particularly in terms of teaching faculty, opportunities like faculty exchange and student exchange should be strengthened through the expansion of cluster college or similar initiatives in the area of higher education.

Financial constraints have consistently posed impediments in the pursuit of excellence in education. In an era emphasising entrepreneurship and the development of job-oriented academic programmes, mobilising

ample funds for innovative initiatives in teaching, learning, research and extension is another challenging task that we have to address.

The true challenge in the field of teacher education lies in the advancement of technology. The current technology-enabled structure is almost capable of substituting the teacher in our classrooms. However, we are aware that no technology can fully replace the teacher. Embracing and updating technology in the teaching-learning process is the most challenging task for both the teacher and the institution. All the innovative practices have been oriented towards overcoming the above challenges, and the college reaffirms its commitment to quality in teacher education, hoping to grow further with synergic efforts in the years to come.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Farook Training College uniquely tailors the curriculum recommended by University of Calicut, with the enriched faculty members who are active decision makers in the curriculum development of the university. The college ensures a comprehensive introduction to the curriculum and facilities through an induction meeting for new entrants. To facilitate structured implementation of the curriculum, academic calendar and semester plans are meticulously communicated to all stakeholders.

Both the B.Ed. and M.Ed. curricula offer flexibility, offering elective courses. M.Ed. students have the freedom to select research topics and flexibility is also maintained in the choice of internship institutions for both B.Ed. and M.Ed. students.

The curriculum integrates psychological, philosophical, sociological, technological and pedagogic foundations through a combination of core and optional courses. Implementation of theoretical knowledge is emphasised through college-based and field-based practicals, bridging the gap between theory and practice. Academic and extension activities enhance the formal curriculum, providing students with practical insights and holistic learning experience.

The curricular content is expanded through programmes under FTCIA, focusing on national and international education systems, education for students with diverse needs, value education, environmental education, disaster management, and innovative teaching and learning methods. The value-added course, Finishing School, contributes to the competency of aspiring teachers. Students are encouraged to participate in online courses to enhance their professional competencies. Continuous feedback from stakeholders is actively sought, the analysis of which serves as a signposts for curriculum refinement and improvement.

Teaching-learning and Evaluation

The college has high enrolment percentage since its inception to the various programmes at graduate, post graduate and research level and maintains reservation policies. The environment of the college is student friendly giving priority to the esteem needs of the adult learners and Divyangjan with due emphasis on quality in teaching, learning and evaluation.

Students' passion towards teaching profession is ignited by identifying their entry level behaviour. Advanced learners are assigned tasks in Gurudarshan Student Lead Innovative Programme (GSLIP) and slow learners are

supported through Remedial Coaching. The tutor-ward system, student initiated Online Collaborative Learning Platform (OCLP), Guruvani and SIDCAP cater to learner and learning diversity.

The theoretical and practical courses, as outlined in the PLOs and CLOs, are systematically followed through semester-wise curricular plans and the academic calendar. Innovative student-centric approach with brainstorming, peer teaching and focus group discussion is adopted for teaching-learning process and assessed through various modes- digital test, descriptive test, performance test, library referencing, rubrics, field activities and workshops. Students are given ample opportunities to explore, develop and integrate ICT through curricular activities and implementation of ERP software F-eSIM. Continual mentoring supports students to manage stress, develop life skills and self-efficacy through reflective practices.

Students are encouraged throughout to attend extended talks (F-Talk), participate in academic workshops, and web talks. Young Scholars' Enrichment Programme is a unique attempt to make research more field based at M.Ed. level by collaborating with SCERT Kerala. Comprehensive development of teaching skills is ensured through a multitude of initiatives. Both B.Ed. and M.Ed. students are prepared rigorously for 4 month internship programme. Evaluation and Examination Committee (EEC) ensures timely, transparent assessment procedures. Grievance Redressal Cell instantly addresses the concerns of any kind from students.

Teachers are encouraged to attend conferences, seminars, and symposia, as well as orientation and refresher courses, in order to enhance their competencies and promote innovative and effective teaching practices. They serve as resource persons in professional development programmes and extend their expertise to various academic bodies.

Infrastructure and Learning Resources

Farook Training College exhibits commendable infrastructure and facilities that conform to the standards set by various statutory bodies. The campus is 2.016 acres in size and has three buildings that together cover 4383.02 square meters. These buildings contain well-equipped classrooms, seminar halls, laboratories, a library, and administrative offices. The institution has 14 classrooms and 3 seminar halls, all equipped with ICT tools. Among these, 8 classrooms are specifically designed with updated digital facilities, for collaborative learning.

The library, automated since 2006 and now integrated with the open-source software Koha, offers 18,317 books, 15 research journals, digital resources and remote access through the Online Public Access Catalogue (OPAC). The introduction of D-Space and F-eSIM enhances access to theses, dissertations, and educational content, supplementing academic resources.

The institution has diligently upgraded its ICT facilities, ensuring Wi-Fi connectivity across the campus, equipped with a robust bandwidth of 200 MBPS. The implementation of CCTV surveillance, biometric attendance systems, and the establishment of a multimedia interactive hall (MMI Hall) and FTCIA Digital Technology Hub ensure a secure and technologically enriched learning environment.

Procedures for facility maintenance, resource management, access control, guidelines, training, and safety protocols are well-established, ensuring optimal utilization and security across laboratories, the library, sports complex, and classrooms.

Student Support and Progression

The college offers various capability-building and skill enhancement programmes that contribute to the development of both hard and soft skills among student teachers. Active participation in debate club, film club, nature club and National Service Scheme (NSS) enhances their all-round capabilities. The institution employs latest technologies to communicate effectively with differently-abled students. Special provisions like Braille books, screen reading software 'JAWS', dedicated consoles, and voice recording/typing options make it the first choice for visually challenged individuals.

Grievance redressal cell-organises awareness and orientation programmes that aid students in addressing their concerns, and the published statutory instructions in the college website reflects transparency. Student grievances are immediately attended seriously. Financial aid in the form of scholarships and support for the economically disadvantaged provides relief, with contributions from parents, teachers, alumni, philanthropists, and well-wishers. The college managing committee also actively supports financially challenged students.

The extension cell, in collaboration with the alumni association, fulfils social needs, while the counselling cell, with experts and mentor teachers, addresses psychological issues. Special programmes like 'Solace,' conducted with the alumni association, extend counselling services to alumni. Career guidance and placement cell plays a crucial role in preparing students for competitive examinations, guiding them toward various professions and higher education opportunities. Regular updates on job opportunities are disseminated through social media, and the placement cell fosters relationships with schools and other institutions to facilitate student placement.

The alumni association actively supports the institution, contributing to infrastructure development, curriculum transactions, motivational interactions, sharing expertise, academic support, and financial aid. Out of 24 existing teaching faculty 10 members are former students of the institution, reflecting its positive impact. The holistic approach, technological inclusivity, financial assistance programmes, and active alumni involvement direct the institution towards success.

Governance, Leadership and Management

Farook Training College, established by the Rouzathul Uloom Association has its own Managing Committee, bylaws, and mode of operation. The Principal is the administrator of all the programmes ranging from graduate to research levels. Beyond the statutory bodies, the institution has introduced non-statutory position like Programme Coordinators, academic and non-academic activity-specific coordinators, including coordinators for college based practicals, extension activities and various projects under FCTIA. Time-table committee, Evaluation and Examination Committee, Emergency Management Committee and Media Cell steer the institution.

The college office operates in line with the decentralized pattern, with duties and responsibilities shared among administrative staff to promote a more democratic nature in fulfilling tasks. The college maintains a transparent fund management system, relying on various sources for finance, including UGC and other government agencies, the managing committee, philanthropic donations from the public, financial support from sister institutions, contributions from the Parent-Teacher Association (PTA), assistance from the Alumni Association, and endowment funds.

Financial transparency is ensured through a three-tier auditing system- Accountant General audit, Departmental audit, and internal audit conducted periodically by a Chartered Accountant. Internal financial

systems for extension activities and welfare measures managed by a committee undergo regular audits. The college conducts academic and administrative audits through an external expert committee, while Academic Quality Assurance Cell (AQAC) oversees academic matters.

Academic and service rules for both teaching and administrative staff follow the norms and regulations of Government of Kerala, UGC, NCTE, and the University of Calicut. Recruitment is done through strict merit-based procedures based on the rules established by the governing bodies; faculty placement and promotions align with the Career Advancement Scheme mandated by the governing bodies. The Institutional Performance Appraisal System improves the performance of teachers and administrative staff. Professional development and administrative training programmes are frequently organized by the institution and financial support is given for attending such programmes outside the institution.

The IQAC operates diligently to foster a culture of quality across all activities, implementing strategies such as digitization, performance appraisal, and feedback analysis to ensure continuous improvement in academic and non-academic aspects.

Institutional Values and Best Practices

The institution abides by the protocol of environmental preservation and energy conservation through a rigorous Green Protocol, promoting eco-responsibility, minimizing plastic usage, waste reduction and implementing green landscaping. It is dedicated to sustainability and conservation through efficient equipments, oversight, and educating students on energy policies. 10 kW Solar power plant implemented in the institution supports the transition to a more environment friendly and sustainable energy infrastructure. Waste management principles of the institution encompass source segregation, efficient disposal of non-biodegradable waste and sanitary pads. Innovative methods are adopted to reduce e-waste. The institution has made remarkable progress in water management and conservation, incorporating rainwater harvesting, wastewater recycling, and advocating responsible water usage. The Green environment and energy Audit diligently preserves campus trees, monitors water and soil quality and ensures energy conservation.

The College places a strong emphasis on community service, with numerous initiatives aimed at uplifting underprivileged families, providing financial support to disadvantaged students, and assisting the needy in emergencies. Programmes are organized to support special school and tribe school students. Extreme care is taken to maximize locational advantages, including utilization of available resources and expert individuals, to their fullest potential.

Institutional values are upheld through emphasis on ethics and integrity and a defined Code of Conduct for all. The orientation programme ensures everyone understand the expected standards of behaviour. A monitoring committee has been constituted to address any violations or concerns and conduct periodic professional ethics programmes.

The Young Scholars Enrichment Programme fosters academic inquiry and critical thinking, with a focus on addressing educational challenges in Malappuram district of Kerala to provide valuable insights and research-driven solutions. The 'Organic Farming Project' at an old age home showcases the commitment to holistic education values, promoting community engagement and empathy through hands-on activities in tune with recommendations of NEP 2020. The 'School Adoption Project' reflects the institution's strong commitment to community service and vision by transforming a struggling school into an institution of excellence. These initiatives collectively embody the core values, aligning with the vision for a sustainable, ethical, and

community engaged educational environment

Research and Outreach Activities

Farook Training College stands as a prominent research centre with a strong commitment to research, academic excellence, and community engagement. The research endeavours have been complemented by the successful acquisition of research projects funded by respected agencies such as the University Grants Commission (UGC), Indian Council of Social Science Research (ICSSR), and Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT). Being a research centre in Education under the University of Calicut since 2012, the college has produced 32 PhD's, and currently, 48 scholars are engaged in research. The peer-reviewed, refereed biannual journal 'Endeavours in Education' and digitalised library having extensive collection of resources accessible through F-eSIM, OPAC, D-Space with 18,317 books, plays a major role in teaching and research.

Furthermore, the college consistently organizes seminars and workshops, providing a platform for the exchange of ideas and dissemination of knowledge. The strong dedication to foster innovation is evident through the creation of an ecosystem that encourages creative thinking and the initiation of various programmes aimed at generating and transferring knowledge. Members of faculty engage in such ventures, presenting research papers at national and international seminars and publishing their work, further enhancing the institution's academic prestige of the institution.

Farook Training College has also made significant strides in outreach programmes. These initiatives are thoughtfully designed to sensitize students to pressing social issues and promote community development. In addition to its academic pursuits, the college places equal emphasis on co-curricular activities, encouraging students to actively participate in outreach programmes and projects of national priority projects. The flagship project of FTCIA coordinate all the outreach programs under unique programs designed and implemented by IQAC, students union and NSS. Our community service efforts have not gone unnoticed, as the institution has received honours and awards for its outstanding outreach activities. This recognition reflects the dedication and social responsibility of the college and its role in the betterment of society. The institution has actively forged collaborations with a range of national and international agencies and educational institutions enhancing educational outreach and global identity of the institution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	FAROOK TRAINING COLLEGE
Address	Farook Training College, Farook College PO, Kozhikode 673632.
City	Farook College
State	Kerala
Pin	673632
Website	www.farooktrainingcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	T Mohamed Saleem	0495-2440662	9496363353	-	farooktc06@gmail.com
IQAC / CIQA coordinator	Niranjana K P	0495-2969662	9447335854	-	niranjana.bmenon@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Educational Institution Certificate.pdf
If Yes, Specify minority status	
Religious	Muslim
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	18-07-2014	View Document		
12B of UGC	18-07-2014	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	27-05-2015	120	NCTE recognition is considered as permanent and the same is valid up to the withdrawal if any situation

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?	Yes
If yes, name of the agency	State Assessment and Accreditation Centre The Kerala State Higher Education Council
Date of recognition	07-12-2021

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Farook Training College, Farook College PO, Kozhikode 673632.	Urban	2.016	4383.02

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	BEd,Education	24	B.Sc. Degree with Botany/ Zoology/ Biochemistry/B. Sc. Plant Science/Home Science with Zoology or Botany as subsidiary/B. Sc. Family and Community Science with Zoology or Botany as subsidiary/Aquaculture	English	19	19
UG	BEd,Education	24	B.Sc. Degree with Physics/ B.Sc Physics with Computer Application/B.Sc. Chemistry with Mathematics and Computer Application/B.Sc. Polymer Chemistry/B.Sc. Geology/ B.Sc. Petrochemicals/B.Sc. Bio Chemistry	English	20	20
UG	BEd,Education	24	BA History/Islamic History/Arabic and Islamic History	English	16	16

			double main/Public Administration/Malayalam and Sociology Double main/Arabic and History Double main/Arabic and Islamic History Double main/			
UG	BEd,Education	24	BA Degree with English language and Literature / Functional English / Communicative English/ BA English and History Double main with 50% marks/grade altogether / 50% Marks/grade for Part-III alone	English	16	16
UG	BEd,Education	24	BA Degree with Malayalam Language and Literature / BA Malayalam and Sociology Double main with 50% marks/grade altogether/50%	English + Malayalam	14	14

			Marks/grade for Part-III alone or Master's Degree in Malayalam Language			
UG	BEd, Education	24	B.Sc. Degree with Mathematics/Statistics/Applied Statistics as main with 50% marks/grade altogether/50% Marks/grade for Part-III alone or M. Sc Degree in Mathematics/Statistics/Applied Statistics	English	15	15
PG	MEd, Education	24	B.Ed.	English	50	35
Doctoral (Ph.D)	PhD or DPhil, Education	0	M.Ed.	English	9	0

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	4				2				17			
Recruited	1	3	0	4	2	0	0	2	10	6	0	16
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	2	0	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	7	2	0	9
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	1	2	0	3
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				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	3	0	2	0	0	7	4	0	17
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	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	8	0	0	0	8
	Female	92	0	0	0	92
	Others	0	0	0	0	0
PG	Male	11	2	0	0	13
	Female	22	0	0	0	22
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	3	4	4	1
	Female	13	19	7	17
	Others	0	0	0	0
ST	Male	0	1	0	1
	Female	4	3	2	3
	Others	0	0	0	0
OBC	Male	8	8	10	11
	Female	86	85	98	76
	Others	0	0	0	0
General	Male	3	3	2	3
	Female	15	27	27	9
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		132	150	150	121

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Teacher education programme by its professional nature is multidisciplinary as it is based on philosophical, sociological, psychological and technological foundations along with content and pedagogy of all school specific subject areas. Constant efforts are being attempted by the college to keep abreast of latest trends in the field of education. In tune with the recommendations of NEP 2020, Government of Kerala have initiated discussions on implementation of the same by reformulating the existing programme. Being a composite college upgraded to research centre in Education, the college is equipped with the demanded infrastructure facilities as well as human and material resources.</p>
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The undergraduate and post graduate programmes are run with multidisciplinary subject-specific courses such as Educational Philosophy, Sociology, Psychology, Value Education, and Environmental Education. The current UG programme spans across the multiple disciplines of Humanities, Science and Languages. Moreover, the curricula prescribe multidisciplinary courses like Language across Curriculum and Understanding Disciplines as core courses. Teacher education being a professional course, the lion's share of its curriculum is meant for practicum, training in the form of student-teaching and value-based field engagement courses, including Initiatory School Experiences and School Internship, Socially Useful Productive Work and Working with Community to provide first-hand experience with the problems of school as a community and to nurture professional skills. Post graduate programme also ensures multidisciplinary by offering scope for student choice from a total of 27 courses.

Interdisciplinary approach to research is followed both at post graduate and doctoral levels. After being upgraded as a Research Centre in 2012, the college has already produced 32 research theses under thrust areas of education and allied subjects, which ensures multidisciplinary approach in research especially research in Education. The institution is ready with the envisaged facilities to impart liberal education in its true sense as proposed in NEP 2020. The parental institution, Farook College, an autonomous Arts and Science college has 26 Departments with 6, 10, 5, 4 and 1 under Humanities, Science, Language, Media and Information Science and Commerce and Management respectively, of which eleven Departments are research centres. Farook College campus comprises education institutions from Kindergarten to Post-doctoral level, ranging from schools to Institute of Management Studies, and Centre for Civil Service Coaching opens the vistas of life long education, and the educational complex of Farookabad possesses conducive environment for multidisciplinary, cross-disciplinary and interdisciplinary approaches to Education. The essential pre-requisites for the Four-Year Undergraduate Programme (FYUG) and PG programmes are in place on campus, encompassing a multi-tiered education system, robust infrastructure facilities, and an ample supply of both human and

	<p>material resources. Policies on collaboration and integration are under discussion at the state government and institutional management level. Apart from the prescribed curricular content, syllabus of the Finishing School, a project started in 2015 proves our strength in planning with a futuristic vision. The content areas are in tune with the guidelines of NEP 2020. Also, the college has been undertaking various research projects and has organized workshops in Art Integrated Pedagogy and Fitness Integrated Pedagogy.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As the college is affiliated to University of Calicut and ABC has not been implemented for teacher education courses by the university, it is not applicable in the present situation and will be practiced once the parent University switches over to the system. Kerala State Higher Education Council (KSHEC) has initiated policy dialogue and parallel discussions are going on at University level. On the backdrop of Draft Curriculum and Credit Framework for Postgraduate programme (UGC), critical discussions are on the way, and the voice of Farook Training College is represented by the Principal, he being a member of the governing body of KSHEC and the Academic committee of University of Calicut. The college has identified the process to register in ABC and students and staff are directed to open Digi Locker account in this regard. The college initiated the process to register in NAD, but not successful by this time. We hope the NAD facilities will be full-fledged at the earliest, once it is fully tuned with affiliating university also.</p>
<p>3. Skill development:</p>	<p>Holistic skill enhancement is an obligatory element of the programmes of study at all levels of education. The primary focus of B.Ed. programme is to nurture skilled prospective teachers with critical 21st Century capacities in the professional field. The curriculum proposes a number of programmes to transform the prospective teachers into well rounded individuals. This includes theoretical orientation on various teaching skills and capacity building through micro-teaching, pre-planning, post-planning, observation of faculty demonstration classes, peer criticism classes, workshops on preparation of improvised learning resources, initiatory school experiences, school internship, art and drama in education and ICT skills for teaching and learning. The programme also</p>

includes a number of other activities to prepare professionally empowered and socially engaged teachers through hands on sessions on Yoga, Health and Physical Education, Reading and Reflecting on texts, Activities on Enhancing Professional Competence, Community Living Camp, Understanding the Self, Socially Useful Productive Work, Working with the Community and Field Trip/Study Tour. The efforts in ensuring opportunities to nurture education experts are reflected in the strategic curricular transaction of M.Ed and research programmes. The expected outcomes are guaranteed by developing research skills through Expository and Academic writing workshops, talks on emerging research paradigms, Research ethics, Preparation of Research Proposal, Tool construction, Data Collection and Analysis and Research Reporting. Other activities to instil teacher competencies: communication, cooperation, teamwork and resilience include internship in teacher education institutions and practical sessions on yoga, ICT cum soft skills and peer teaching. The college provides opportunities to develop social and personal skills through various projects and schemes such as Finishing School, Blood Donation Forum, School Adoption Project, National Service Scheme (NSS) and Student Initiative in Pain and Palliative. The academic and vocational skills are boosted through Professional Teacher Empowerment Programme (PTEP), Gurudarsan- Student Lead Innovative Program (G-SLIP), Each One Teach One, Students' Initiative Day Celebrations Awareness Project (SIDCAP), and Guruvani-the official radio of the college. Within the limits of a teacher education college, these special and unique projects of Farook Training College and the motivational support that student teachers receive help them develop entrepreneurship skills and take initiatives as online content developers and editors, online NET/SET coach and Radio jockey. The recording and broadcasting facility, 'Digital Technology Hub' is an added strength for dissemination of creative thoughts among the intelligentsia.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Higher education employs English as the medium of instruction. With content transactions conducted in both English and Malayalam addresses the diverse needs of students. B.Ed. students are permitted to

write university examinations, reports of college based practical and internship in English or Malayalam. The use of Indian languages is promoted through the activity in Language across Curriculum which requires students to find out the vernacular substitutions of subject related vocabulary. To promote the use of mother tongue, programmes in creative writing, art and literature are being organised. Programme and Course outcomes include topic outcomes related to progressive changes from ancient to modern Indian Education. There is an input of concepts of Indian culture and Indian languages in the core, optional and elective courses to develop cultural awareness and expression. The content of Enhancing Professional Capacity (EPC), Tasks and assignments, co-curricular programmes, and Field work - all highlight the cultural history at the regional and national levels. Students belonging to scheduled caste/tribe and other minority groups take part in academic and non-academic programmes and the interaction with them helps other students appreciate the diversified culture and respect others' beliefs and practices. Community Living Camp organised as a part of B.Ed. curriculum ensures the practice of constitutional values and understanding of Indian culture. Topics for research at PG and Doctoral levels explore areas related to tribes and their education, preparation of modules in the languages of tribal community. History of the subject in each optional course highlights Indian contribution to different fields of developments. The core course, Understanding Disciplines helps every student know the development and values of other disciplines too. The prospective teachers of the college could be exposed to the diverse Indian cultural landscape and enrich their cultural understanding with the educational resources provided by the Centre for Cultural Resources and Training (CCRT). In order to enrich students with knowledge on Indian classical art forms, sessions on Kathakali and Odissi were organised in collaboration with SPICMACAY, an organisation to conserve and promote awareness on the rich cultural tapestry of India among the youth. In response to directives of Ministry of Ayush, the college organized workshops, celebrations, online and offline training sessions for students. 'Nishta' a training programme in Yoga for women in the immediate society benefitted them to a great extent.

	<p>The college conducts harmony fest and other cultural events facilitating acquisition and appreciation of culture. Workshops on Art and Drama help the student teachers understand the Indian arts and incorporate these in regular classroom teaching. Student's basic skills in Malayalam are tested at the starting of the programme and peer teaching is arranged to enable them practice successfully as teachers in the immediate locality. MOOC courses on Historical perspectives of Education and History of Indian Education with elements of Indian culture and its roots for present day education are coordinated by faculty members and students are motivated to join the courses. The library has a collection of high quality e-learning resources and print materials related to Indian knowledge system.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The slogan of our college "Enter to Learn, Exit to Serve", itself is a clear example for the essence of OBE. Exit to serve is the prime concept behind the Programme Educational Objectives (PEO) of the college. The college, affiliated to University of Calicut, has to follow prescribed syllabi for B.Ed., M.Ed. and Research programmes. As part of incorporating the recommendations of NEP 2020, BoS, University of Calicut organised an Interactive webinar on Modification of B.Ed. Curriculum in tune with Outcome Based Education (OBE) from 17-06-2021 to 21-06-2021. Accordingly, necessary adaptations were made in both B.Ed. and M.Ed. curricula incorporating essential principles of OBE. As a strategy of quality assurance, the entire programmes and instructions are organised around clearly defined outcomes in tune with our motto 'Enter to Learn, Exit to Serve'. Faculty members are encouraged to participate in online / offline programmes related to Outcome Based Education so that they will be capable of disseminating the knowledge to the prospective teachers and teacher educators. The institution organised a webinar in this regard which was very fruitful and all members of the faculty served leading role in the reformation of B.Ed. and M.Ed. curricula initiated by BoS - UG and PG, University of Calicut. Two faculty members of the institution successfully completed refresher course in Outcome Based Education and Assessment in Higher Education, and another two members have undergone FDP/MOOC on OBE. Follow up, training</p>

	<p>was given to B.Ed. and M.Ed. students to prepare lesson transcripts based on outcome-based learning approach. Faculty members of the college served as resource persons for the Workshop for Faculty on Question Paper Setting in tune with OBE organised by IQAC, University of Calicut in collaboration with MHRD-TLC, Department of Education, University of Calicut from 10-09-2021 to 24-09-2021. The faculty members also served as resource persons in OBE in other Higher Education Institutions in the state. Faculty members of the institution contribute their expertise in the preparation of OBE based curriculum for FYUG programme of University of Calicut and three of the faculty are acting as the members of subcommittee. Though the syllabus was modified quite recently in terms of OBE, the teaching learning process of the institution had been focused on the learning outcomes and process-oriented approach. Student teachers have to reach the expected level of performance and internal assessment is conducted considering the learning outcomes of each programme. Programme outcomes and graduate attributes are displayed in the classrooms. The extension activities are organised highlighting the programme and course outcomes. Even before the implementation of OBE in full fledge by University of Calicut, Farook Training College had prepared the CO-PO mapping and Module-CO mapping together with criteria for internal assessment.</p>
6. Distance education/online education:	<p>Inculcation of professional competencies and employability skills, which are the demands of knowledge economy, is the prime focus of the institution. To equip our students to meet challenges of the profession, the possibility of ODL has been utilized to a maximum level. Course on Web designing, an essential skill for almost every kind of employment was organized by the institution in collaboration with Talrop Tech Company. Students are encouraged to register in online platforms like SWAYAM and undergo different programmes on relevant themes to get enriched as competitive 21st century pedagogues. Faculty members served as course coordinators and content experts in various MOOC's in SWAYAM portal and have completed many MOOC programmes in Life skills and Outcome Based Education as part of professional development and thus becoming models to the</p>

students. During the year 2020, the institution provided opportunity for the entire student community and the public to undergo various courses under COURSEERA through the Digital Public Learning Platform (DPLP) of the college. More than 3000 participants including students and teachers of the college, the alumni and community members enjoyed the service and joined the courses offered by prestigious universities which are helpful for developing skills in various dimensions related to teaching profession and research. The college conducted 'Finishing School' a value added course for all the first year B.Ed. students in online mode during COVID-19 pandemic. Familiarisation and proper training in major edu-tools was done for the entire student community of the college and was open to in-service and pre service teachers in Kerala. Hands on experience was given to students in using online platforms, especially, Google Classroom and Moodle in the dual role of a teacher and a learner. Students were encouraged to undergo internship cum practice teaching through online mode enhancing their abilities and skills in selecting appropriate media / software/online tools for teaching different subjects according to the nature of student community. Online Collaborative Learning Platform (OCLP), of the college a flagship programme under FTCIA (Farook Training College Innovative Academia), served as a platform to scaffold student teachers for fostering e-learning resource development skills. Blended learning was practiced on MOODLE platform, Google Classroom setting and Google meet ensured improved student performance at par with quality of in-class programmes. Farook e-Suit for Institutional Management (F-eSIM) makes the management of teaching-learning process effective. The institution has also taken initiative in designing the curriculum for an online course for students, on Learning Disability and its identification, in collaboration with UNESCO Chair, CDMRP, Department of Psychology, University of Calicut which would be beneficial for prospective teachers in engaging inclusive classrooms. In collaboration with Inter University Centre for Disability Studies, M.G University and ISS College of Teacher Education, student teachers were given opportunity to attend one-week short term online course on inclusive education.

Our college has been identified as the study centre of IGNOU since 2001. The college offered both B.Ed., M.Ed., M.A. Education and PGDEM in distance mode as per the norms of NCTE, IGNOU and UGC upto 2017.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Electoral Literacy Club (ELC) has been constituted in our College as per the guidelines from UGC. The club is functional with various activities which provide essential awareness on citizenship training and democratic values. Being a teacher training institution, the college provides ample opportunities and experiences to the prospective teachers in a participatory manner in all events those are organised in the college.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the college has active Electoral Literacy Club in operation. Mr. Fasalul Abid C.M. Assistant Professor of Social Studies have been appointed as the coordinating faculty of ELC. He is acting as the nodal officer of of the ELC as per the guidelines. Other office bearers for the Academic Year 2023-24 are Bincy T. K. B.Ed. Social Science (Campus Ambassador) Sudheerya S.S. B.Ed. English (Member) and Nasmina M. P. B.Ed. Malayalam (Member). Hence Electoral Literacy Clubs is true representative in character.</p>
<p>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.</p>	<p>The college ELC organises awareness programs targeting all the students of the institution through its unique programs under FTCIA project. At the time of internship in school, common guidelines are issued to conduct allied programs in respective practice teaching schools. The innovative programmes and initiatives undertaken under ELC by the college are (i) Participation in voter registration, (ii) Voter awareness campaigns, (ii) Promotion of ethical voting (iv) Enhancing participation of the under privileged sections of society especially differentially abled persons and senior citizens. The College radio GURUVANI and video Channel GURUDARSAN plays significant role by telecasting programs related to the concept of ELC.</p>

<p>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.</p>	<p>Research project at PG programme: With regard to the Socially relevant projects/initiatives taken by College in electoral related issues, the college initiated PG research projects on the topic, "Awareness on Constitutional Values among higher secondary school students" and "Awareness on Women Rights among Undergraduate Students".</p> <p>Awareness drive: Our College initiated an awareness campaign namely "Puthulaharikkoru Vote" The concept revolves around the notion of life becoming exhilarating through the removal of harmful substances, coupled with a comprehensive training programme and awareness about democratic systems and election procedures. Familiarisation program on Voter Helpline APP and voter registration has been initiated in the college. The National Voters Day: It has been Celebrated the 13th 'National Voters Day' on January 25, 2023 with an aim to inspire young people to get involved in politics. In connection to this, the faculty and students gathered in the auditorium on that day and took the pledge of the day. Advancement of Democratic Values: Parliamentary form of procedure is followed for curricular programmes especially community lining camp of B Ed program, aimed at strengthening democratic values. During this camp, participants engaged in various activities and discussions designed to foster a deep understanding of democratic principles and practices, nurturing a sense of active citizenship and promoting democratic ideals within the community through decentralised mode of conduct of camp by formulating camp cabinet and assemble sessions on each day. Content creation and publication: Created video to develop awareness on the importance of casting votes in a democratic system. The video created was uploaded in Gurudarsan, official Youtube channel of the institution.</p>
<p>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.</p>	<p>Students become eligible to join the college after successfully completing their graduation. Consequently, all our students are already included in the voter list. This process is diligently overseen by the Electoral Literacy Club (ELC) at the start of each academic year. A comprehensive plan activities of Electoral Literacy Club (ELC) includes • Family and Neighbourhood awareness campaign • Demonstration of Electronic Voting Machine (EVM)</p>

- Assisting Local Bodies in Voters List Updating •
Special Sessions at Internship Schools and NSS
Camps on democratic values and election process.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
278	280	268	240	229
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	90	60	60
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
143	130	118	119	98
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
142	121	110	110	95
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
132	150	150	121	124
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	25	23	23

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

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

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
28.03941	42.22803	20.76643	26.18534	22.18402

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 51

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

The institution harnesses the extensive experience and expertise of its faculty members in university-level decision-making bodies to plan, implement, and monitor curricular programs effectively. To ensure a robust start for each programme, the institution hosts induction meetings that outline college's vision and mission, faculty profiles, programme details, curricular and co-curricular activities and evaluation procedures. Students' handbook and copy of syllabus are circulated to students at the commencement of the academic year.

As the college is affiliated to University of Calicut, the semester plans are prepared in accordance with academic plan prepared by university. Semester plans are crafted by academic coordinators in compliance with university regulations, subsequently approved by staff council and are published on notice board and in college website. Any modifications during the implementation phase are promptly communicated to stakeholders through messaging system and later presented for approval within the staff council.

Time-table committee prepares a master timetable and special time-table during Ramadan month. Regular academic activities are supervised by concerned coordinators. Remedial programs cater to the needs of minority and SC/ST students, ensuring that every student has access to educational support. Tutor-ward system work effectively to identify and assist both slow learners and gifted students.

B.Ed .and M.Ed. students have freedom to select internship institutions from a pool of collaborating entities. The selected institutions are provided with comprehensive details about the internship procedure and requirements before its commencement.

The institution encourages the use of technology through F-eSIM, ERP of college. Student progress is monitored through internal assessments, including tasks, assignments, and unit tests, with a clear schedule which is communicated in advance via semester plans and academic calendar.

The Evaluation and Examination Committee analyses student performance in public exams and presents comprehensive reports to the staff council. Student progress and planned activities are deliberated in PTA meetings for integrating their suggestions in organization of community living camp and study tour.

To enhance objectivity and reflectiveness of internal assessments, the institution employs modern technologies like Mentimeter and Rubrics. B.Ed. students benefit from mid-evaluation during internship, fostering reflection on their experiences and concerns.

Recognizing the evolving demands of the global teaching profession, a value-added course, "Finishing School", has been introduced for B.Ed students. Slots in the timetable for library hours, finishing school, physical education, and yoga, are incorporated for fostering holistic development encompassing skills, knowledge, physical well-being, and mental health.

The institution further enriches the educational experience of M.Ed. students by organizing brainstorming sessions, training module preparation, ICT and Soft skill workshops and SPSS tutorials. Students are encouraged to choose seminar and research topics related to contextual and societal needs.

In response to the challenges posed by Covid-19 pandemic, the institution shifted its mode of instruction to online platforms, supplemented by YouTube, SlideShare, Google Classroom, Google Meet, and LMS like GNOMIO and Xeted. The institution also organized training programs for students and teachers to navigate the new digital learning landscape, under OCLP. Students prepared educational materials for courses offered, which are readily accessible to all on the institution's website.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. **Faculty of the institution**
2. **Head/Principal of the institution**
3. **Schools including Practice teaching schools**
4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 66.03

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	48	48	49

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
73	73	73	73	73

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2**Average Number of Value-added courses offered during the last five years****Response: 1****1.2.2.1 Number of Value – added courses offered during the last five years**

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

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response: 38.61****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 10.97**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	8	129	0	2

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3 Curriculum Enrichment**1.3.1**

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

Our approach to teacher education encompasses a holistic understanding of the field, covering psychological, philosophical, sociological aspects of education, as well as current trends in evaluation. In addition to mandatory courses, we offer optional courses to provide theoretical insights into methodological and pedagogical aspects of specific subjects.

We ensure that our students stay updated with the latest developments in the field of education through various empowerment programmes such as national and international seminars, workshops, and F-Talks (Farookabad Talk on Education) . These sessions enable the students to enhance their critical thinking on issues in education and broaden their horizons of knowledge by engaging in discussions on diverse perspectives of education.

To develop procedural knowledge, B.Ed. students are engaging in pre-planning, planning and post planning of teaching sessions which includes initiatory school experiences, micro-teaching, criticism classes, peer discussions on lesson plans, workshops on learning materials, ICT based workshops, internships and specialized training programs. Students also engage in Internship programmes in two

phases, at secondary level for first phase and at upper primary/higher secondary level for the second phase. These activities help students to develop the skills necessary to thrive as 21st-century teachers. Involvement in school based activities and action research as well as innovative practices during internship help the students to be successful in teaching profession. In the case of M.Ed. students, they are exposed to peer teaching, visits to BRCs /DIETs, hands on experience in preparation of teacher training module, internship in teacher training institutes and workshops on ICT, soft skills, academic writing, and expository writing. Brainstorming sessions arranged are instrumental for post graduate students for identifying socially relevant and distinct topics which in turn provides a foundation for engaging with M.Ed. dissertation. In order to develop a sustainable research culture among the students, the institution has initiated Young Scholars Enrichment Programme in collaboration with SCERT, Kerala for carrying out M.Ed. dissertation. The institution focusses on action research and research projects that help students to identify and address educational challenges at various levels.

Professional Teacher Empowerment Programme (PTEP) prepares all students to excel in various teacher qualifying examinations This specialized training equips our students with the pedagogical skills needed to become high-quality educators and fosters a research-oriented mind set.

Activities such as EPC, peer tutoring, thought of the day, Guruvani , Gurudarsan and Debate club encourage students to apply their knowledge and skills in practical contexts.

The initiatory school experiences programme acquaints B.Ed. students with real-school environments, providing valuable insights into daily operations, challenges, and the nuances of teaching. Workshops on various topics, including soft skill development and research skills, enhance communication, time management, and research capabilities.

Microteaching practices foster self-awareness and critical thinking. Community living camps, fieldwork with community based programme, study tours, field trips, and workshops on SUPW foster collaboration, social skills, and community engagement. Practical courses, covering critical understanding of ICT, understanding the self, art and drama in education, soft skills development and academic writing develop critical thinking, emotional intelligence, communication skills, and self-expression among students. Seminars, debates and discussions refine negotiation skills and problem solving, Yoga practices promote self-regulation skills. The entire programmes organized in the institution are value based and an integrated approach for value development is adopted.

Ultimately, our goal is to nurture confident and effective educators ready for future teaching roles.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2**Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.****Response:**

Various strategies have been employed to acquaint students with the diversities inherent in the Indian school system, as well as to provide an international and comparative perspective. The curriculum is thoughtfully structured to instil a foundational understanding of diverse school systems through a range of courses. Modules covering topics such as inclusive education, comparative education, school management, gender education, and societal influences are integrated into the curriculum. These modules facilitate students' comprehension of varying educational systems, policies, and practices across different contexts.

M.Ed. students have the option to specialize in comparative education, encompassing areas such as comparative analysis, international education, and the development of national education systems. The "Teacher Education" course is meticulously designed to enable students to compare and analyze teacher education programs across various countries worldwide. This fosters a broader perspective on comparative education among students.

At M.Ed. level, students are introduced to national and international assessment and accreditation agencies through courses such as, Teacher Education, Secondary Education, Inclusive education and Higher Education. The institution explores the expertise of national and international resources and practitioners from diverse educational backgrounds in the form of extension programs, such as F-Talks (Farookabad Talk on Education), workshops and seminars. These experts share insights into various facets of education, including teaching methodologies, curriculum design, assessment methods, and classroom management practices from diverse global contexts. This interaction provides students with an invaluable opportunity to engage with experts and gain a deeper understanding of diverse educational systems.

The initiatory school experiences of students serve as a valuable means to grasp the prevailing social climate in society. During these experiences, students encounter inclusive classrooms, assess the expertise of teachers, identify challenges faced by educators, and evaluate the feasibility of various classroom practices. Additionally, students are encouraged to present papers on a wide array of topics related to global educational systems, enriching their understanding.

Furthermore, students engage in case studies that expose them to diverse educational contexts and situations. This exposure helps students develop a nuanced understanding of the complexities inherent in teaching and learning, fostering more inclusive and culturally responsive teaching approach.

Both B.Ed. and M.Ed. students have the opportunity to visit special schools in nearby locality, like 'Kaniv' and 'Prasanthi,' enhancing their familiarity with the field of special education. M.Ed. students acquire insights into various levels of teacher education through practical experiences, including visits to District Institutes of Education and Training, Block Resource Centers, and Teacher Training Institutes. These experiences enable them to compare and contrast various teacher preparation programs effectively.

The institution has established international collaborations, including a Memorandum of Understanding between Farook Training College and New Brilliant Education Centre in Qatar for training and recruitment. Additionally, a Memorandum of Understanding with iLAB, an organization offering diverse programs, provides students with opportunities to engage in volunteer work within social activities, gaining hands-on experience, cultivating new skills, and making meaningful contributions to the community.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The college equips students for the diverse teaching profession at the graduate and postgraduate levels by offering a blend of theoretical and practical knowledge. At the graduate level, core courses delve into the theoretical underpinnings of educational philosophy, sociology, psychology, school administration, sustainability, methodology, pedagogy, and assessment. These courses are taught using learner-centred methods to enhance students' confidence in classroom teaching and administrative roles.

The experiential curriculum presents numerous opportunities for prospective teachers to develop a wide range of skills and competencies. These include activities such as micro-teaching, familiarizing themselves with subject-specific terminology, analysing question patterns, referencing content, reviewing articles of different nature, and preparing learning resources. Furthermore, workshops on emerging pedagogical trends like Art Integration, Theatre and Drama, and ICT are conducted to stay current.

To foster effective lesson planning and systematic implementation, students engage in peer discussions, observe faculty demonstrations, participate in criticism lessons, and undertake internship programs. During initiatory and internships, they become acquainted with the school climate and the responsibilities of a teacher. These experiences encompass a variety of activities, including involvement in school-related tasks, administration and interpretation of psychological tools, achievement and diagnostic tests, providing remedial teaching, and conducting physical and health education classes. These experiences prepare students to carry out their professional duties competently.

Innovative program conducted during internship motivates students to experiment with new teaching strategies. Research orientation and ongoing improvement in teaching are cultivated through practices such as action research and self-reflection on teaching.

The curriculum also places a strong emphasis on students' mental health and soft skill development. Activities such as Yoga, community living camps, self-awareness sessions, field trips, and community-based fieldwork contribute to these goals.

For M.Ed. program, advanced-level orientation in educational philosophy, sociology, and research methodology is provided through core papers. Research orientation is developed through core papers covering introductory and advanced educational research and statistics. Practical knowledge on conducting research and reporting findings is imparted through dissertation work. Visits to teacher training institutes, workshops on in-service teacher training module preparation, academic writing, and statistical analysis further enhance the skills and competencies of prospective teacher educators. Seminars, internships, peer teaching, and workshops on soft skills and yoga sessions contribute to the cultivation of strong interpersonal skills, encompassing communication, collaboration, empathy, as well as physical and mental well-being.

Use of Rubrics in evaluation of student performance makes them aware of scientific ways of objective and fair assessment. Professional development is further strengthened through "F-talks," where speakers discuss national and international education trends. Students also visit special schools and engage with children with special needs for a day. The college encourages each student to plan and present ideas in Guruvani, promoting the development of confidence and communication skills among prospective teachers.

The SIDCAP project offers students insights into the significance of national and international events and societal aspects. Additionally, projects like OCLP, school adoption initiatives, Hridayapoorvam, blood donation camp, and Each One Teach One programme provide unique experiences, fostering creativity, productivity, among learners helping them to be humane teachers

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Structured feedback is obtained from

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 90.27

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document
Any additional link	View Document

2.1.2

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

Response: 76.33

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
45	56	66	41	43

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Any other relevant information	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 2.22

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	3	3	2

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Students' knowledge/needs and skills are assessed before the commencement of the programme through interaction in the selection interview by the selection committee. Moreover, the college conducts an **Entry Behaviour Test** for B.Ed students to assess teaching aptitude, language ability and comprehension, and general knowledge. As the M.Ed programme is research oriented, the institution administers a **Research Aptitude Test** for M.Ed students. This helps the institution to organize programmes to bridge the gap of incoming students to cope with the programmes to which they are enrolled. Also, routine unit tests given to students help the teachers to identify slow learners and advanced learners. As the student population is heterogeneous, the institution caters to the diverse learning needs of students through democratic learning climate, participatory learning and technology enabled learning.

Advanced learners, as suggested by NEP 2020 (4.39) are given special attention and advanced level challenging assignments as part of **G-SLIP (Student Lead Innovative Programme)**. They are selected as peer tutors for peer coaching and promoting them for participating in quiz competitions, workshops, seminars etc. The needs of advanced learners are met with extra reading materials and projects. Also, the institution engages them in the preparation of CDs, e-content development and uploading in websites etc. Advanced learners are selected as tutors in our adopted school for mentoring the school children in the needy area. They make a close observation of students' needs and do accordingly. Both B.Ed and M.Ed students have prepared learning materials for their concerned theory papers in collaboration with **OCLP (Online Collaborative Learning Platform)**.

For **slow learners**, special care is given through tutorial hours on a daily basis. Topics and areas that need extra care and focus are taken up for discussion during these hours. Tutorial hours are also used for counselling, correction of assignments and feedback about student performance. Apart from this, the **Remedial Coaching Centre (initially sponsored by UGC)** for SC/ST and minority students provides remedial coaching for students of these groups. The additional library resources provided in the institution are of great help to the students to make up their backwardness. In addition to this, all faculty members give individual attention to slow learners and provide them with required learning materials. Peer coaching is practiced for them. Learning materials prepared under OCLP are made available to the students for quick reference for their exams.

All students are provided with an opportunity to showcase their technological and presentation skill which is assessed through the initiatives of **SIDCAP** whereby students are directed to present video/audio as per preplanned schedule on significance of day celebrations and **Guruvani**, the radio of the college.

Above all, the institution extends its service in the form of a **tutor-ward system** and **question bank** access to meet the diverse learning needs of the students.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 11.58

2.2.4.1 Number of mentors in the Institution

Response: 24

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

A variety of student-centered methods are used to improve student learning by adopting a multiple mode approach by teachers as part of teacher education programs that aim to build the skills of learners at graduate and post-graduate level.

Experiential learning:

Skill development programmes are provided during pre and post instructional stages by encouraging students in active learning through the classroom practices like simulation, peer teaching, role playing, seminars, workshops, round robin, focussed group discussion, field visits, debates, discussion, ICT

enabled presentations, book reviews, critical analysis of education related articles, commission reports, etc. In addition to this, Initiatory school experiences and school internship provides opportunity for B.Ed. and M.Ed. students for enhancing professional qualities.

Collaborative learning:

Amongst the notable teaching approach is the research activity of MEd of 2022-24 batch being conducted in collaboration with SCERT Kerala and Malappuram DIET.

Participative learning:

Learners are made active by creating their own website, blog and posting learning materials. PG and research students are provided with membership in INFLIBNET. Through vertical monitoring, the research scholars supervise the practical activities of M. Ed students and M. Ed students assist B. Ed students in their pre-practice sessions and learning process objectively incorporating rubrics and mentimeter.

Students are engaged in dynamic learning through preparing library notes, task and assignments, supervised library hours twice a week.

The institution ensures active student learning through activities such as cooperative learning, brain storming, project-based learning, initiatory school practices, computer-assisted instruction, group and individual assignment, web-based learning, supervised study, and tutor-ward system. Students make their learning vigorous by utilizing library resources, computer lab, multi-media lab and laboratories.

The college organizes a number of community involvement programmes regularly including krishitheeram (farming), community yoga, old age home visit, visit to special schools (Snehasparsham) and music therapy programs.

Problem Solving Methodologies:

The knowledge experienced from the theory classes are processed by the learners. For refining the skills of students, sessions such as microteaching, criticism, observation, video demonstrations, peer teaching, in-service training module preparation, visit to BRC, DIET, Special Teacher Training institutes, interaction with experts (F-Talk) are conducted. An Emergency Management Cell, EMC has been constituted to deal with crises.

Brain Storming:

At the M.Ed. level, during the topic selection phase brainstorming sessions are arranged to ensure the need, relevance, feasibility of the identified problem areas as part of their research work. General topic- and subject-related brainstorming sessions are held in classes.

Focus Group Discussion:

Workshops are organized in preparing online teaching learning materials. All students are equipped to record their pre-practice sessions, internship activities and workshop activities using appropriate audio-video editing tools.

Online Mode learning:

College initiates online learning programmes through Farook E- Suite for Institutional Management -F-eSIM(the college LMS) , G classroom, MOODLE, seminars, submission and evaluation of assignments, under OCLP. Students develop online learning materials.

Under **GSLIP** (Gifted Student Lead Innovative Programme) and **OCLP** (Online Collaborative Learning Platform) both the post-graduate and under graduate students engage in preparation of PowerPoint, videos, and collaborative documents with the help of google docs, google sheets, google slides etc. under the supervision of teacher educators.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 99.16

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	23	23

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year

Response: 278

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

ICT support is used by students in various learning situations such as

- 1.Understanding theory courses**
- 2.Practice teaching**
- 3.Internship**
- 4.Out of class room activities**
- 5.Biomechanical and Kinesiological activities**
- 6.Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Mentoring is seen as a vital component of teacher education program in order to modify attitudes and beliefs, as well as to increase teacher trainees' personal and professional knowledge and abilities. Academic, pedagogical, and emotional assistance are required for trainees.

All **learners are assigned a mentor** who are then assigned special tutor hours during which they develop rapport by discussing the personal and specific background of the wards so that the mentor receives a holistic perspective of the learner which in turn will provide the mentor to choose individualistic and effective support. The close relationship established between the mentee and mentor encourages openness and communication, providing opportunities for guidance and counseling. The mentor explains the curriculum, the curriculum implementation process, the institution policies, share teaching methods and techniques, inform them about available resources, assist in problem solving in teaching and learning, provide personal and professional support.

Much emphasis is given to **working in teams** in all curricular and cocurricular activities keeping in mind that the ability to work harmoniously in a team is an essential quality of professionalism leading to improved self-confidence and self-efficacy.

Student diversity is considered right from the beginning through identifying their academic level of performance at entry, participation in fine art activities as in talents day, sports events and further providing individualized counselling so as to assist students in **understanding and appreciating this diversity**, fostering an inclusive and supportive atmosphere. Through workshops and discussions, students learn strategies to address the unique needs of each learner, promoting an inclusive approach in their future classrooms.

The **conduct of self with colleagues and authorities** is a crucial aspect of professionalism Mentors provide guidance on professional etiquette, effective communication, conflict resolution, ethical and respectful behaviour. All members of the college are considered as a part of the FTC family including staff from office, library, cleaning and teaching besides students as is justified through their special presence during college tours, camps, celebrations and other occasions besides the regular days.

The student community of training college encompasses **adult learners who handle multiple roles as students, home makers, parents, spouses and earning hands**. Skill enhancement in all spheres like life skill, soft skill, self awareness, finishing school, ICT skills, community participation is recurrently organized. They are encouraged to be part of all activities at college like NSS, extension activities, inter collegiate competitions, attend workshops and their achievements duly recognized. Through these, the college promotes a supportive environment where students feel comfortable and can **keep abreast of recent developments** in education and life.

During practice Teaching Internship, special mentoring is provided at various levels by the concerned mentors, subject teachers and school/college teachers. Proper guidance on dealing with issues that arise during this period in connection to dealing with students, staff and other activities at the institution of practice are provided. Special attention is given to maintaining physical and mental health of students

through yoga classes and expert psychological sessions which help to lower stress level, relieve anxiety and cope with challenges in life.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.7

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..

Response:

The teaching-learning process at Farook Training College is designed to create a well-rounded educational experience that goes beyond traditional academic knowledge. By focusing on creativity, innovativeness, intellectual and thinking skills, empathy, and life skills, the college aims to produce students at all levels who are academically competent and also equipped to thrive in a dynamic and ever-changing global landscape. Two of the important themes implemented in the college to attain these are :

1. Digitally Enhanced Learning Climate

Following the covid pandemic, the institution has taken various initiatives to revamp the teaching learning process integrating maximized digital experiences considering the emphasis that future education developments in connection to technology is likely to emerge in a number of ways elaborated as follows:

1. The **OCLP (Online Collaborative Learning Platform)** facilitates teaching learning activities in an online mode so that students can access and maintain interaction with academics. Videos and subject notes developed by students assisted by faculty are developed and shared. LMS platforms such as MOODLE, Google Classroom, Gnomio, and Xeted are used to manage teaching-learning activities as well as monitor exam-related activities. The advanced version of LMS has been implemented through the ERP software for the college, Farook E- Suite for Institutional Management (F-eSIM).
2. The recording studio of the college provides opportunities for a number of teaching learning activities-**Gurudarshan** the Youtube channel of the college disseminates expertise of faculties and students; **Guruvani**, the official radio of the college aims to provide technological experiences to students.
3. **SIDCAP**(Students' Initiative Day Celebration Awareness Project) provides opportunity to collect and present the significance of various important days and events enhancing technological skills to effectively share this on Gurudarsan. Thus, students learn to connect with their audience making the learning experience engaging and relevant in a novice manner.
4. Library is considered a vital hub for teaching learning. Library is made user friendly by integrating open access to all the library resources with **Koha open-source integrated library system** to automate the library functions and services. Digital repository of scholarly output of our institution is developed using *Dspace* open-source software jointly developed by MIT libraries and Hewlett-Packard Labs makes learning round the clock.
5. As part of the BEd and MEd curriculum and to boost research skill among research scholars, exclusive **hands on workshop** to develop IT skills, prepare teaching learning resources and utilize digital services for assessment, statistical analysis of data are conducted.
6. Enriched teaching learning experiences are provided through **online platforms** such as gmeet and zoom as **web talks** on APA Style Referencing (7th Edition) on 8th August 2022 , Open Educational Resources ' on 25th April 2023 and so on.
7. The college has been the **venue for Orientation to Evaluation of 'Bar Code System Examination'** for Teachers of Calicut University, considering the willingness to share its faculties' IT expertise and the infrastructure facilities for the same.
8. **Faculty share teaching learning resources** through their personal websites accessible to

students at all times. **Students** are encouraged to prepare and share assignment, project reports, posters for all events at college, etc using online platforms.

9. **Infrastructure to enable a digital friendly campus** avails through facilities including IT Resource Centre, Multi Media Interaction Hall and Digital Technology Studio. All classrooms have access to latest educational technology (as advocated by NEP 2020, clause 13.2)
10. As part of the Enhancing Professional Competencies practical tasks, BEd students **created and shared videos on issues on social relevance** like dowry, drug addiction and education of girls which gives unique teaching learning experience.

2. Extended Opportunity for Diversified Learners

As a teacher education institution directly related to many other social institutions, we constantly take efforts to receive and contribute our resources, thus providing opportunities to meet the diversified needs of our learners. Some of these activities include:

1. **STEP (Students' Talent Empowerment Project)** implemented to support gifted students as well as slow learners from our neighbouring schools so as to equip these students to achieve their maximum potential level. It provides systematic training to gifted students in GK, Creativity, Communication, Life skills, Logical thinking and scientific temper and training for various competitive examinations and provide remedial teaching to slow learners to excel in school examination
2. **Each One Teach One** is a visionary initiative aimed at empowering student teachers through a diverse range of multimedia platforms to enhancing students' presentation and teaching skills, providing valuable information and expert classes, and nurturing a culture of innovation and awareness. This commendable endeavor brings together students and teachers from diverse academic backgrounds, enabling them to collaborate, teach, and assist each other in their areas of expertise.
3. **'SIAL-School of Innovative Academia and Leadership'**: The 'SIAL-2023' program is a year-long initiative that includes academic, non-academic, administrative, and extension programs designed and executed by Thanmiyathul Islam Association in collaboration with IQAC, Farook Training College. Dr. Aseel Abdul Wahid, Assistant Professor of FTC, is leading the CIAL-2023 program, and the primary objective of these programs is to empower UHHSS by assigning student teachers as program coordinators. These programs are specifically designed to enhance innovation, academics, and life skills among students.
4. **Coffee talks** on Balancing Life and Course– It was organized by Symbios, Natural Science Association of FTC in association with Farok Training College Old Students Association. Ms. Nasla.O, Lubabath.KP, Safeera Zahir and Fasna.P have participated in the sharing of expertise and Dr. Abdul Gafoor (Dean, Department of Education) extended his expertise during a programme conducted at Botanical Garden, University of Calicut.
5. **Institutional visit to PRASANTHI special school** Pantheerankavu titled 'compassion' conducted by 'Hridayapoorvam' extension cell and 'FTCOSA' alumni association and **Appuppan Thadi at Government Children's Home** to imbibe values on inclusive education.
6. In the **School Adoption Project**, college students render a number of academic services to the remote students like Vidhyatheeram and Pravesanolsav.
7. Students of the college extend their services as in the case of being invited to be part of the **organizing team** in Feroke Sub District Youth Festival.

The varied nature of opportunities availing is helpful to meet diversified experiential teaching learning

needs promoting creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources
10. Evolving ICT based learning situations
11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’
4. Classroom teaching learning situations along with teacher and peer feedback

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: B. Any 4 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**

5. Identifying and using the different sources for study

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme is arranged in various government and government aided schools (for BEd students) /teacher education institutions (for MEd students) every year.

1. Selection/identification of schools for internship: Participative/on request

Internship placements occur through two methods: students primarily practice teaching in our on-campus 'model school,' while others choose nearby schools based on preferences of the students and faculties. If at least two students select a specific school, the college sends an official letter requesting permission. Upon the school's agreement, the list of students is confirmed, and they proceed with teaching practice. Special considerations are made for differently-abled students, tailoring school or teacher education institution allocations to their specific needs. The same process applies to M.Ed. students for internships in various teacher education institutions.

2. Orientation to school Principal/Teachers

The official letter sent to the schools requesting permission for teaching practice give general instructions regarding teaching practice. Also, as part of the observation, optional teachers provide necessary instructions while visiting the schools.

3. Orientation to students going for internship

The formal orientation for teaching practice is designed to accommodate the two-phase schedule. Before the first phase, a one-day orientation programme is conducted, led by the teaching practice coordinator to guide students on what to do and how to do it. The orientation also includes information on the 16 items students need to bring when returning to college after teaching practice. Certificates, proforma, and attendance registers are provided during this session. Phase One of the internship is completed after 39

working days in the high school. On the 40th day, a mid-evaluation is conducted at the college, one day before the start of the second phase of teaching practice. During this mid-evaluation, feedback from the first phase is collected, and necessary instructions for the upcoming second phase are communicated which lasts for 40 days in upper primary or higher secondary classes.

4. Defining role of teachers of the institution

In the college, two teachers responsible for teaching practice for each optional subject observe a student's class at least five times in two phases. During each of the observation, the students are given rubric based feedback. Mentors in the school also guide the trainees.

5. Stream lining mode/s of assessment of student performance

The student's performance is evaluated by the two mentors assigned for each intern for both phases who give feedback regularly and assess the performance based on classroom observation in the proforma given by the college. Also, during the internship period, at least 5 visits are done by the supervising teachers to give feedback and assess the students' performance. Classroom teaching is evaluated using a rubric for making it more objective and reliable.

6. Exposure to variety of school set ups

Internship is designed ensuring all the interns get opportunities to take part in curricular, co-curricular and extra-curricular activities held at schools/Teacher education institutions. Through the EPC 'initiative school experience' in second semester, students visit the school and get a first-hand understanding of its functioning.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 4.93

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 29

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship programme is organised at the institution at two levels- for B.Ed students and MEd students. The internship organised for BEd student teachers is for a continuous period of 16 weeks in selected schools (80 working days) and for a period of 6 weeks (3 weeks each in 2nd and 3rd semesters in selected teacher education institutions) for MEd students. The **orientation** which is necessary before the commencement of the internship is a joint responsibility of the college and Practice-Teaching Schools/colleges. Students are instructed to share their schedule of work at the internship institution with the faculty at the college and a plan of teacher engagement is to be comprehensively developed.

Self Reflection is considered vital and noted down in the lesson plan. The teacher educators observe not less than 3 lessons of each student-teacher in the first phase and not less than 2 lessons in the second phase and enter their suggestions in the **Supervision Diary** maintained by the student teacher based on descriptive rubrics. School mentors also observe maximum number of classes and enter their suggestions in the Supervision Diary. During the school internship the **student teacher observes class room teaching of mentors, peers, and other faculty** to get insights into student behavior, instructional practices, student learning, learning environments and classroom management.

School Internship Programme include undertaking classroom-based research projects; developing and maintaining resources in the internship schools, administering of diagnostic tests and identifying of learning difficulties, conducting a case study/action research, organising curricular and co-curricular activities etc. The interns have supervisory support from the faculty in the form of subject supervision, who will also assess the intern. All lesson plans are checked and approved by teacher educators and school mentors beforehand.

School mentors are entitled to observe, provide feedback and assess the trainees during practice teaching. Students maintain a Reflective Journal for self evaluation. Teaching practice observation and evaluation is done based on already prepared rubrics for evaluating constructivist teaching. Besides these, the regularity, punctuality and dynamics of students is mentored by the teachers at school. All activities done in the school are recorded in a systematic manner and evaluated comprehensively.

MEd students also practice teaching in a systematic manner with prior prepared lesson plans and teaching aids in various teacher education institutions affiliated to the University of Calicut . The classes are observed and evaluated by mentors at the concerned college and also by teacher educators from the institution based on rubrics for evaluating constructivist teaching. Head of the institutions are responsible to ensure that monitoring mechanisms are effectively practiced during the internship programme. Reflection of the school/TEI students and self reflection is also valued.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**
- 5. B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 98.35

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 96.64

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 23

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 10.38

2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year

Response: 249

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Farook Training College makes it imperative for teachers to keep a close eye on emerging trends and needs in teacher education and remain updated professionally in a number of ways:

1. In house discussions on current developments and issues in teacher education

The college has itself established an Institutional Performance Appraisal System to go abreast with the global competitive market and to trigger the professional growth of the faculty members. A committee headed by the Principal and IQAC Coordinator evaluates the annual professional development activities of the faculty members and certifies the genuineness and reinforces their merits. This internal performance appraisal improves the quality of faculty members and becomes an added advantage for their promotion and placement. College organizes group discussions to locate research themes, find answers to emerging questions, and solutions for resolving issues in the field of teacher education.

In the year 2022-23, Farook training college organized in-house activities such as Interactive Session for staff and research scholars with representatives of Azim Premji University on innovative practices in education, an orientation programme for the faculties of various teacher education centres of the University of Calicut about the evaluation of answer scripts based on new bar code system and administrative Training Programme for both Teaching and Non teaching staffs of FTC about the new bar code examination system.

1. Collaborative Initiatives for Professional Engagement

The institution has collaborated with national and state level educational agencies and organised a number of programmes where the faculty have served both as participants and resource persons. 20 faculty took part in the one week short Term Course on Inclusive Education Organised by Inter University Centre for Disability Studies, M.G University, Kottayam, in collaboration with IQAC Farook Training College and ISS College of Teacher Education, Perinthalmanna. Seven-Day Faculty Enrichment Program (FEP) is organised on 'Concerns of Academic Research in Social Sciences' collaborated by ISS College of Teacher Education, Perinthalmanna, and Khaja Bandanawaz University, Karnataka in collaboration with Farook Training College, Kozhikode, and MES, Pillai College of Education and Research, Chembur, Mumbai. A three day creative residential workshop on Vision paper (draft) editing cum translation for School Curriculum Revision- Focus group 3 'Curriculum and

Pedagogy' is organised.

3. Share information with colleagues and with other institutions on policies and regulations

Faculty have been actively participating in various seminars, workshop and faculty development programmes on recent developments in teacher education and research that foster cognitive insights, positive social interaction, active engagement in learning and self - motivation.

4. Pursuing of higher academic qualifications by faculty

The institution provides a favourable atmosphere to faculty to attain higher educational qualifications. 4 of the teachers completed their PhD during this tenure at the college as research centre itself and some more teachers are on the final stages of research report submission. Additional post graduate degrees are also being secured.

These comprehensive initiatives ensure that faculty members have the necessary knowledge and resources to deliver high-quality education.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

The programmes provided by the college are professional in nature and hence continuous internal evaluation of student learning is a key focus throughout. Daily evaluation is done by teachers in their respective class hours using simple techniques **informally** such as identifying the muddiest part, one minute reflection, short duration tests and questioning, and also in a **formal** manner for the following aspects in various ways:

- **Curricular works:** The various courses of B.Ed.and M.Ed. programme include internal exams as well as undertaking assignments given in the course outline. Besides, model exams are conducted for academic improvement and the Evaluation and Examination Committee of the institution publishes these marks, seeks feedback and directs for grievance redressal, if any. In case of any relevant reasons for absence in these exams, provision for retest is provided to provide emotional support to the students. Exams are conducted in varying modes including obective type, descriptive type, using e platforms such as Kahoot, google forms and so on to

waive off the monotony.

- **Practical works:** The programmes include a number of practical works in varying nature. The college-based practicals like microteaching, lesson plan preparation, demonstration classes, criticism classes are evaluated on the basis of rubrics, observation and reports. Field based practicals like Practice teaching Internship, visit to educational institutions are also evaluated through rubrics, records and direct observation.
- **Participation, presentation and reports** submitted are evaluated for activities like Data Analysis Workshop, Enhancing Professional Competency, Module preparation and ICT Workshop.
- **Research progress** of MEd students are evaluated through presentation in brain storming session, participation in discussion and preparation of research proposal supported by rubrics mentioned in the curriculum.
- Practical such as peer teaching, seminar, ICT Workshop are evaluated through **observation, rating scale and valuation of report.**
- **Social skills** are evaluated through compulsory participation in community living camp, field trips and study tours.
- **Engagement in Physical and health related activities** are assessed through participation in activities related to physical and health education programmes like sports and yoga.
- **Skill in** preparation of teaching learning materials is evaluated based on the products created in workshops including charts and models and also based on rubrics.
- The assessment of the evaluation process and its procedures is done by **analyzing the feedback** obtained at the conclusion of each academic session. This feedback is then reviewed and discussed in faculty meetings, where suggestions for improvement are solicited. Based on the feedback received, the examination cell formulates the evaluation procedures for the upcoming academic session and maintains a transparent and effective mechanism for address grievance related to conduct of internal examination. All the various subject teachers handling a particular course are entitled for reflection, feedback and evaluation.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**

3.Provision of improvement opportunities**4.Access to tutorial/remedial support****5.Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3**Mechanism for grievance redressal related to examination is operationally effective****Response:**

The college has a well-organized system for resolving exam-related grievances which adheres to rules prescribed by the University. To enhance the quality of Continuous and Comprehensive Evaluation of all programmes, an Evaluation Monitoring Committee, renamed as Evaluation and Examination Committee (EEC) is functioning in the college.

- The college follows a two-level mechanism for redressal of grievances. Students seek redress of grievances of internal evaluation at the course coordinator level through teacher educator and at the Evaluation and Examination Committee level.
- In case of any grievances regarding the internal assessment, the student is free to contact the teacher educator and get it resolved. The unresolved grievance, if any, is referred to Evaluation and Examination Committee.
- In addition, Grievance Redressal Cell is the appellate body to hear and decide on the matters related to academic, discipline, and co-curricular activities of the students. There is no grievance from the part of students regarding examination related matters referred to Grievance Redressal Cell so far, as all the grievances related to internal marks are resolved by the Evaluation and Examination Committee itself.
- The results of internal assessment of theory and practical courses are displayed on the Notice board and communicated to the students. The students have the provision to address their grievances to the concerned course coordinators who communicate the same to the concerned teacher and also before the Evaluation and Examination Committee.

- The corrected answer papers are distributed to the students for verification and the grievances, if any, are redressed immediately. Faculty members overhaul any errors in the total of marks or in the assessment of answer books that students have noticed.
- The grievances of the students with reference to internal assessment are made clear by showing his/her performance in the answer sheets and reports of concerned practicals. The answer sheet of such a student is assessed by the faculty once again in the presence of the student. Any corrections in the total marks or assessment of answer sheets as identified by the students are immediately done by the faculty members.
- If a student is unable to appear for an internal examination for the theory papers, due to medical or other legitimate reasons, re-test is held for that student in accordance with the rules.
- Students' internal marks are informed to the parents.
- The marks obtained by the students for internal and external examinations are communicated to the concerned tutor. Necessary guidance will be given to the ward by the tutor.
- Any complaints about the university question paper, such as out-of-syllabus questions, repetition of questions, incorrect question numbers, or improper weightage of content, are addressed to the Principal, who will take appropriate action immediately.
- The entire mechanism for dealing with examination-related grievances is time-bound, according to the University rules and regulations.
- If a student has a complaint about the evaluation of university answer scripts, will be reported to the subject handling faculty and, if necessary to the head of the institution. Necessary guidelines will be given by the faculty or Principal regarding the further procedures.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

The Institution adheres to the University academic calendar and then prepare College Academic Calendar consisting curricular, co-curricular and extra-curricular activities for the smooth conduct of Continuous Internal Evaluation (CIE). The academic calendar includes dates for the commencement and completion of the semesters, curricular activities, important days, cocurricular activities, as well as internal exam schedules. The academic calendar also includes tentative dates for practical exams, and University exams. The time-table is prepared in accordance with the academic calendar and University policies.

- The institution prepares Academic Calendar every year to keep students, teaching and nonteaching faculty reminded of important dates and events related to curricular and cocurricular

activities throughout the academic semester and year.

- In the beginning of the academic session, the students are familiarized with academic calendar and same is uploaded on college website and hard copy is provided to each student
- The comprehensive academic calendar helps the students to work and prepare for practicals and exams in tune with it.
- The Schedule of all Examinations, practicals and Enhancing Professional Competency (EPC) is given in academic calendar.
- In addition to Academic Calendar, semester plans covering curricular activities are prepared for each semester for all programmes. Copies of semester plan are displayed in the notice board and the same is sent to the class whats app group. It is updated and revised with respect to any changes suggested by the university.
- Evaluation and Examination Committee (EEC) announces exam dates, instructions for task and assignments, Enhancing Professional Competency (EPC) and practicals as per the academic calendar.
- Task and Assignments, Enhancing Professional Competency (EPC) documents, Records of practicals are submitted by students as per the dates given in Academic Calendar.
- Date of Mid evaluation of internship is also provided in the Academic Calendar
- Academic Quality Assurance Cell (AQAC) monitors the uniform coverage of syllabus in each class. Due to any unforeseen causes or personal reasons of the concerned teacher or poor performance level of students of any class, the concerned teacher is unable to cover the portions in time, proper alternate arrangements are done for covering the syllabus in the form of extra classes.
- Students' academic progress is monitored regularly by adopting the strategy of continuous internal assessment – through seminars, project work, unit tests, digital tests, online tests, assignments, Enhancing Professional Competency courses, pre-practice sessions, internship and semester end examinations
- The Principal holds curricular and co-curricular review meetings on a regular basis to ensure that all activities on the academic calendar are being implemented and progressed. If necessary, changes to activity schedules are made based on these review meetings. Furthermore, additional lectures are planned to complete the syllabus before the university examination.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Every programme has programme learning outcomes (PLO), programme specific outcomes (PSO), and course learning outcomes (CLO) that are all clearly stated. These are widely publicized by displaying on college website as well as on the beginning section of curriculum of the prescribed programme and syllabus of each course. These outline the knowledge and skills that would be expected to be possessed by a student, in a particular subject, upon the completion of their undergraduate/postgraduate course. Before the start of each semester, teachers prepare a detailed course schedule and follows the course outline closely, using time tables that are set according to the outline to ensure timely coverage of the course. The teaching methodologies adopted are carefully selected to meet the PLOs and CLOs.

The PLO and CLO are also kept in mind when preparing the course schedule which includes the desired learning outcome that the teacher attempts to achieve. The Course Outcome is explicitly stated by the teacher at the beginning of the semester while discussing the course syllabus. The learning outcome is also communicated to students at the start of each lesson.

All aspects of teaching and learning are aligned with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) within the curriculum framework of the Affiliating University. To ensure this alignment, the faculty prepares monthly and semester plans based on the CLOs outlined in the syllabus for each course in the program. In addition, mentoring of students by mentor teachers is used to supervise their progress throughout the course.

The institution conducts internal examinations in the form of unit tests and a model examination at the end of the semester to prepare the students for their final examination. Learning activities assigned to all students as part of the course outline form an important component of internal evaluation.

Besides focussing on cognitive aspects only, affective development as put forth by the PLOs and CLOs are achieved through student participation in a number of first hand experiences like yoga, sports, cultural activities, practical works and co-curricular activities.

Finally, students undergo a rigorous internship programme where they acquire the necessary teaching skills and abilities to become effective and efficient teachers.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 95.07

2.7.2.1 Total number of students who passed the university examination during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
142	121	110	110	95

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document
Link for additional information	View Document

2.7.3

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Response:

Program Learning Outcomes along with Course Learning Outcomes are useful in developing a framework for teaching and learning. The course outcomes also provide a clear picture of the course's employability, skill development, and entrepreneurship prospects.

To achieve the stated PLOs and CLOs the BEd and MEd program is broadly categorized into Theory Course and Practical Course over 4 semesters of 100 working days each. Through the specified theory course, students attain theoretical know-how on Philosophical and Sociological aspects of society, Psychological Development of the Learner, School Organization, Assessment Techniques, Methodological and Pedagogical Aspects of Teaching various School Subjects. The Practical Course is greatly emphasized for both BEd and MEd .

For BEd, the Practical course is of three types- College based, Community based and School based. College based practicals include Microteaching, Peer Discussion Lessons, Faculty Demonstration Classes, Criticism Classes, Enhancing Professional Competencies (EPCs), Yoga, Health and Physical Education, Preparation of teaching learning materials and Art and Drama in Education. Community based Practical include Community Living Camp, SUPW, Working with community and Field trip/ study tour. School based Practical include One week Initiatory School Experiences and 80 days School Internship.

The attainment of PLOs and CLOs of theory courses are monitored through internal evaluation consisting of unit tests, model exams and tasks and assignment; and external evaluation through

university examination. The Practical courses are evaluated through direct observation and record keeping. The BEd programme attains its major aim through practice teaching internship. During the teaching practice session, a student teacher delivers 60 lessons including 3 ICT integrated. These are observed by teacher educators and school mentors, who keep a record of their findings in the supervisor's diary. Moreover, the Principal of the institution visits various practice teaching schools to discuss with the headmaster, school mentors, and the student teacher regarding the progress of their teaching competency. Furthermore, feedback about student teachers' classroom performance is received through the interactions with the headmaster and school mentors in relation to their performance as a teacher trainee. Following the completion of the practice teaching in schools, a feedback session is held in the institution to share experiences of student-teachers in schools and suggestions for improvement in teaching performance. Teaching skills are further evaluated by an external group of experts appointed by the University.

The MEd programme is a Research oriented professional one. Hence theoretical and practical aspects of research and teacher education are included. Internship in teacher education institutions is organized for 6 weeks in various teacher education colleges which is evaluated by direct observation based on rubrics. As part of attaining research experience, students are to submit a research based dissertation evaluated both internally and externally.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 143

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The institution initially assessed the students' learning needs by evaluating their general awareness in areas such as Teaching Aptitude, and General Competency in English through initial level test. At the beginning of the course, the students receive counselling through mentoring to evaluate their readiness to undergo the course and provide emotional support.

Specific feedback is given to the students after the evaluation of assessment tasks which are evaluated on the basis of criteria already given for assessment, that is in the form of rubrics. The learning needs of students identified initially through mentoring sessions are evaluated against their performance by the mentors. Students learn to evaluate the quality of their own and their peers' work against well-defined learning goals and criteria for developing assessment skills and reflective practices. All the activities carried out in the institution motivate each and every learner to reflect on their performance against already identified needs. During the initial mentoring session, the students those who are identified with poor communication skill and teaching skills are provided with adequate opportunities to refine their skills through various programmes like Enhancing Professional Capacities, Micro Teaching, Criticism Classes and Practice teaching internship. Through these self and peer evaluation approaches, students are able to do ipsative assessment. This approach helps create a holistic and well rounded individuals equipped with 21st century skills as suggested by NPE 2020 (in para 4.6). Unit tests and model exams are conducted to assess the students' academic performance. The test questions are set by the faculties in charge, taking into consideration the students' learning needs identified at the entry level, their responses in the classroom, and the course/lesson covered. Teacher-made tests are usually used in this assessment. The test papers are then evaluated, and the general performances of the students are discussed in a review class after the test. Faculty meetings also review the assessment strategies and their outputs regularly.

Among the many instances reflecting students enhanced performance two cases are mentioned for sample reference. Mohammed Fasil T (B.Ed. student in Social Science, 2021-23 batch) scored 55/80 in entry level test. Mohammed Fasil is a student with spastic cerebral palsy and also faced several cognitive and emotional struggles identified and addressed through Individualized Educational Plans. A number of provisions for inclusive learning like construction of rails for ramps, support for physiotherapy, enrolment to National Service Scheme, participation in all curricular and co-curricular activities

including field trip and practice teaching internship. His outstanding performance and the support rendered by the college has motivated him to join the college for MEd programme (2023-25 batch).

Gayathri O, student of BEd Malayalam (2022-24) was amongst the introvert students of the class. Through continual mentoring and motivation, she has been able to showcase improved standards of performance in academics and is presently amongst the few NSS volunteers selected for National Integration Camp of University of Calicut. She has also been able to perform well in practice teaching sessions in school.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 1

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

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

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 2.47

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	1.2	1.26	0.7	8.0

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 1.05

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	3	5	6

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 2.27

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
7	14	25	3	5

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..**Response:** 15.6**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
10	22	13	25	8

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 100**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
278	280	268	240	229

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 100

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
278	280	268	240	229

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Blood donation drives, distribution of food kits, pain and palliative care, and school adoption are four critical outreach activities that have a significant impact on community development. To address the concerns and psychological problems faced by the students and their family members against the backdrop of covid-19, "SOLACE" Counselling clinic was set up under the auspicious of Emergency Management Cell (EMC) and alumni of the college.

Aksharakoot - Program at Vellimadkunnu Children's Home: This initiative focuses on providing educational support and fostering the holistic development of children in need. College students volunteer their time to teach subjects, organize extracurricular activities, and mentor the children, thereby enhancing their educational and personal growth. Empowerment of Persons with Visual Challenges: Through this initiative, visually impaired individuals are provided with resource, and training to enhance their skills and enable them to become self-reliant. The college collaborates with organizations and experts in the field to ensure comprehensive support for this community. 'Krishitheeram' - Farming at Old Age Home: To promote sustainable living and intergenerational bonding, we conduct the

'Krishitheeram' program at an Old Age Home. College students engage in farming activities, cultivating vegetables and maintaining the garden. This initiative not only provides fresh products for the residents but also encourages interaction between the elderly and the younger generation, fostering a sense of companionship and mutual respect.

Cleaning of the Kozhikode Beach: We organized beach cleaning drives at Kozhikode Beach, involving students, faculty, and volunteers. This initiative aims to raise awareness about the importance of maintaining clean and sustainable coastal ecosystems while fostering a sense of responsibility towards the environment. Anti-Drug Awareness Program in all Schools at the Municipality: Recognizing the urgency of addressing the issue of drug abuse among youth, anti-drug awareness programs are conducted in schools within the municipality. Empowerment of Prisoners -Through skill development programs, vocational training, and counseling sessions, college students assist prisoners in acquiring new skills, enhancing their employability prospects, and promoting their reintegration into society upon release.

Apoopanthadi - A Project to Embellish and Decorate Pre-Primary Schools In collaboration with local pre-primary schools, students engage in beautification activities, including painting classrooms, creating colorful murals, and setting up interactive learning corners. This initiative aims to provide an aesthetically pleasing and stimulating environment for young children, promoting their overall development and learning experience. Thelicham - Program for the Enrichment of PTA: Recognizing the crucial role of parents in a child's education, which focuses on enhancing the capacity and involvement of PTAs. Through workshops, training sessions, and interactive forums, college students collaborate with parents and teachers to foster effective communication. By participating in these activities, students learn about the importance of social responsibility, volunteerism, and empathy towards others. These activities promote a sense of community togetherness and encourage students to become advocates for positive change in their community. By participating in school adoption activities, students learn about the importance of education and the role they can play in contributing to community development.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 9

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	0	1	3

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 1.4

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

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

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 11

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 11

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

Response:

Farook Training College is a teacher education college with adequate physical infrastructure facilities on a campus of 2.016 acres. The college meets the standards of various statutory bodies, including National Council for Teacher Education, University Grants Commission, Government of Kerala, and University of Calicut.

The college has three separate buildings with a total area of 4383.02 square meters for two units of B.Ed. and one unit M.Ed. as well as Research Programs. The college has 14 classrooms that are well-ventilated. Each classroom has things like whiteboards, bulletin boards, and smart TVs. Also, for each optional subject in the B.Ed. program, there are two rooms. One of these rooms is meant for group discussions and working together. Other rooms include Principal's office, staff room, administrative office, common rooms, visitors room, toilet facilities, store rooms and two multipurpose Seminar halls. The college also has an open-air classroom named 'Pedagogic Park' with semi-circle seating arrangement.

The college has a library with 18307 books, 15 journals, 527 M.Ed. Dissertations, 32 Ph. D Thesis, 604 CDs and number of newspapers and periodicals. The library can accommodate up to 100 students simultaneously for reference and reading purposes.

The college has two science laboratories for Physical Science and Natural Science disciplines, a psychology lab with a counseling room, social science and mathematical laboratories, which are connected to optional classrooms.

The college has a Multipurpose playground called the 'FTCIA Game Hub,' which provides space for various sports activities. There is also a shuttle court, a well-equipped fitness center, and a physical education room for consultations, minor games, and health check-ups.

The college has a computer laboratory with multimedia facilities with 30 computers. Students can access the lab at any time to enhance their learning outcomes. The college also has a Multi Media Interactive Hall with interaction and presentation facilities, and a Digital Technology Hub with broadcasting facilities to create audio and video materials. The college maintains 'Guruvani Radio' and 'Gurudarsan' YouTube channel with the help of this lab. The college has also provided solar facilities to ensure uninterrupted power facilities for co-curricular activities at low cost.

The college offers a guest accommodation facility equipped with all the necessary amenities for individuals attending programs at the institution. The facility can accommodate up to three guests simultaneously, providing them with comfortable lodging and dining options. The college provides separate common room facilities for boys and girls. A breastfeeding corner is available in the girls' room,

and resting facilities are also provided for pregnant women. And toilet facilities are available on all floors separately for boys and girls.

The college has implemented various facilities to accommodate Divyangajan students, including ramps for mobility, separate differently-abled-friendly toilets, and a software system named 'Envision' for visually impaired students. Specialized areas within the library and computer lab are designated for the use of these facilities, and Braille-format textbooks are also available.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

Response: 100

4.1.2.1 Number of classrooms and seminar hall(s) with ICT facilities

Response: 17

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 17

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

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

Response: 12.85

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
4.99491	3.29894	0.91900	7.34920	1.34908

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

The college takes immense pride in its efficiently operated library, offering extensive reference and reading room facilities. With a collection of 18,307 books, the library employs software for various purposes, such as student and teacher check-in and check-out, and book issuance.

The automation of library services commenced in 2006 with the introduction of the 'BookMagic' software. Subsequently, in 2021, the library made a shift to the open-source software 'Koha,' providing bibliographic details for each book.

The Online Public Access Catalogue (OPAC) is accessible 24x7, allowing users to effortlessly check the availability of books in our library. Circulation activities are seamlessly managed through the Koha software. The College Library has taken proactive steps by incorporating book locations into 'KOHA', simplifying the process of locating and accessing books. Utilizing Koha, stock-taking activities are efficiently carried out, supporting both check-out and check-in procedures.

Following this, with the adoption of the 'F-eSIM' (Farook e-Suite Institutional Management, Enterprise Resource Planning platform, all library functions seamlessly migrated to this system. Through 'F-eSIM', students and teachers can effortlessly search for library books, record entry and exit from the library, and

renew book loans. The software facilitates regular updates to the book inventory. To enhance accessibility, a mobile phone application has been developed, making it user-friendly for both students and teachers. Additionally, library entry can be recorded through the integrated scanner in this application. Following a successful trial run in 2022, the college is now fully embracing this integrated system for all library operations.

This comprehensive software enables the generation of various reports, including a daily circulation report, making administrative tasks more streamlined. Patrons are provided with login credentials to access their accounts, allowing them to review details related to their circulation history. Additionally, subject-wise lists are readily available, enhancing the convenience of finding relevant materials.

The College Library's commitment to leveraging technology not only ensures the accessibility of its resources but also contributes to a more user-friendly and efficient library experience for both students and faculty.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Link for additional information	View Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The college extends cloud-based library services to all faculty members, administrative staff, research scholars, and undergraduate and postgraduate students. Since 2006, the library has been automated using the 'Book Magic' software (version 4.0) and transitioned to the 'KOHA' open-source integrated library management system in 2021, further enhancing the automation of library functions and services. The Online Public Access Catalog (OPAC) ensures 24/7 access to bibliographic details of library books, as it operates on the cloud.

D-Space - Digital Repository

The college utilizes the D-Space open-source Digital Repository to offer remote access to specific library resources, including Ph.D. theses, M.Ed. dissertations, abstracts of M.Ed. dissertations, question papers, and reports of major education commissions and policies. D-Space also includes links to open-access journals and subscribed journal content pages. This system provides seamless access to a range of free e-journals. Users can effortlessly explore and utilize these electronic journals, further enriching their academic and research pursuits.

Additionally, it provides direct links to educational platforms such as SWAYAM, E-Gyankosh, NDLI, N-List, NPTL, Sabdhatharavali, DIKSHA, EKALAVYA, e-Gyankosh, and e-PGPathshala. Noteworthy is the "Timeless Treasures" collection in D-Space, featuring a selection of rare books.

The college manages its overall administration, including the library, through the 'F-eSIM' software, which includes a user-friendly mobile application. This application offers convenient access for both students and staff, featuring specific functionalities like 'library go' and library visits. The integrated use of technology across these platforms reflects the college's commitment to providing efficient and accessible resources for its academic community. The adoption of 'F-eSIM' marks a significant advancement in the college's library services, offering a user-friendly interface that empowers both students and teachers. Notably, 'F-eSIM' has not only modernized but also expanded the scope of library management, introducing features that facilitate remote access to library services. This technological shift empowers students and teachers, allowing them to effortlessly search for library books and conveniently renew book loans from any location

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals**
- 2.e-Shodh Sindhu**
- 3.Shodhganga**
- 4.e-books**
- 5.Databases**

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.68

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.94749	1.07709	0.38619	0.30046	0.71337

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 11.89

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 774

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 779

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 501

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 506

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 1031

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Farook Training College continually invests in its IT infrastructure to keep pace with technological advancements and meet the ever-evolving needs of students and staff. The college has 51 computers in different labs and areas for students. Staff rooms have internet connection through LAN or Wi-Fi for their work.

In March 2012, the college introduced Wi-Fi access in the library, providing convenient online resources for students. The administration offices are well-equipped with IT infrastructure for efficient management of the student and faculty database.

Since 2018, the college has transformed into a Wi-Fi campus, ensuring wireless internet connectivity throughout the premises. This provides a bandwidth of 200 MBPS, ensuring a reliable online experience.

In the interest of security, CCTV cameras were installed campus-wide in 2018, ensuring surveillance and safety. In 2017, a multimedia interactive hall with modern ICT facilities was established, creating an engaging and interactive learning environment for students.

The college implemented a broadcasting system in 2010, upgraded in 2018 to enhance its capabilities.

To meet reprographic needs, two printers were installed. One was acquired through support from an alumni organization, and the other was procured using funds from the University Grants Commission (UGC). These multi-tasking printers offer efficient printing, scanning, and copying services on campus.

In 2019, a new D-Link Wi-Fi modem was installed for student use, further enhancing wireless internet connectivity within the college campus. This facilitates seamless access to online resources for students.

To ensure uninterrupted internet connectivity, the college maintains two Asianet fiber connections and one BSNL Fiber connection, all with a speed of 200 MBPS, serving as backups for reliable high-speed internet access.

The college implemented a biometric thumb-based attendance system for students and staff. This technology streamlines attendance recording using unique thumbprints, ensuring accurate and reliable

tracking, minimizing discrepancies.

All classrooms come with ICT facilities. There are six undergraduate classrooms and two postgraduate classrooms, each equipped with a Smart TV and Wi-Fi connectivity.

The college operates Guruvani, a live radio station entirely run by students. Students take on roles as program heads, hosting and producing shows and content broadcasted on the station. This hands-on experience allows students to develop communication and broadcasting skills, fostering creativity and community involvement. Guruvani provides a platform for students to express ideas, share information, and showcase talents through radio broadcasting.

Additionally, the college manages a YouTube channel named 'Gurudarshan', creating and publishing education-related videos. A digi console in the media lab is used for video production and recording.

The college has a public address system operated by students. This comprehensive infrastructure ensures a technologically enriched learning environment for both students and staff, enhancing the overall educational experience.

The college has established a dedicated space called the Digital Technology Hub, equipped with advanced digital facilities. This hub serves as a space for digital discussions, providing various facilities for creating e-content and recording audio and video.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 5.45

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.3.3

Internet bandwidth available in the institution

Response: 200

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 200

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document

4.3.4

Facilities for e-content development are available in the institution such as

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document
Link to videos of the e-content development facilities	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 37.05

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
7.40859	25.99210	5.99334	6.21247	6.04399

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

The college has established systems and procedures for the maintenance and utilization of its physical, academic, and support facilities including laboratories, the library, sports complex, computers, classrooms, and more. These systems and procedures are designed to ensure the efficient and effective use of these facilities. Here are the key aspects of the systems and procedures:

Maintenance: Regular maintenance schedules are implemented to keep the facilities in optimal condition. This includes routine inspections, repairs, and upgrades as necessary.

Resource Management: Proper management of resources is maintained to ensure the availability of required materials, equipment, and supplies in the laboratories, library, and other facilities. This includes inventory management, timely procurement, and monitoring resource utilization.

Access Control: Access control measures are in place to regulate entry into specific facilities, ensuring authorized individuals can use the facilities while maintaining security and safety.

Guidelines and Usage Policies: Clear guidelines and usage policies are established for each facility. These guidelines outline rules and regulations, expected behavior, and specific protocols for utilizing the facilities. Users are expected to adhere to these guidelines and policies.

Training and Support: Training programs and support services are provided to assist users in effectively utilizing the facilities. This includes training sessions, workshops, and technical support to enhance users' knowledge and skills.

Safety and Security: Safety measures, including emergency protocols and safety equipment, are implemented in all facilities to ensure the well-being of users. Security measures, such as CCTV surveillance and access control, are in place to protect the facilities and their users.

By implementing these systems and procedures, the college aims to create a conducive environment for teaching, learning, research, and recreational activities, while ensuring the proper maintenance and optimal utilization of its physical, academic, and support facilities.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel

9.Canteen
10.Toilets for girls

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1.Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2.Details of members of grievance redressal committees are available on the institutional website**
- 3.Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4.Provision for students to submit grievances online/offline**
- 5.Grievance redressal committee meets on a regular basis**
- 6.Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 36.33

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
32	47	39	57	35

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 9.15

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 12

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

Response: 1

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 72.66

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
84	57	100	101	78

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

Student council plays a crucial role in the functioning of the institution by coordinating and organizing various activities of students . The student council for each year is being elected through a democratic process of voting. The student council along with the staff advisor prepares action plans for the conduct of various activities which include sports, arts, cultural and literary programs. Field visits, day celebrations, Extension activities of multidimensional nature, Environmental protection, Conservation and restoration activities, Activities of film club, Student initiative in palliative (SIP), Blood donation forum and Debate forum are some examples of the various programs organized by student council.

Apart from conducting various activities mentioned above, student council plays an important role as a liaison between the students and teachers. Student council also helps in the conduct of special coaching programs aiming various competitive exams. A detailed report of the activities of the student council is published every year in the college annual magazine.

The students council functions to up bring the multiple talents and capabilities of the students. Staff advisor helps the student's union members to plan various programs. Apart from organising different types of programs for developing academic and non-academic proficiencies, the student council ensures the mandatory participation of students in these programs via a rotation mechanism. Students are to participate and organise these programs according to their turn. 'Ignite the minds' and 'Cross roads' are examples for these type of programs. Student council takes special enthusiasm to ensure the participation of students in the inter collegiate fine arts festivals and sports meets. In short the student council provides ample opportunity for each pre-service teacher to metamorphose into a best teacher.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 11.8

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	18	7	8

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The alumni association of a teacher education institution has its own scope. The alumni association of the college named as FTCOSA (Farook Training College Old Students' Association) extends multidimensional support to develop physical infrastructure, financial support to poor and needy, academic and functional support in the form of frontier lectures, resource persons in guiding P.G. and Ph.D students and as faculty of counseling and placement cell.

As a good number of the alumni are employed in government/ private salaried sectors, most of their contributions are in service sectors. Alumni supported school development programs, coaching for competitive exams, remedial teaching, frontier lectures, blood donor's forum, social service programs and extension activities makes Farook Training College alumni a different one. The alumni association members working as faculty in various higher education institutions extent their expertise as resource persons in academic and non-academic programmes like Workshop on academic writing, training in research tool preparation and data analysis, inservice module preparation, Workshop on ICT and soft skill .Alumni association members of Farook training college extend their service as editorial board members of the college research journal ' Endeavors in Education '

1. PTEP : Professional Teacher Empowerment Program

Professional Teacher Empowerment Program is a program to provide free coaching for competitive exams like UGC NET, SET, KTET, CTET and for KPSC and UPSC exams. Experts from alumni association extend their service as resource persons in PTEP. Professional Teacher Empowerment Program is a flagship program conducted with the functional support of the alumini association. The PTEP provides free coaching for competitive exams like UGC NET, SET, KTET, CTET, KPSC exams and UPSC exams as per the need of the time. Both UG and PG students and Alumini members benefit from these coaching. Nearly 100 percent of B.Ed. students qualified the KTET exam and about half of the students qualify the other exams by utilising the PTEP. Apart from arranging coaching the staff in charge provides timely direction and guidance to apply for these exams. E-learning materials are also shared in these coaching classes. Almost all the faculties of PTEP are either former students or former teachers of the institution. This free coaching classes are very much helpful to all students especially for those who are from economically backwards sectors of the society.

2. FTCIA 21st Century Classroom Project

This project envisions the transformation of classrooms to cope up with the modern day needs and future challenges. The project is ongoing with the functional support of the alumini association. In the first phase of the project eight classrooms are on the path of transformation. As an initial step these eight classrooms are fitted with Android LED smart television with Wi-Fi connectivity, dust free white boards and attached bulletin board. Alumni Association donated eight 52 inches Android LED smart televisions as an initial support. The OCLP (Online Collaborative Learning Platform) of the institution prepared digital learning materials and e-contents to help the teachers and students in classroom teaching- learning process and preparation for examinations. Any teacher and student can utilise the digital learning materials prepared and shares by the OCLP where and when needed in the classroom. The 21st century classroom project aims to transform the classes more interactive and multi sensory.

3. A good number of alumni association members working as faculties in various higher education institutions extend their expertise as resource persons in programmes like Workshop in academic writing,

training in research tool preparation and data analysis, inservice module preparation, ICT training workshops, etc.

4. Alumni association members of FTC extend their service as editorial board members of the college research journal ' Endeavors in Education '

5. Solace Counseling Clinic; In order to address the concerns and psychological problems faced by students against the backdrop of Covid-19, a counselling clinic named as Solace Counseling clinic was launched by the alumni association under the guidance of Emergency Management cell of Farook college.

6. Blood Donation Forum : The blood donation camps of the institution are run with the whole hearted participation of alumni members as donor's and organizers. The blood donor's forum named as 'Friend in need', from the very first year of its inception in the year 2008 associates with FTCOSA for the successful conduct of the blood donation camps. A list of donors is available with the blood bank coordinator as a testimony of their service.

7. Pedagogic Park and Game Hub: FTCIA 'Gamehub' is a multipurpose playground build with the collaboration of alumni association. Around 6 lakh rupees were spent for the game hub. Pedagogic park, the outdoor classroom, with a seating capacity of 50 students is another significant contribution of the alumni association.

8. Bicycle Challenge: Alumni Association donates bicycles to support the 'Green Campus Project' of the institution. A Cycle challenge to enhance the voluntary donation of bicycles by the alumni is ongoing. The project is organized by the nature club of the institution.

9. Coffee Tale : Sharing of Expertise: The program is being organized in collaboration with the natural science association of the institution. Alumni from various walks of life share their expertise in interactive face to face dialogues. These sessions are highly inspiring, motivating and enriching in many ways.

10. Frontier Lecture Series: FTCOSA in association with Bhoomitrasena of the institution organizes lectures on various topics especially related to the environmen

In addition to the above, social service activities organized by college students council and extension cell are supported by alumni association. They include Housing Projects, Financial support, support to social service and extension activities, etc.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 13**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	3	3	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

Alumni association members serving in various walks of life around the globe as scientists, researchers, entrepreneurs, teachers etc find time to share their expertise and life experiences to motivate and guide our students. Alumni extent its support in enriching the club activities and extension activities by sharing academic expertise and service. 'Coffee tales' is an exclusive program organized in collaboration between the alumni association and Natural Science association, in which alumni from various walks of life share their expertise in interactive face to face dialogues which are highly inspiring and motivating.

The frontier lecture series organized by Bhoomitrasena club in association with alumni association helps to develop eco friendly attitudes and habits among students. Apart from these, the alumni association extends its support in conducting workshops of various dimensions like SPSS, Academic Writing, and Research Ethics. Coaching for various state and National level competitive examinations, UPSC and PSC exams and Teacher Eligibility Tests are also conducted with the academic support of the alumni association. the voluntary activities of Extension cell and various co curricular clubs are also supported by the alumni association.

SAR.GA.M.(SARvam GAnitha Mayam), the Mathematics club of the institution utilises there aluminum who are in and around the nation (working in various fields) for their interactive web talk series with the current batch students. These online sessions are very much helpful in motivating the students and exploring new arenas in the field of mathematics and mathematics education.

Periodical subject wise informal alumini get together meetings are also very much helpful in sharing the real life experiences of those who crossed the hurdles of the course successfully. These face to face interactive sessions are highly fruitful in building confidence among the current batch students.

The readiness and whole hearted co-operation of the members of the alumni association to support the institution in multiple ways is a key behind the successful implementation and completion of various programs

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

VISOIN

To become a centre par excellence of teacher education, unique in experience, value based in approach and pioneering in efforts for enriching and fulfilling life of all.

We aspire to be the most inducive, dynamic and world class centre for teacher transformation and research, elevating the human spirit and enlightening the student community socially, culturally and professionally thereby creating a generation of future leaders with values and faith in humanity.

MISSION

To impart state -of-the-art knowledge into pre-service teachers in various educational disciplines and to inculcate in them a high degree of social consciousness and human values, thereby enabling them and their students to face the challenges of life with courage and conviction

The vision and mission of the Institute mainly focuses on the following aspects,

- To be an excellent educational hub providing the students with outstanding opportunities, empowering them to tackle the complex realities of the post-modern world.
- To provide exemplary opportunities in education, training and research for the professional development of teacher educators and teacher trainees.
- To offer a dynamic and innovative teaching space catering to the needs of diverse population with a student-cantered, inclusive, and personalized learning approach.

It's our keen desire to internalize the Vision, Mission and Values put forth by Institution by all the stakeholders of the Institution. So we have made known the Vision and Mission to all of them through planned events.

The Managing committee, The Principal, The faculty members and the administrative staff, Viz. the various tires of administration are planning and executing all their activities by imbibing the elements of the Vision and Mission of the Institutions in the array of programmes lead by them.

The induction meet, parents meet, College website, student teachers' hand book, Information Bulletins, Display boards are being designed in such a way that to transfer the essence of our vision and mission to the stake holders. All the academic and non-academic activities organized in the Institution have the back

support of the Vision and Mission of the Institution. This blend accelerates the journey to the fulfilment of the vision of the Institution.

The institution's governance embodies effective leadership and participatory mechanisms aligned with its vision. Active involvement of staff and students in committees demonstrates a commitment to a collaborative approach. Monthly staff council meetings provide feedback for informed planning, while year-end faculty evaluations enhance program quality. Non-teaching staff undergo periodic reviews, and continuous feedback from teaching staff and students ensures ongoing administrative improvement. The student council actively contributes to administrative functions, offering feedback on operations and learning experiences. Representation in committees and cells ensures comprehensive governance. Regular meetings and valued feedback contribute to decision-making, exemplifying the institution's commitment to quality through feedback-driven decisions and periodic evaluations.

This approach imbibes the Vision, Mission and Values of the Institution to the nature of governance, perspective plans and participation of the teachers in the decision-making bodies of the institution

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Farook Training College is one among the pioneer institutions established by its parent body Rouzathul Uloom Association. Decentralization of administration begins from the parent body itself. Though, Rozathul Uloom Association is the apex administrative body of all 10 Institutions in the Campus, Each Institution has its own Managing Committee to smoothen the administrative means of each Institution. Each Institution has its own bylaw and modus operandi. Governing bodies of each Institution has their own power and freedom to run the Institution and lead to success.

Administrative system inside the Institution is a great model of decentralization among teacher education Institutions all over India. We are running teacher education programmes from graduate level to research level. Principal is the supreme administrator of all programmes here. Despite of the single authoritarian administration, we have created non-statutory posts of programme coordinators for all the programmes

Viz. B.Ed. Coordinator, M.Ed., Coordinator and Research Coordinator to look after the academic and non-academic activities of the particular programmes. They coordinate all curricular, Co-Curricular activities in consultation with other statutory, non-statutory authorities, IQAC co-ordinator and the Principal.

Moreover, decentralization of administration further extends to Activity specific coordinators. Besides the statutory posts of Staff Secretary, Staff Advisor, Returning Officer for Union Election, Staff Editor, Women Cell Convener, PTA President and General Secretary etc.. There are special coordinators for most of the academic and non-academic activities in this Institution. Examination and Evaluation Coordinator conduct university examinations and internal exams smoothly. Internship Coordinator coordinates all the matters regarding School/College Internship spread over various semesters of B.Ed. & M.Ed. Programmes. Pre-Practice teaching practicals (Discussion session, Demonstration session, Criticism session etc.) are being coordinated by a separate coordinator. EPC(Enhancing Professional Competencies) Coordinator is expected to ensure smooth conduct of every Practical come under EPC. Director of Fine Arts and Celebrations take care of organizing various fine arts events and works for the enrichment of artistic talents of the students. Coordinator of field works, takes the students to the society and SUPW Coordinator organizes various workshop on Socially Useful Productive Work. Director of Extension activities strives to create socially responsible citizens and extends the institution to the society. School Adoption Project coordinator designs and implements various projects in the adopted School.

Apart from the usual committees and wings, we have evaluation and monitoring committee to monitor the evaluation system and to make the system objective. Disputes in the award of internal marks are being solved by this committee. Media cell documents all events organized here in a systematic manner. Time table committee prepares time schedule for various programmes without having clashes. Uniform committee having representatives from students decides and buy college uniform.

The college office is also working in tune with decentralized pattern followed by every other stakeholders of the college. Duties and responsibilities are shared to have more democratic nature in fulfilling them. Junior Superintendent in the office heads all the works of the administrative staff.

In all these aspects, Farook Training College practices decentralization and Participative Management.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Farook Training College stands as a beacon of transparency and accountability, weaving a tapestry of governance practices that transcend financial, academic, and administrative realms. At its core, the institution is driven by a noble purpose – to impart quality education under the umbrella of the Roulathul Uloom Association, a non-profit organization dedicated to serving the community.

Financial transparency is a cornerstone of the institution's ethos. In pursuit of this, a robust three-tier auditing system has been implemented. The institution subjects itself to AG's audits and departmental audits at regular intervals, ensuring a meticulous examination of financial records. This not only satisfies regulatory requirements but also instills confidence among stakeholders. Internal audits, a periodic ritual orchestrated through a central system steered by a Chartered Accountant, provide an additional layer of scrutiny. These internal audits go beyond a mere compliance check; they delve into the intricacies of financial processes, fortifying the institution against any potential discrepancies. The commitment to financial integrity extends to internal financial systems such as Edusupport, Hridayapoorvam, and IQAC Mutual Fund. These systems, designed for the smooth conduct of extension activities and welfare measures, are managed by dedicated committees and subject to periodic audits, ensuring that every rupee is accounted for and serves its intended purpose.

Academic transparency is another cornerstone of Farook Training College's governance framework. The institution has constituted an external expert committee, mandated to conduct academic and administrative audits. This external lens brings diverse perspectives, enriching the evaluation process. The Academic Quality Assurance Cell (AQAC) stands as a sentinel, vigilantly monitoring all academic matters. From curriculum design to delivery methods, AQAC ensures alignment with the highest educational standards. The Examination and Evaluation (EEC) is another key player, coordinating and monitoring all aspects of evaluation and examination. The transparency in these processes is paramount, and the EEC addresses any issues that may arise, promoting a fair and equitable academic environment. The assessment of student activities is equally transparent, with faculty-made rubrics and predetermined criteria guiding the evaluation process. This ensures that students are assessed not just quantitatively but qualitatively, fostering a holistic approach to education.

Administratively, the institution has adopted a decentralized yet accountable approach. Internal financial systems, academic audits, and examination processes are not centralized but distributed among committees, each with a specific mandate. This ensures that decision-making is not only efficient but subject to checks and balances, fostering a culture of collaborative governance. The committees themselves are subject to periodic reviews, reinforcing the institution's commitment to continuous improvement and adaptability.

Farook Training College's commitment to transparency is a living testament to its values. The multifaceted approach, encompassing financial diligence, academic excellence, and administrative acumen, is a testament to the institution's dedication to not only meeting regulatory standards but exceeding them. In an era where accountability is the bedrock of trust, Farook Training College stands tall as a model institution, where transparency is not a mere buzzword but a way of life.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

SCHOOL ADOPTION PROJECT

Raising the slogan Institution to community, Farook Training College has planned and executed many long term and short term projects. We are always farsighted in achieving the objectives envisaged in the vision and mission of the Institution. One among the long term projects envisioned, implemented and still continuing as a flagship project of Farook Training College is 'The School Adoption Project'. The Institution has adopted a nearby Government Lower Primary School (GLPS Karinkallai) since 2010 as it was on the verge of closing. Since then our students have provided a new life to the kids there coming from an extremely backward social condition and is the venue for our students for practical implementation of the theoretical orientations conversed in the classrooms. The project has helped to revitalize the school in various dimensions. We have been providing financial, academic, man power and materials support for the school for the last ten years.

Strategic planning was made and implemented for the gradual development of the School through many phases.

In the first phase of the project, we have been focused mainly on creating child-friendly ambience in terms of infrastructural facilities and care has been taken in feeding them with nutritious food. The school's walls were painted and the surrounding area was made clean and neat. Since 2010 we have been providing special meals to students on the first working day of every month and on every special occasion.

In the Second Phase, Student's personal needs were identified and addressed. At the beginning of each academic year, the school's opening ceremony is celebrated in a colourful manner by distributing learning materials, and gifts to the new students. We also distribute note books, pens, School bag, Water bottle, colour pens etc. to all the students in the beginning of each academic year. Co- curricular activities & day observations in each academic year was organized & celebrated in the school in befitting manner by our students. Through these years of such activities, it was possible to attract many other students to the school and to prevent dropouts.

In phase 3, efforts were taken for bringing Academic excellence. Special training on various subjects

were given by our students to them in team teaching mode. Pre-primary English medium classes were also began in this phase. We have started two projects namely Vidhyatheeram and Navaprabha to strengthen this phase. The first step of Navaprabha was to improve the learning facilities of the school. Painting of the KG class room, decoration of the walls with pictures, and arrangement of furniture for preschool classes were done in this phase. As the part of Vidhya Theeram our students were selected to give classes for all pre-school students in the school for three days a week to promote school's learning activities.

The Project is driven by the monthly donations received from teachers and non-teaching staff. We aim to make this School an independent School with excellence in all aspects by 2025

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

6.2.2

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

Response:

Farook Training College, as an Institution under the parent body, the Roulathul Uloom Association, operates within a decentralized system of administration, ensuring efficiency and effectiveness in its institutional functioning. The campus, housing ten institutions, is governed by a hierarchical structure that includes the Parent body, the Governing Body of each standalone institution, the Principal, Teaching Staff, and Administrative Staff.

Each institution under the Roulathul Uloom Association has its own separate Governing Body, with the Principal serving as an ex-officio member. This decentralized approach allows for a tailored focus on the unique needs and goals of each institution, promoting smoother administrative operations. The day-to-day administrative matters are overseen by the Secretary of the Institution, representing the Managing Committee.

At the heart of the campus's administrative and academic coordination is the Principal, who leads and coordinates activities within the institution. The Internal Quality Assurance Cell (IQAC) plays a crucial role in enhancing the quality of the institution by coordinating various improvement activities. Regular staff council meetings, held each month, serve as a platform for planning, implementing, and evaluating day-to-day academic activities. Committees and cells formed within the college work collaboratively under the staff council's guidance.

A diverse range of statutory and non-statutory bodies, along with various committees, support the Principal in the administration. These bodies, consisting of dedicated members, convene regularly to discuss matters within their respective portfolios and make decisions in consultation with the Principal. This collaborative approach ensures that decision-making is informed, participatory, and aligned with the institution's overarching goals.

The effective and efficient functioning of these institutional bodies is reflected in the well-defined policies, administrative setup, appointment and service rules, and established procedures. The emphasis on regular communication, consultation, and structured planning through staff council meetings and various committees contributes to a cohesive and dynamic institutional environment. Farook Training College's commitment to a decentralized yet integrated administrative model underscores its dedication to adaptability, continuous improvement, and the pursuit of excellence in both academic and administrative domains.

The norms and regulations of Kerala government, UGC, NCTE, and University of Calicut have been followed in the academic and service rules of both Teaching staff and administrative staff. Recruitment to various Teaching and Non- Teaching staff has been made strictly on merit basis, following the rules and regulations stipulated by the above bodies from time to time.

Placement and promotion of the faculty members are being carried out as per Career Advancement Scheme set by UGC. The directions of the Government of Kerala, NCTE are also considered in this regard. The basis for the promotion of Non- Teaching staff is KSR and the regulations set by the Government of Kerala.

Grievances of various stakeholders are addressed by concerned grievance redressal mechanisms constituted as per the directions of the UGC, Govt. of Kerala and University of Calicut. Principal of the college heads all those mechanisms,

An organogram of the administrative setup is attached herewith.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**

- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

All the cells and bodies functioning in the college take decisions by convening meetings, maintains the minutes of the same and implementing their decisions effectively. one such project implemented based on the decision of IQAC and staff council is described below

FINISHING SCHOOL PROJECT

Finishing School is the concept that reaches its horizon beyond 4E's-Education, Employment, Entrepreneurship & Empowerment. Our Finishing School, launched in 2015, works on an agenda towards empowering the inner potential of our student teachers for equipping them with essential skills to meet with the demands of emerging student community. It has a unique training methodology that incorporates learning, skills and self-development with a curriculum that is entertaining, stimulating and rewarding. We utilize the expertise of our teachers, Content, Infrastructure, Systems and Digital Technology aids that enhance better learning outcomes, outstanding personal development and effective social skills among our student teachers developed in over five decades of experience in the education field; it finely blends into modern and futuristic professional set up and demand.

The project levels up students' confidence and self-esteem so that they are able to face unusual and difficult situations with ease during their future career. Under this project, teachers are constantly imparting training in the areas of general knowledge, communication skills and life skills to the students as per the prescribed syllabus. Classes are organized one day a week under the supervision of expert faculties as the part of regular timetable based on prescribed syllabus. Each session includes theoretical orientation on the topic and demonstration by the expert faculty, practical task for skill development and

assessment of students' performance. As a culmination of our efforts to make it fully fledged programme efforts are in progress to have official collaboration with any of the Universities or autonomous bodies concerned. Transformation of this programme to an Add-on programme with award of Degree is also on progress.

The major outcomes the programme are given below

- **Personality enrichment** -To develop a balanced personality well equipped to adjust with demand of different social situation
- **Leadership skills** – To develop leadership qualities which enable each learner to initiate, and organise different programmes and manage a heterogeneous group
- **Communication** – To develop effective communication skills in both mother tongue and English
- **Career planning** – To plan their future career
- **Goal setting** – To have an realistic ambition in life
- **Confidence Development** -To cultivate confidence in an individual to help them feel more relaxed while meeting new people.
- **Attitude** – To develop a certain kind of attitude in order to achieve higher professional growth.
- **Presentation Skills** – To improve communication skills, presentation skills and group discussion skills which are important factors at a workplace.
- **Interpersonal skills and life skills** - To build practical knowledge to lead an effective social life
- **Social manners** – To teach manners that are accepted as gracious and polite in social, professional, and family situations
- **Self-knowledge and development** – To know ones strength and weakness and togrow on a personal, social, mental and emotional level.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The Parent body Rouzathul Uloom Association and constituent Managing committees of each institution in the Multi Institutional campus is always eager to set up various projects and amenities for the welfare

of the employees. The management and the employees themselves have established many welfare measures to meet the personal needs of the employees. Adequate infrastructural facilities are provided in the campus for the staff members. The major welfare measures are as follows

- The management is providing spacious Staff quarters for both teaching and non-teaching staff with all amenities in it. It was allotted upon request by the employees. Water supply and electricity have been ensured in each residence. Each house has been built with ample space in the plot so as to promote the culture of agriculture in the employees. Periodical maintenance of the residences has been carried out by the management.
- The cooperative society established in the campus serves various needs of the employees. The society offers interest free loans to overcome the financial crises of the employees. Personal loans up to Rs.3 Lakhs have been issued to the members with flexible instalment schemes.
- The cooperative store set up in the campus provides necessary consumables and other household items at a reasonable rate and on credit.
- The welfare fund managed by IQAC is a great solace for all the employees of this Institution. Employees can join for as many shares they can. The plan period is one year from April to March. The most attractive feature of the welfare fund is that, any type of Service charge or interest is not being levied from the members.
- In order to develop a model work culture in the campus, the management matters the physical and mental well-being of its employees. Jubilee Health centre inside the campus satisfies the primary medical and health needs of the Teaching staff, Non-Teaching staff, Students and the local people. The campus community is proud to say about the Dialysis centre in the health centre offering Dialysis for its employees, students and for the poor at no or subsidized cost. Ours will be the one & only Institution in the nation which have a Dialysis Centre in the campus. The Physiotherapy centre is also a solace for many staff members and students.
- All faculty members are accommodated in spacious cubicles with facilities for Computers, Printers, high speed internet connectivity and ample storage space. Non-teaching staff too accommodated in well-furnished work spaces with all amenities.
- The college organizes pleasure trips for Teaching and Non-Teaching staff annually.
- Central Cafeteria set up in the campus offers quality food at nominal rate
- Adequate recreation facilities are provided in the campus including Physical Fitness Centre, FTC game hub, various courts, Main stadium & Indoor stadium.
- Grievance redressal for staff members also addressed by the institution through various programmes.
- Banking and ATM facility is provided inside the campus for both students and staff members.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

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

Response: 91.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	18	22	24	23

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 55

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
21	3	21	8	2

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4

Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

Response: 68.07

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
22	14	15	18	12

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Farook Training College is committed to fostering the professional development of both teaching and non-teaching staff through a comprehensive Performance Appraisal System. Aligned with UGC, NCTE Regulations, Government of Kerala norms, and University of Calicut guidelines, the institution has also instituted its own internal appraisal system, reflecting its commitment to global competitiveness and faculty growth.

The Institutional Performance Appraisal System, overseen by a committee led by the Principal and IQAC Coordinator, plays a pivotal role in assessing and certifying the annual professional development activities of faculty members. This internal evaluation not only validates the genuineness of achievements but also strengthens their merits. The system serves as a catalyst for enhancing the quality of faculty members, contributing significantly to their promotion and placement within the institution.

The internal Performance Appraisal system for teachers is comprehensive, encompassing various domains such as Faculty Development Programs (FDP), presentations, publications, research projects, Ph.D. enrolment and awards, M.Ed. and Ph.D. guidance, teaching methodologies, remedial teaching, official positions held, collaborations, extension activities, and accolades received. This holistic approach ensures a well-rounded evaluation, recognizing and incentivizing a diverse range of contributions.

Administrative staff at Farook Training College also benefit from initiatives aimed at improving their performance levels. The management and Principal proactively send administrative staff for professional development programs, fostering continuous learning. Periodical meetings assess competencies and facilitate discussions on capacity building. The strategic shuffling of portfolios enhances versatility, ensuring mastery in various ministerial tasks. Promotion of administrative staff aligns with the rules and regulations laid out by the Government of Kerala.

For non-teaching staff, the Performance Appraisal system evaluates a range of criteria, including responsibilities and duties, participation in administrative bodies, engagement in seminars/workshops/conferences, memberships in professional organizations, awards and recognitions, and contributions of innovative ideas for college development. This comprehensive evaluation recognizes the diverse roles played by non-teaching staff in contributing to the institution's growth and development.

The Institutional Performance Appraisal System at Farook Training College systematically evaluates and enhances the performance of both teaching and non-teaching staff. It provides a structured framework for setting goals, measuring achievements, and fostering professional development. By offering constructive feedback, identifying strengths, and addressing areas for improvement, the system contributes to a culture of continuous improvement. This streamlined approach ensures that staff members are equipped to deliver high-quality education and support services, ultimately enhancing the overall effectiveness and efficiency of Farook Training College.

It stands as a testament to its commitment to fostering a culture of continuous improvement and professional development. By aligning with external regulatory frameworks and concurrently instituting an internal appraisal system, the institution ensures that both teaching and non-teaching staff are recognized, incentivized, and motivated to contribute their best to the institution's overarching goals. This holistic approach not only enhances individual professional growth but also collectively propels the institution forward in the evolving landscape of education.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Farook Training College has demonstrated a steadfast commitment to financial transparency and accountability through a rigorous system of internal and external audits over the past five years. The institution's financial processes are scrutinized at regular intervals, both internally and externally, reflecting its dedication to maintaining the highest standards of fiscal responsibility.

Internally, the institution reviews financial matters in every two months, specifically focusing on the accounts of the Principal and the Managing Committee Secretary. This ongoing internal review, carried out in-house, ensures that financial records are consistently monitored and verified. Furthermore, at the conclusion of each financial year in May, the institution undergoes an internal audit facilitated by the Managing Committee with a Chartered Accountant. This annual internal audit covers the financial activities of the preceding year, contributing to a proactive approach in identifying and rectifying any potential discrepancies.

Externally, the Regional Deputy Director of Collegiate Education conducts departmental audits according to the norms set forth by the Directorate of Collegiate Education and the Government of Kerala. These external audits are conducted periodically, providing an additional layer of scrutiny to the institution's financial processes. Simultaneously, the Accountant General conducts audits in accordance with their prescribed norms. The external audits reinforce the institution's commitment to accountability and align with industry standards.

Over the last five years, the institution has maintained a commendable track record with only a few audit objections raised during each audit cycle. This speaks to the effectiveness of the institution's meticulous account-keeping mechanism and its proactive approach to financial management. In the event of audit objections, the institution follows a structured process to promptly address and resolve them.

Upon the identification of audit objections, the Principal and administrative staff collaborate to thoroughly examine the raised concerns, diagnosing the underlying reasons. The administrative mechanism then collects all necessary information required to rectify the objections. This data is organized in a structured manner and submitted to the relevant authorities for the earliest compliance with the objections. The institution's responsiveness and collaborative approach to addressing audit objections contribute to the swift resolution of any financial discrepancies.

To provide a more detailed context, here are the specific periods and dates of some of the recent audits conducted:

1. Internal Audits:

- Internal audits take place every year.
- The internal audit for the duration 2022-2023 (latest) was carried out on 25-05-2023.

2. Departmental Audits by Regional Deputy Director of Collegiate Education:

- For the duration 01-06-2014 to 31-05-2018, the audit was conducted from 03-09-2018 to 07-09-2018.
- For the duration 01-06-2018 to 31-03-2020, the audit was conducted from 08-07-2020 to 09-07-2020.

3. Accountant General's Audit:

- The audit covering financial years 2005-2006 to 2017-2018 took place during 03-10-2018 – 05-10-2018.

Farook Training College's commitment to a robust audit framework, encompassing internal and external scrutiny, and its proactive approach to addressing audit objections, stand as testament to its dedication to financial integrity and continuous improvement in financial management processes.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)**Response:** 10.52**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
12.48	10.59	9.55	10.575	9.38

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.3**Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.****Response:**

Farook Training college is run by the non-profitable organization Rouzathul Uloom Association striving for the academic and social upliftment of the students of the backward Malabar area of Kerala state. The sole aim of the trust is to serve the society with the intension of fulfilling the social responsibility and hence seek for godly reward. Any sort of monetary benefits or social privileges are not a matter of concern of the trust. So it's insistent for the Managing committee to keep the mobilization of funds more transparent and to ensure funds are utilized optimal. Farook Training College has a very strong resource mobilization policy and very transparent system of fund management.

Being a govt aided college, our major source of finance are,

- UGC & Other governmental agencies.
- The managing committee
- NGOs, Philanthropes and individuals

- Financial assistance from Sister Institutions
- PTA
- Alumni Association
- Endowment funds

The decentralized system of administration, The Parent body, The Managing Committee, Principal, various committees and wings in the Institution jointly puts effort to mobilize funds and to utilise it at optimal level. Each wing associated with various fund mobilization and expenditure keeps utmost care and transparency in all the related activities. The Resource mobilization policy focuses on vision and mission of the institution ensuring accountability and transparency.

All internal financial transactions of the Institution are subject to financial audit every year. Supervision of the same ranges from the parent body to the lowest level of administration.

The institution seeks financial assistance from the government and governmental agencies. Detailed proposal and estimates for various projects will be prepared in advance and submitted to the concerned authority. The funds are utilized with respect to the project proposal and as per the regulations of the sponsoring agencies and the state/central government, if sanctioned.

Funds from Managing Committee are utilized mostly for the development of infrastructural facilities and day to day expenses of the Institution. Managing committee secretary's account is audited every year in the month of April.

Donations from NGOs, philanthropes and individuals are utilized for the development of primary requirements and for Institution led scholarships for needy students. Financial assistance from sister institutions are utilized for routine expenses of the Institution. The financial assistance from PTA if any, has been utilized for the welfare of students.

Contributions from Alumni Association are utilized for the development of the basic needs of the Institution, empowerment of alumni association and welfare of the needy alumni members.

Various endowment awards are given to the students who excel in B.Ed. and M.Ed. examinations from various endowment funds. The parent body RUA funds for annual scholarships for poor students from Muslim community

The institution maintains transparency and accountability in fund mobilization by conducting internal and external audits regularly. The Management of accounts and all the payments sanctioned are audited internally as well as externally by the agency appointed by the managing committee, Deputy Director of Collegiate Education, and Accountant General. In this way, the institution mobilizes funds and utilize the resources at optimal level.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

The IQAC is consistently working to promote a quality culture in all spheres of college activities by channelised efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of the vision and mission of the college. IQAC prepares a perspective plan of development for the college and executes it in a strategic plan every year. It has been trying to institutionalise a number of quality assurance strategies such as digitization of academic and administration facilities, strengthening extension activities etc. IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period, the IQAC was successful in implementing and introducing several curricular, co-curricular and extracurricular activities.

IQAC continuously creates opportunity for professional development of the teachers. The institution itself has a Performance Appraisal system implemented by IQAC. Every year IQAC collects details of Teachers' academic and professional development initiatives and keep record of it. IQAC takes steps to verify and process CAS placement & promotion of all teachers.

Feedback from Students, Parents, Employers, Alumni, Principals of internship schools and Teacher Educators was collected and analysed for future planning and improvisation of quality pre-service education. IQAC and EEC strives for Improved teaching-learning and evaluation process, effective delivery of curriculum and enhanced usage of ICT tools. More over IQAC heads to organise Seminars/Workshops/Conferences and frontier lecture series, administrative training programmes etc.

All the activities of the IQAC are under the flagship project, FTCIA of IQAC. Activities organized by IQAC to promote a quality culture include but are not limited to:

- **Workshops and Seminars:** Conducting workshops and seminars on quality enhancement, teaching methodologies, assessment and evaluation processes, and innovative practices in education.
- **Faculty Development Programs:** Organizing sessions for faculty members to improve their

teaching skills, encouraging them to pursue higher education, research, and professional development.

- **Student Feedback Mechanisms:** Implementing feedback mechanisms to gather student opinions and perceptions about the quality of education, infrastructure, and support services
- **Internal and External Assessments:** Carrying out internal audits, reviews, and assessments to identify areas of improvement, and also participating in external assessments or accreditations to benchmark against national or international standards
- **Quality Circles or Committees:** Establishing committees or quality circles involving students, faculty, and administrative staff to address quality-related issues and devise improvement strategies
- **Best Practice Sharing:** Encouraging the documentation and dissemination of best practices within the institution to foster a culture of continuous improvement.
- **Institutional Research Initiatives:** Promoting research activities among faculty and students, leading to the enhancement of knowledge, innovation, and the academic environment.
- **Quality Policy Implementation:** Ensuring the effective implementation of quality policies and strategies formulated by the institution, thus aligning all activities towards achieving quality benchmarks.
- **Resource Utilization:** Emphasizing optimal use of resources, both human and material, for the overall betterment of the institution.
- **Outcome-Based Education:** Focusing on learning outcomes, aligning curriculum and assessment methods to ensure students attain the desired competencies.

These activities foster a culture of quality within the institution, which aims to create an environment for quality education, research, and innovation.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

Growing in tandem with the changing scenario is a significant attribute of FTC family. 'Sharpening the Axe' is the motto we keep to abreast with the paradigm shifts. Many existing projects have been reviewed and redesigned along with establishment of new projects to fulfil the above objective. The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching-learning process, structures, and methodologies of operations in the institution in the following manner.

- Adequate infrastructural facilities in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library, and ICT facilities in classrooms, labs, and the library are ensured before the commencement of every academic year.
- Participation of faculty members in various skill development and professional development activities are encouraged and ensured by the IQAC and the Head of the institution so as to transfer novel ideas and methods in teaching learning process.
- Participation of Faculty members in Curriculum development and revision workshops helps them to be up-to-date in all aspects.
- Scheduling of courses in the timetable is done by keeping in view various factors such as the nature of courses compulsory/elective/add-on/remedial etc. on one hand and schedules of co-curricular and extracurricular activities on the other.
- Academic audits are carried out every year and the suggestions and feed back from the expert committees are being taken care of in improving the quality of teaching learning process.

Two examples for the same are mentioned below

OCLP (Online Collaborative Learning Platform)

The Online Collaborative Learning Platform (OCLP) serves as a dynamic hub for continuous teaching-learning engagement across all programs. Primarily established for constant student interaction, OCLP played a pivotal role during the pandemic by seamlessly coordinating both curricular and co-curricular activities. Its multifaceted functions include facilitating the teaching-learning process, coordinating online activities through the Learning Management System (LMS), creating and sharing demo videos on various teaching tools, guiding teachers in blended and online learning, and organizing seminars and webinars on innovative teaching methods. Additionally, OCLP encourages student participation in ICT resource creation, fosters the development of learning materials, coordinates co-curricular activities online, and supports the Examination and Evaluation Committee in conducting online examinations and open defences for B.Ed., M.Ed., Ph.D. programs.

Rubrics Development

Observing student's classes and grading the same is a major evaluation activity to be performed throughout the B.Ed. Course. Doing it with maximum objectivity was a tedious task. The brainstorming session held among the faculty members to resolve this issue and to bring innovation in evaluation lead to the development of a flawless Evaluation Rubrics. After many sitting Rubrics with adequate number of criterions to evaluate classes in different subjects were developed. The same is being utilized to evaluate Demonstration classes, Criticism classes and classes during internship. Necessary updating is done time to time on the Rubrics to make it more up-to-date.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 181.6

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
379	150	218	108	53

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action**4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF**

Response: A. Any 4 or more of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5**Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives****Response:**

The last five years have developed new a trajectory in the academic and administrative domain of Farook Training College. The college witnessed many reforms and revolutions during this period. As envisaged in our Vision and Mission, we believe quality matters first, the parameter which always keeps us in the paramount. Many projects have been designed and implemented to bring quality in knowledge transfer, skill development, extension activities, assessment and evaluation, administration etc. Two of the major Initiatives are described below.

1. PTEP (Professional Teacher Empowerment Project)

Qualifying Teacher eligibility test is the first ladder the prospective teachers have to succeed after completion of their B.Ed. Programme. PTEP is a project started in 2015 with the aim that all students who complete B.Ed. Programme from our college should qualify various Teacher qualifying exams such as SET, NET and KTET. The initial goal of the project was to prepare all our students to qualify for such exams through specialized training modules. Gradually students from other colleges who are seriously preparing for such exams could be accommodated in the project. Later, as part of extension of the

project to the community, we were able to organize training programs for candidates appearing for HSA, UPSA & LPSA examinations. After the introduction of this project we could achieve outstanding results in the competitive exams that all of our students could qualify for any of the Teacher eligibility tests before leaving the college. The unique methodology of the project has three phases viz. **Pre-Coaching Phase** which includes general orientation after the notification, help desk for application and financial assistance for deserving students, **The Coaching Phase** - syllabus based classes by the selected faculty and **Post Coaching Phase** which includes consolidation and mock tests. Our specifically designed methodology involves distribution of materials in advance of each session and students will attend the session after reading those simple but comprehensive notes. Regular supervision through frequent consultation and periodic assessment will also be made to keep students alive till the examination.

2. EACH ONE -TEACH ONE

Project Summary

"Each One Teach One," is an innovative initiative designed to empower student teachers through diverse multimedia platforms, preparing them for the demands of 21st-century classrooms. The project aims to enhance presentation and teaching skills, provide valuable information through expert classes, and foster a culture of innovation and awareness. By bringing together students and teachers from various academic backgrounds, the project promotes peer-to-peer learning and knowledge sharing.

Context

In the fast-paced world of today, effective communication and easy access to information are essential. Recognizing this, Farook Training College acknowledges the shortcomings of the current teacher education curriculum, particularly in exposing aspiring teachers to multimedia education and innovative teaching methods. "Each One Teach One" seeks to bridge this gap by equipping educators with the skills needed to thrive in the evolving educational landscape.

Process

The project provides a platform for students to showcase innovative ideas and facilitates self-education and knowledge sharing. Key components include:

1. **Guruvani Community Radio:** Guruvani is the official Radio of Farook training college. The college radio aims to develop leadership qualities and team spirit among students. It also aims to improve the abilities of the students both in technological aspects and other co-curricular activities. It encourages teachers and students to explore, research and use all the tools to uncover something new. Varieties of information, dignitaries from various fields as guests and other programs make the radio more popular and attractive. Guruvani has been working with many innovations to achieve its goals and is already popular among the college and other sources. As part of the project, Students refine their presentation skills by delivering thematic programs, enhancing public speaking, confidence, and communication abilities. This structured platform offers invaluable experiences, preparing future educators to engage and inspire students.
2. **Gurudarsan YouTube Channel:** Gurudarsan is the official YouTube Channel of Farook Training College. The channel aims to unleash and exhibit the potential of technology to enable the public interested in striving ahead in academics. Knowledge and experience of the intellectuals converging at Farook Training College is thus disseminated to all. The channel

Gurudarsan has been working on a number of projects to achieve its goals and is already a popularly sought source of authenticity. It fosters innovation and idea exchange, allowing students to present projects and engage in micro-teaching exercises.

3. G-SLIP (Gurudarsan - Students Led Innovative Programme)

The aim of the project is to bring knowledge to all through the use of YouTube media. Gurudarshan-led project Gurudarsan-Student lead innovative programs (G-SLIP) benefit the general public, teachers, students and parents by using the expertise of students.

1. G-FLIP (Gurudarsan - Faculty Led Innovative Programme):

The aim of the project is to bring knowledge to all through the use of YouTube media. Gurudarshan-led project Gurudarsan -Faculty lead innovative programs (G-FLIP) benefits the general public, teachers, students and parents by using the expertise of faculties .

4. **SIDCAP (Students Initiative Day Celebration awareness project)** : It is a noteworthy project spearheaded to raise community awareness about significance of various days through the active participation of the students. The operates on a system that each student select a day with significance and transfer knowledge about the same to the beneficiaries.

Impact

The introduction of multimedia initiatives at Farook Training College has led to positive transformations. Students have significantly improved their presentation skills, gaining confidence and the ability to communicate effectively. The collaborative atmosphere of "Each One Teach One" has created a vibrant environment of peer-to-peer learning, extending education beyond exam preparation. Multimedia programs have broadened students' intellectual horizons, preparing them for the dynamic educational landscape. ”

Farook Training College's commitment to excellence in teacher education is evident through initiatives like "Each One Teach One." The project not only empowers students but also contributes to the advancement of education in the digital age. By addressing challenges and leveraging resources, the college demonstrates its dedication to fostering innovation and awareness among educators, preparing them for success in modern classrooms.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

The institution is a teacher education college that offers B.Ed, M.Ed, and PhD programs for approximately 350 students, preparing them to become school teachers and teacher educators at different levels. We are steadfast in our commitment to promoting sustainable practices and have undertaken a range of initiatives to achieve energy security and efficiency by enhancing sustainable energy consumption and reducing pollution. Some of the major initiatives are as follows:

Utilization of Energy-Efficient Equipments: To commence our energy-saving journey, we have systematically replaced old filament bulbs with energy-efficient CFL bulbs, tube lights, and low-energy fans. Additionally, we have invested in rewiring our buildings to eliminate energy leaks and prevent short circuits with the aim of safety and sustainability.

Systematic Oversight of Energy Consumption: The college has adopted a systematic approach to monitor energy consumption, with two dedicated non-teaching staff members assigned to oversee the usage of electrical devices regularly. Furthermore, students are educated and sensitized regularly by the faculty about the paramount importance of energy conservation. All students are encouraged to take responsibility for turning off lights and electronic devices in classrooms when not in use, and informative display boards have been installed at the exit point of each room

Exploration of Alternative Energy Sources: We firmly believe in exploring alternative energy sources and have established a platform for students to propose and undertake energy conservation and renewable energy projects. A distinguished faculty member from the science discipline has been appointed to spearhead these initiatives, following the order issued by the relevant authority. We have also procured a solar lamp to meet the energy requirements of specific programs, such as residential community living camps. A formal request has been submitted to the energy department of the Government of Kerala for an energy audit in the institution and to conduct a workshop for all college members to reduce power consumption both at home and within the institution. Accordingly, a comprehensive green audit was conducted for the year 2018-23, optimizing energy usage, adopting renewable energy sources, and promoting energy-efficient practices

The college has embraced solar power as a cornerstone of our commitment to a sustainable and clean energy future. The college proudly installed a 10 kW rooftop solar panel system, marking a significant stride toward minimizing our energy consumption. We pledge to remain at the forefront of environmentally conscious practices, consistently implementing innovative strategies to reduce energy consumption. This initiative not only underscores our responsibility to the planet but also sets a precedent for a greener and more sustainable future. Together, we are building a community that prioritizes the well-being of our environment and future generations

A Forward-Thinking Energy Policy: As an institute dedicated to preparing future teachers for both secondary and higher secondary levels, we have crafted an energy policy with a forward-thinking outlook. This policy aims to equip our students with the knowledge and skills necessary to conserve energy efficiently throughout their future lives and to impart this essential message to all the students they will teach in their academic careers.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

The college is dedicated to upholding its Waste Management Policy which places a strong emphasis on sustainable waste management practices. Our goal is to ensure a safe, healthy, and eco-friendly environment to all its stakeholders and the guests. The College's Waste Management Policy is founded on four core principles: enhancing environmental consciousness among all members, minimizing waste generation and preventing pollution, taking mitigation measures to reduce waste and promoting green practices and sustainable growth.

Solid Waste Management: The college adopted a systematic and advanced waste management strategy, including waste segregation at the source. The collection points are arranged in specific areas to facilitate the separation of biodegradable, non-biodegradable, and e-waste. Through a collaborative effort with the Municipality, we've installed a vermicomposting unit also which converts dried leaves from our gardens and wash basin waste into nutrient-rich compost for the plants. For food waste management, a pipe composting system has been adopted, supported by a duty chart that assigns each of the six classes a specific day of the week for effective food waste management. To reduce plastic waste, official WhatsApp groups have been created for all student batches and teaching/non-teaching staff, promoting communication and initiatives related to sustainable development.

Management of Non-Biodegradable Waste: We periodically collaborate with scrap dealers to responsibly dispose of non-biodegradable waste items such as bottles, cans, plastics, broken glassware, and tins through recycling initiatives. The formation of 'Bhoomithrasena' has further accelerated our efforts to manage waste effectively. At the start of each academic year, students are encouraged to pledge their commitment to maintaining a plastic waste-free campus. To reduce single-use disposable cups, we are transitioning to reusable glasses and promoting cloth bags crafted by 'Natura,' the college's nature club, as alternatives to non-biodegradable rexine bags. Flex boards have been banned entirely on campus, with digital display boards recommended for seminars and conferences. Students are also instructed to avoid plastic coverings for their projects, opting for steel food containers instead. Inside the campus, display boards have been set up to promote a green protocol. Sanitary pads are disposed of through a

designated 'magic hole' in the ladies' washroom, with regular collection and incineration in a pit. Several innovative initiatives led by the nature club have been implemented to reduce plastic waste on campus.

Liquid Waste Management: Water from handwashing areas is thoughtfully repurposed to water plants, while wastewater from washrooms is channeled into specially designed pits in the ground.

E-waste Management: We actively promote a buy-back policy for electronic gadgets to minimize e-waste. An MoU has been established with Farook Higher Secondary School, facilitating the donation of electronic devices that are no longer utilized by our students. Outdated and unused electronic and audio-visual devices are showcased in the heritage corner within the Technology Hub.

The college conducted an internal comprehensive Green Audit. Furthermore, an external body was entrusted to conduct green audits for the year 2018-23, providing a detailed report on the waste management mechanism of the college and the sustainable practices followed

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

The commitment to environmental sustainability is deeply ingrained in the ethos of our college, shaping the very foundation of our academic and extracurricular activities. Right from the inception of the academic year, our students are introduced to the significance of maintaining a green and clean campus through a comprehensive orientation session. This sets the tone for a collective effort towards fostering a sustainable and eco-friendly environment.

At the forefront of our green initiatives is the Nature Club, aptly named 'Natura,' which serves as a catalyst for organizing a myriad of activities both within and beyond the college premises. Our proactive approach extends to commemorating relevant environmental days by planting saplings and conducting campus clean-up drives. These initiatives not only contribute to the aesthetic appeal of the campus but also instill a sense of environmental responsibility among the student body.

A pivotal milestone in our journey towards sustainability was the official declaration of the college as plastic-free. This proclamation was accompanied by a series of measures aimed at reducing plastic usage

on campus. Disposable cups were replaced with reusable steel glasses, cloth college bags were promoted, and the use of flex boards was actively discouraged. Additionally, digital display boards were introduced during seminars and conferences, aligning with our commitment to minimizing environmental impact.

To encourage eco-friendly community, the college provides bicycles for student transportation within the campus. This not only reduces carbon emissions but also promotes a healthy lifestyle among the student community. Collaborating with our parent institute, the college has arranged college buses from strategic locations, and pedestrian-friendly roads have been constructed within the campus, further emphasizing our dedication to sustainable practices.

In recognition of the critical role education plays in shaping environmental consciousness, the college has organized UGC-sponsored national seminars on environmental issues in 2013 and 2017. Eminent environmentalists have participated as panelists, enriching the academic discourse on sustainability.

A significant boost to our green endeavors came with the allocation of a unit of Bhoomithrasena by the Government of Kerala to our college. The formation of Bhoomithrasena has energized our green initiatives, with each class being assigned a specific area as its green field. It becomes the responsibility of each class to maintain their designated area in an environment friendly manner, ensuring it remains green and plastic-free throughout their course duration.

Documenting the campus trees by providing scientific names and informative boards enhances the knowledge base of our students. The maintenance of details regarding these trees is diligently overseen by the Natura team. Students are actively involved in occasional tree planting initiatives, showcasing their commitment to environmental conservation.

The integration of sustainable practices extends to the personal hygiene domain, where students are trained in the use of menstrual cups, contributing to the reduction of sanitary napkin waste. Furthermore, our students organize weekly tea talk programs in natural settings, creating an informal platform to discuss and promote eco-friendly perspectives. Furthermore, we monitor water quality, soil quality, and air quality with the guidance of experts.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**

3. Develop plastic-free campus**4. Move towards paperless office****5. Green landscaping with trees and plants****Response:** A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 5.22**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.75	4.46	0.6	0.12	0.34

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The college places a strong emphasis on community service (NEP 11.8), which is at the core of our mission. For over a decade, the college has undertaken a series of impactful initiatives under the 'Hridayapoorvam-College Extends to Community' banner, aimed at improving the lives of the local community. These initiatives span various areas, including education, financial support, and social welfare, reflecting the institution's commitment to creating a stronger and more vibrant society.

Hridayapoorvam-Helping hands to nearby community: The Project, a highlight during festivals like Onam and Eid, provides essential support to around 50 underprivileged families annually, offering food and clothing to those in need.

Edu-support: The Project is a testament to the college's dedication to financially disadvantaged students. This initiative raises funds to cover hostel fees and provide study materials, enabling deserving students from the college, sister institutions, and the surrounding areas to pursue their education.

Pothichoru: The Project involves college students in providing a day's meal to Kozhikode Street inhabitants before embarking on their practice teaching cum internship. This initiative fosters empathy and engagement with marginalized communities.

The '**Snehasparsham**' Initiative extends support to two nearby special schools, with college students visiting weekly, spending quality time with students, distributing learning materials, and offering gifts to spread love and care.

The '**Blood Donor's Forum**' plays a pivotal role in addressing medical emergencies at nearby hospitals, earning recognition as the best blood donating institution on two occasions, contributing to saving numerous lives.

The '**Navaprabha and Vidyatheeram**' initiative focuses on strengthening the Karinkallai LP School,

providing financial, infrastructural, and educational support, including the establishment of a pre-primary section. College students also conduct remedial teaching sessions to enhance the educational experience.

The '*Giriparvam*' Project reaches out to tribes in Wayanad and Nilambur by distributing clothing and study materials collected from students, alumni, and well-wishers at the beginning of each academic year, fostering solidarity.

'*Student Initiative Palliative*' initiative actively participates in relief activities and operates a Dialysis Centre, providing essential support to financially disadvantaged kidney patients.

The '*Emergency Management Cell*' stands prepared to respond effectively to crisis situations, organizing initiatives such as free food kit distribution, provision of online learning devices, fundraising campaigns, and counseling sessions during floods and the Covid-19 pandemic.

'*Demonstration Classes by School Teachers*' provide student teachers with first-hand experience of observing real classroom instructional strategies, preparing them for their future careers. Teachers from nearby schools are invited for demonstration classes.

'*Coffee Talks*' sessions feature insightful discussions with local experts, fostering knowledge exchange.

Local resources: The institution values the expertise of local unskilled labourers, recognizing their contributions to projects like Krishitheeram.

'*Self-Defence Training and Community Yoga*' sessions are organized annually, promoting holistic well-being and physical fitness among both students and the public.

Farook Training College remains committed to its mission of community service, continuously striving to make a positive impact on the lives of those in neighboring communities. Through a diverse range of initiatives, the college demonstrates its dedication to uplifting the underprivileged and fostering a stronger, more vibrant society

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**

4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

1.

Title: Young Scholars Enrichment Programme

Goal: To enhance the research acumen of M.Ed students and address educational challenges in Malappuram district of Kerala, providing research-driven solutions for improved education.

Context: The College collaborates with SCERT, Kerala for the Young Scholars Enrichment Programme, focusing on addressing educational challenges in Malappuram district of Kerala. This commitment is underscored by a practical, community-oriented research approach, making the work academically rigorous and socially impactful.

Process: The initiative begins with faculty identifying real-world issues, leading to collaborative discussions and a proposal with SCERT. Phases include workshops for finalizing research topics, external contributions to proposal finalization and tool crafting, guiding M.Ed students in tool preparation, active student involvement in data collection, a data analysis workshop, an expert orientation for report writing, and efforts in the seventh phase concentrate on publication to disseminate valuable research insights in education.

Impact of the practice: The project has effectively tackled district-specific issues, reshaped curricular practices, and fostered strong research skills among students, thereby bridging the gap between educational institutions and communities. Importantly, the outcomes of addressing these real-world problems will be submitted as policy documents to Malappuram District Panchayath, SSK, and KITE influencing crucial policies for the educational empowerment of the district.

Obstacles faced and Resources required: Challenges such as problem identification, financial constraints, and time management have been overcome through collaborative efforts with SCERT. The active involvement of M.Ed students, the college faculty, SCRT, DIET, 17 BRCs, and invited resource persons, along with financial and material support from SCERT, contributes to the success of the endeavor.

2.

Title: Krishitheeram Project

Goal: To instill values of empathy, self-reliance, and community service and engagement and offering chemical-free vegetables to the old age home

The context: Recognizing the importance of utilizing available land during a routine visit to the local old age home, the College entrusted its N.S.S Unit to cultivate organic vegetables. The project's objective was to engage the elderly residents in meaningful activities, and to provide fresh, nutritious produce to elderly residents, fostering a sense of care and connection within the community. This initiative aligns with the NEP's vision of holistic and value-based education (11.8 & 12.9). **The process:** The project began by preparing the land, and students, guided by a local agricultural expert, cleared debris, tilled the soil, and added organic compost. They planted various vegetable seeds—tomatoes, cucumbers, lettuce, spinach, and beans—using proper techniques. Students actively monitored, watered, weeded, and protected the plants, gaining practical agricultural knowledge

Impact of the Project: The project profoundly impacted community engagement, as students and faculty closely collaborated with the old age home, fostering meaningful connections. It instilled empathy and compassion in students, shaping them for future roles. The initiative offered nutritious, chemical-free vegetables, enhancing the well-being of the old age home residents

Obstacles Faced Resources Required: Challenges included expertise and time management. A local expert guided students on agricultural practices. Cultivation occurred around students' schedules during the early morning and evening hours. The College used internal and external resources. Funding came from NSS, government support, and donations.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

School Adoption Project

Farook Training College, in line with its commitment to community service and realizing the objectives embedded in its vision and mission, has undertaken numerous long-term and short-term projects. Among these initiatives, one that stands out as a flagship project is the 'School Adoption Project.' The college adopted the Government Lower Primary School (GLPS Karinkallai) in 2010, rescuing it from imminent closure. This endeavor not only breathed new life into the children from profoundly disadvantaged backgrounds but also provided our students with a practical platform to implement the theoretical knowledge they acquire in their classrooms.

Project Development in Phases

The project has evolved strategically over multiple phases, each aimed at nurturing the school in various dimensions. In its initial phase, the project primarily concentrated on creating a child-friendly environment by improving infrastructure and providing nutritious meals. The school's premises were adorned with vibrant wall paintings, and the surrounding areas were transformed into clean and tidy spaces. Since 2010, we have been providing special meals to students on the first working day of each month and on special occasions.

The second phase, launched in 2015 and spanning four years, saw the construction of a multipurpose stage-cum-classroom for the school. In addition to the initiatives from the first phase, this phase placed a strong focus on enhancing the academic environment. The college donated a laptop to establish a smart classroom, and special ICT training sessions were arranged for both students and teachers. Parenting classes were conducted regularly, recognizing the pivotal role of parental support in motivating students.

Addressing Personal Needs and Academic Excellence

In the third phase (2019 onwards), our efforts shifted toward achieving academic excellence. Two projects, namely 'Vidhyatheeram' and 'Navaprabha,' were introduced. 'Vidhyatheeram' aimed to enhance basic literacy and numeracy by having college students conduct special classes in Science, Mathematics, and English for all school students three hours weekly. 'Navaprabha' was designed to provide remedial classes for slow learners. Over time, the project expanded to include other deserving schools, and we currently provide academic support to the Fisheries Special School at Chaliyam.

Impact of the Project

The 'School Adoption Project' has profoundly revitalized the adopted school, aligning it with peer institutions in learning standards and infrastructure. Our sustained efforts attracted more students, curbing dropouts successfully. Primarily funded by monthly contributions from dedicated teaching and non-teaching staff, the project not only ensures financial stability but also emphasizes quality enhancement in education. Additionally, it instills a sense of social responsibility in students through

community service initiatives, preparing them to contribute meaningfully to their communities. The project demonstrates its transformative impact on both the school's academic environment and the character development of its students.

Our ultimate goal is to transform this school into an independent institution of excellence across all aspects by the year 2025. The 'School Adoption Project' stands as a testament to our unwavering commitment to the community and our proactive approach in achieving the objectives set forth in our institution's vision and mission

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

The institution was re-accredited by NAAC at A+ level (CGPA 3.54) in 2012 and the subsequent accreditation was due in 2017. The college got registered under TEACH-R portal as NCTE withdrew the mandate to accredit training colleges under NAAC, and relevant documents were submitted successfully. When NCTE re-installed the mandate in 2021, the college continued the process for NAAC third cycle re-accreditation. In December 2021, the college got accredited at A+ (CGPA 3.39) as the first teacher education institution in Kerala by the State Accreditation and Assessment Centre (SAAC).

Being a teacher education institution, the college could not get registered under NIRF. Instead, we completed the Kerala higher education survey for three subsequent years from 2020 and qualified to register in KIRF (Kerala Institutional Ranking Framework.). In the context of NEP 2020, the college with its human and material resources, could furnish all the pre-requisites for ITEP (Integrated Teacher Education Program). The faculty being members of apex bodies at Higher Education level in the state as well as university level, the institution has key role in policy framing bodies and curriculum design at UG/PG levels. The philosophy of OBE has been internalized by the institution through capacity building of the faculty, orienting to research scholars and postgraduate students, extending the expert service, and also by implementation of the same in the institution.

Farook Training College enjoys a prime position as a research centre in Education, with 12 supervising teachers, 48 scholars and successfully guided 32 Ph.D's. The standard of research in the institution is attested by 25 JRF's / SRF's and one qualified for PDF. As part of proactive approach to research endeavours, we are strict to see that the research outcomes reach the target group properly. To ensure institutional role in knowledge dissemination to the academics as well as community, Under college publication wing IQAC of the college published six books on themes of significance. The college served as study centre for IGNOU from 2001 to 2017. The college has submitted proposal for ODL programmes of Sree Narayana Guru Open University, Kerala.

Concluding Remarks :

Nurturing professional environment for capacitating future transcendental teachers with unique experience, pioneering efforts and a value-based approach, as envisioned by Farook Training College, has been reined by the centrifugal forces of modernization, critical thinking, creativity and innovation. To 'make education well rounded', the working principles of outcome-based education as well as outcome-based research have been locked as the positive quality identification referral points. The effectiveness, feasibility and value of curricular programmes and intervention strategies have comprehensively been evaluated and enriched with on-time deliberations. The exhaustive horizontal and vertical communication among the managerial, administrative and academic stakeholders and the students propel the processes of governance, management, teaching, learning, research, innovation and assessment. The institutional organogram best reflects the decentralized, participative management system and its governance.

The curricular content and processes are orchestrated and pitch matched in tune with the philosophy of outcome-based education. The hybrid mode of teaching, learning and assessment have been practiced embracing the principles of quality, equity, access, flexibility and all types of inclusion and trying to wipe out

any sort of exclusion. “REACH” and “Young scholars Enrichment Programme” reflects the institutional logistics of research, innovation and extension. Community and family engaged governing and curricular interventions, along with the rich repertoire of library resources including digital pool, expert faculty and high tech infra structure facilities of the institution guarantee student support and progression. The institutional values grounded on development of global professional citizenship and the best practices enable us reach out and reach beyond. We stay *au courant* to claim and advocate a heraldry of creativity in teaching through accumulated ‘intelligence, idea and innovation’; to unquote on autonomy, accountability and exuberance in twenty first century teacher professionalism.

The Internal Quality Assurance Cell presides over the pro-active processes in “Enter to Learn and Exit to Serve”, and marshals the trailblazers for twenty first century teacher professionalism. We would like to be ahead of the curve with respect to the crosscutting themes of Integrated Teacher Education Programme and execute the mission to enable the students face challenges of life with courage and conviction.