



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION  
(Effective from July 2017)**

**Accreditation - (Cycle - 3)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
FAROOK TRAINING COLLEGE  
C-8179**

**Farook College  
Kerala  
673632**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
An Autonomous Institution of the University Grants Commission  
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I: GENERAL INFORMATION**

1.Name & Address of the institution:	FAROOK TRAINING COLLEGE Farook College Kerala 673632	
2.Year of Establishment	1961	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	3	
Permanent Faculty Members:	23	
Permanent Support Staff:	12	
Students:	255	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Govt-Aided Minority Institution established in an educational complex with longstanding Existence 2. Stand-alone Institution offering UG PG and Ph D programmes in Teacher Education 3. More than Eighty Percent of women are benefitted	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 09-05-2024 To : 10-05-2024	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. DHANANJAY BABURAO LOKHANDE	FormerDirector,SAVITRIBAI PHULE PUNE UNIVERSITY
Member Co-ordinator:	DR. MUTHAIAH NARAYANASAMY	FormerDean,RAMAKRISHNA MISSION VIVEKANANDA UNIVERSITY COIMBATORE CAMPUS
Member:	DR. DIPESH CHANDRA BHAGABATI	FormerPrincipal,Sualkuchi Budram Madhab Satradhikar College
NAAC Co - ordinator:	Dr. B.s. Ponmudiraj	

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curriculum Planning
1.1.1 QIM	<b>Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas</b>
1.3.2 QIM	<b>Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.</b>
1.3.3 QIM	<b>Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme</b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

As the Institution is affiliated to University of Calicut, it adheres to follow the curriculum recommended by the University that results in limited scope for reviewing and revising curriculum by the Institution. However, the semester plans are prepared in accordance with academic plan of the affiliating university and they are shaped by academic coordinators in compliance with university regulations, subsequently approved by staff council before implementation. Any changes/modifications during the implementation phase are promptly communicated to stakeholders and later presented for approval within the staff council. Curricula facilitate experiential learning, field projects, research and internships.

B.Ed. students are provided with the opportunity for 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. M.Ed. students 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.

The curriculum is formulated 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. 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. They are also exposed to national and international assessment and accreditation agencies through courses such as, Teacher Education, Secondary Education, Inclusive education and Higher Education

The experiential curriculum such as micro-teaching, familiarizing themselves with subject-specific terminology, analysing question patterns, referencing content, reviewing articles of different nature, and preparing learning resources provides opportunities for prospective teachers to develop a wide range of skills

and competencies. Field visits are organised 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.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Honoring Student Diversity
2.2.1 QIM	<b>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..</b>
2.3	Teaching- Learning Process
2.3.1 QIM	<b>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</b>
2.3.5 QIM	<b>Continual mentoring is provided by teachers for developing professional attributes in students</b>
2.3.7 QIM	<b>Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..</b>
2.4	Competency and Skill Development
2.4.8 QIM	<b>Internship programme is systematically planned with necessary preparedness..</b>
2.4.11 QIM	<b>Institution adopts effective monitoring mechanisms during internship programme.</b>
2.5	Teacher Profile and Quality
2.5.4 QIM	<b>Teachers put-forth efforts to keep themselves updated professionally through</b> <ul style="list-style-type: none"> <li>• <b>In house discussions on current developments and issues in education</b></li> <li>• <b>Sharing information with colleagues and with other institutions on policies and regulations</b></li> </ul>
2.6	Evaluation Process
2.6.1 QIM	<b>Continuous Internal Evaluation(CIE) of student learning is in place in the institution</b>
2.6.3 QIM	<b>Mechanism for grievance redressal related to examination is operationally effective</b>
2.6.4 QIM	<b>The Institution adheres to academic calendar for the conduct of Internal Evaluation</b>
2.7	Student Performance and Learning Outcomes
2.7.1 QIM	<b>The teaching learning process of the institution are aligned with the stated PLOs and CLOs.</b>
2.7.3 QIM	<b>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</b>
2.7.5 QIM	<b>Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.</b>
2.8	Student Satisfaction Survey

## Qualitative analysis of Criterion 2

The College has a mechanism to identify the diverse needs of the students at the entry level. Entry Behaviour Test is conducted for B.Ed students to assess teaching aptitude, language ability and comprehension, and general knowledge and a Research Aptitude Test for M.Ed students. Based on the outcome of entry level test, remedial programmes for slow learners are offered.

In total, 23 faculty members are employed in the institution out of which all have cleared NET and 18 are with Ph.D. Adequate number of teaching and non-teaching staff employed as per NCTE norms.

Multiple mode approach to teaching-learning is applied by the teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. Depending upon the nature of courses, varied learning modes are chosen.

The institution creates avenues for group activities, so that students get opportunities for interactions, reading, listening and co-operation while working in teams. Mentors encourage group activities like collaborative learning, group discussions, micro teaching sessions, citizenship training, club activities, community activities, formation of quality circles and web teams to promote teamwork for holistic development.

The College has identified a list of professional attributes for a successful student-teacher, namely Leadership, Cooperation, Team Work, Patience, Creativity, Communication Skills, Soft Skills, etc. In order to develop these attributes in student-teachers, mentors motivate mentees to participate in all academic and outreach activities of the College with the support and guidance of the faculty members.

Internship programme is planned to ensure all the interns to get opportunities to take part in curricular, co-curricular and extra-curricular activities held at schools/Teacher education institutions. Proper assessment procedure is also followed during internship.

Institution adopts proper monitoring mechanism during internship programme for students. Student performance during the internship is assessed and monitored periodically by both school supervisors and teacher educators of the Institution as well.

College organizes group discussions to locate research themes, find answers to emerging questions, and solutions for resolving issues in the field of teacher education. 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.

Continuous Internal Evaluation is followed for both UG and PG programmes.

The institution addresses the grievances of students related to internal examination.

The College adheres to the University academic calendar and then prepare College Academic Calendar consisting of curricular, co-curricular and extra-curricular activities including the dates specified for Continuous Internal Evaluation (CIE).

Being affiliated college, initial attempts are made to implement the Outcome based education at the college level.

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

Criterion3 - Research and Outreach Activities (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1	Resource Mobilization for Research
3.2	Research Publications
3.3	Outreach Activities
3.3.4 QIM	<b>Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development</b>
3.4	Collaboration and Linkages

Qualitative analysis of Criterion 3

The College has been recognised as a Research Institution by the University of Calicut

No research project was undertaken by the college for the last two years.

During the last five years, 32 candidates were awarded Ph.D. Degree. Faculty members and Researchers have published 25 research papers in reputed Journals, 54 Research Papers presented in Conferences.

The Institution organises various Community Extension and Outreach Activities to make students socially responsible citizens.

Five MOU's were signed in the last five years and the college was accredited with 'A+' category by State Assessment and Accreditation Council under Govt of Kerala.

The College ensures linkages with practice teaching schools through engagement with the field for B.Ed. and M.Ed. students..

Many Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development are organized. Among them, four unique outreach activities of the Institution that significantly influence community development are blood donation campaigns, food kit distribution, pain and palliative care, and school adoption. Several other outreach initiatives are conducted in order to:

- provide educational support and fostering the holistic development of needy children of rural families
- Assist the inmates of Old-age home and empower the visually disabled children in locale
- Empower prisoners with employable skills

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<b>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</b>
4.2	Library as a Learning Resource
4.2.1 QIM	<b>Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software</b>
4.2.2 QIM	<b>Institution has remote access to library resources which students and teachers use frequently</b>
4.3	ICT Infrastructure
4.3.1 QIM	<b>Institution updates its ICT facilities including Wi-Fi</b>
4.4	Maintenance of Campus and Infrastructure
4.4.2 QIM	<b>Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place</b>

#### Qualitative analysis of Criterion 4

The College is established with adequate physical infrastructure facilities on a campus of 2.016 acres. The Institution has ventilated and adequately furnished 14 Classrooms. The college has three separate buildings with a total area of 4383.02 square meters for two units of B.Ed. and one unit of M.Ed.

The college has two science laboratories for Physical Science and Natural Science disciplines, a Psychology lab with a Counseling room. 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 minor games, and health check-ups. The college has a computer laboratory with multimedia facilities with 30 computers.

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

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 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 for Institutional Management, Enterprise Resource Planning platform, all library functions seamlessly migrated to this system.

The library is automated and transitioned to the 'KOHA' open-source integrated library management system. 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.

All classrooms are equipped with ICT facilities. There are six undergraduate classrooms and two postgraduate classrooms, each equipped with a Smart TV and Wi-Fi 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 has established systems and procedures for the maintenance and utilization of its physical, academic, and support facilities including laboratories, the library, play ground, computers, classrooms, etc.,

Guidelines and usage policies are established for regular maintenance, management of resources and implementing access control measures. Stock registers are properly maintained for all the equipment and materials procured for every unit.

**Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)**

5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.1 QIM	<b>Student council is active and plays a proactive role in the institutional functioning</b>
5.4	Alumni Engagement
5.4.1 QIM	<b>Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.</b>
5.4.4 QIM	<b>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.</b>

**Qualitative analysis of Criterion 5**

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 care (SIP), Blood donation forum and Debate forum are some examples of the various programs organized by student council.

Placement Cell functions and students are placed through campus interviews. Steps are undertaken to create a record of students opting for progression to higher studies.

The alumni association of the college extends support to develop physical infrastructure, financial support to poor and needy, and academic support. It is yet to be formally registered. They are involved in providing free coaching for competitive examinations, contributing to the development of the college as members of various committees, extending financial support for establishing digital and interactive classroom, and donating for 'Green Campus Project'.

Alumni offer their services in enriching the club activities and extension activities of the college by sharing academic expertise and service.



Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission</b>
6.1.2 QIM	<b>Institution practices decentralization and participative management</b>
6.1.3 QIM	<b>The institution maintains transparency in its financial, academic, administrative and other functions</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The institutional Strategic plan is effectively deployed</b>
6.2.2 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</b>
6.2.4 QIM	<b>Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>Effective implementation of welfare measures for teaching and non-teaching staff is in place</b>
6.3.5 QIM	<b>The institution has a performance appraisal system for teaching and non-teaching staff</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution conducts internal or/and external financial audit regularly</b>
6.4.3 QIM	<b>Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies</b>
6.5.2 QIM	<b>The institution reviews its teaching-learning process periodically through IQAC or any other mechanism</b>
6.5.5 QIM	<b>Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives</b>

#### Qualitative analysis of Criterion 6

The Institution's Governance is highly responsive, plans in a meticulous manner to utilize the resources optimally. Conscious and consistent efforts are undertaken at all levels of planning, decision making and execution involving the team of Principal, Faculty Members, Students and Non-teaching staff.

The college has an IQAC that consists of administrators, non-teaching staff, students, and teachers. It meets frequently to establish strategic plans and perspectives in a methodical, deliberate, and phased way. Teachers are accorded administrative and academic freedom, which guarantees the formal operation of the College and cultivates positive relationships amongst all stakeholders involved.

The various Committees, namely, Staff Council, Purchase and Maintenance, Student Welfare, Environment

Sustainability and Monitoring, Library Advisory Committee, Anti-ragging committee, Grievance and Redressal Committee, and execute regular activities of the Institution.

Being an aided and a non-profitable Institution, the fee collected from students is in accordance with the norms of the Government of Kerala. The College takes initiatives to mobilize and disburse Government Scholarships to students through DBT mode.

The College Academic Calendar strictly adhering to the rules and regulations of the University of Calicut and it is uploaded on the College Website. The Institution takes all efforts to maintain transparency in financial, academic, admission and administrative functions by delegation of powers at various levels.

The College has effective welfare measures for the Faculty and Non-teaching staff and avenues for career development. Besides intellectual and professional development, it also offers financial support and health securities for its employees. The Institution has a transparent and financial management system in which the main sources of funds are from the Government and the Management.

The IQAC reviews all academic programmes to keep track of the innovations in curriculum design, teaching strategies and evaluation procedures and ensuring efficient performance of academic, administrative and financial tasks through Academic and Administrative Audit (AAA).

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements</b>
7.1.2 QIM	<b>Institution has a stated policy and procedure for implementation of waste management</b>
7.1.5 QIM	<b>Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment</b>
7.1.8 QIM	<b>Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe at least two institutional best practices (as per NAAC format given on its website)</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Performance of the institution in one area of distinctiveness related to its vision, priority and thrust</b>

#### Qualitative analysis of Criterion 7

The College is committed to a policy of energy efficiency and conservation, and optimum use of alternate energy by installing roof-top solar panels reducing environmental impacts associated with use of energy. The college has undertaken a range of initiatives to achieve energy security and efficiency by enhancing sustainable energy consumption and reducing pollution.

The infrastructure of the College is well planned with cross ventilation to provide adequate lighting and air

circulation, facilitating minimal use of electrical gadgets. The e-wastes and damaged furniture are disposed adhering to the Institutional Policy Guidelines for Condemnation and Disposal of Electrical and Electronic Equipment and furniture.

Several initiatives are undertaken by the college to maintain a green and clean campus. A 'Nature Club' is also formed to expedite the collective effort of students towards fostering a sustainable and eco-friendly environment

The 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 community in the local vicinity.

Two best practices namely 'Young Scholars Enrichment Programme' with a goal to enhance the research acumen of M.Ed students & address educational challenges in Malappuram district of Kerala, providing research-driven solutions for local problems and 'Krishitheeram Project' with a goal to instil values of empathy, self-reliance, and community service and engagement and offering organic vegetables to the inmates of old age home were found in vogue. The distinctiveness of the college is emphasized by highlighting the various stages of 'School adoption project' undertaken by the College in the neighbourhood.

### **Section III:OVERALL ANALYSIS**based on Institutional strengths,Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

#### Overall Analysis

##### **Strength:**

- Established in an Eco-friendly environment catering to the needs of students from minority families.
- Transparent admission and appointment as per the norms
- Qualified young faculty with vibrant enthusiasm and committed to Teacher Education
- Provision for ICT facilities and its easy access to stakeholders
- Availability of renewable sources of energy on campus
- Supportive management and transparent governance

##### **Weaknesses:**

- Lack of formal consultancy and collaboration
- Lack of inter-institutional linkages
- Lack of adequate library resources and automation
- Limited funds for maintenance of infrastructure and instructional facilities
- Lack of research projects

##### **Opportunities:**

- Scope for strengthening research centre and activate further research
- Utilising alumni resources for enriching institutional growth
- Scope for introduction of ITEP and short-term certificate course in latest trends.
- Expansion of the services of 'Guruvani' to wider population.
- Scope for undertaking research on 'Women empowerment and their social upliftment'

**Challenges:**

- Introduction of NEP-2020 in its real spirit
- Introduction of value-based courses
- Integrating Outcome-based Education into the Teacher Education programme
- Revising curriculum based on the local needs of employers.
- Introduction of choice-based credit system into the existing pattern

**Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- • College management may take necessary steps to opt for Autonomous status
- • Alumni association need to be registered and further activated for more contribution
- Attempts have to be made to integrate Artificial Intelligence and Augmentative Reality into Teacher Education Curriculum
- • Library should be computerised and more digital instructional resources shall be procured
- • Establish the state-of-the-art research centre in order to undertake inter-disciplinary research in Teacher Education
- • Faculty members should be encouraged to publish and write more research articles and books in their domain interest in Teacher Education.
- • More Faculty Development Programmes on latest trends in application of research, data analysis techniques, and classroom management strategies.
- • Students and faculty members shall be encouraged to attend more on-line courses.
- • Training for e-content development shall be provided to all faculty members.

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**

Sl.No	Name		Signature with date
1	DR. DHANANJAY BABURAO LOKHANDE	Chairperson	
2	DR. MUTHAIAH NARAYANASAMY	Member Co-ordinator	
3	DR. DIPESH CHANDRA BHAGABATI	Member	
4	Dr. B.s. Ponmudiraj	NAAC Co - ordinator	

**Place**

**Date**