



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

Farook Training College

- Name of the Head of the institution Prof. (Dr.).T. Mohamed Saleem
- Designation Principal
- Does the institution function from its own campus? Yes

- Alternate phone No. 04952440662
- Mobile No: 9778206739
- Registered e-mail ID (Principal) farooktc06@gmail.com
- Alternate Email ID principalftc1@gmail.com
- Address Farook College P.O.
- City/Town Kozhikode
- State/UT Kerala
- Pin Code 673632

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education

- Type of Institution Co-education

- Location Urban

- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **University of Calicut**
- Name of the IQAC Co-ordinator/Director **Dr. Niranjana K P**
- Phone No. **9447335854**
- Alternate phone No.(IQAC) **04952969662**
- Mobile (IQAC) **9447335854**
- IQAC e-mail address **iqacftc@gmail.com**
- Alternate e-mail address (IQAC) **niranjana.bmenon@gmail.com**

3.Website address

<https://farooktrainingcollege.ac.in/>

- Web-link of the AQAR: (Previous Academic Year) <https://farooktrainingcollege.ac.in/web/content/904?unique=457cd305ba5cbb370ffaa542e43abe2eb8f474f1&download>

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link: <https://farooktrainingcollege.ac.in/web/content/2200?unique=b14d86203d53e1c8a0c46c161876b9408d8a3e24&download>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	80.50	2007	15/09/2007	14/09/2012
Cycle 2	A	3.54	2012	15/09/2012	14/09/2017
Cycle 3	A	3.25	2024	16/05/2024	15/05/2029

6.Date of Establishment of IQAC

04/07/2007

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **10**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11. Significant contributions made by IQAC during the current year (maximum five bullets)

Prepared and submitted Self Study Report

School Adoption Project extended to Government Fisheries School, Chaliyam

Extended Best Practices to college campus

Hosted NAAC Peer Team Visit and Re-accredited at A Grade with a CGPA of 3.25

Organizing FDP and seminars

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
NAAC Accreditation	Accredited at A Grade with CGPA 3.25
Organizing FDP Programmes	Organized various FDP in collaboration with various institutions
Organizing seminars and workshops for B.Ed. and M.Ed. students and for Research Scholars	Organized workshops on ICT, Soft skills, Academic Writing, Data Analysis and seminars under F-Talk series
More collaborations with educational institutions	At present college has 11 functional MoUs with international and national educational institutions

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	01/09/2024

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Name of the Head of the institution	Prof. (Dr.).T. Mohamed Saleem
• Designation	Principal
• Does the institution function from its own campus?	Yes
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• Mobile No:	9778206739
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• Alternate Email ID	principalftc1@gmail.com
• Address	Farook College P.O.
• City/Town	Kozhikode
• State/UT	Kerala
• Pin Code	673632
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• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	UGC 2f and 12(B)
• Name of the Affiliating University	University of Calicut

• Name of the IQAC Co-ordinator/Director	Dr. Niranjana K P				
• Phone No.	9447335854				
• Alternate phone No.(IQAC)	04952969662				
• Mobile (IQAC)	9447335854				
• IQAC e-mail address	iqacftc@gmail.com				
• Alternate e-mail address (IQAC)	niranjana.bmenon@gmail.com				
3.Website address	https://farooktrainingcollege.ac.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://farooktrainingcollege.ac.in/web/content/904?unique=457cd305ba5cbb370ffaa542e43abe2eb8f474f1&download				
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13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
IQAC	01/09/2024
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-23	22/03/2024
15. Multidisciplinary / interdisciplinary	
<p>Since teacher education is a professional programme, it is naturally multidisciplinary, incorporating foundations from the fields of philosophy, sociology, psychology, and technology, in addition to covering the pedagogy and content of certain academic areas that are unique to a given institution. In order to stay current with the newest developments in education, the college works tirelessly. By revamping the current program, the Kerala government has started procedures on putting the reforms into practice in accordance with the NEP 2020 proposals. With the resources at its disposal, Farook Training College is researching</p>	

the viability of implementing multidisciplinary courses within the organization. The undergraduate and postgraduate programs encompass a range of multidisciplinary, subject-specific courses such as Educational Philosophy, Sociology, Psychology, Value Education, and Environmental Education. The undergraduate program spans various disciplines, including Humanities, Science, and Languages. Additionally, the curriculum integrates multidisciplinary courses like Language Across Curriculum and Understanding Disciplines as core components. As a professional course, teacher education dedicates a significant portion of its curriculum to practical training, including student-teaching and value-based fieldwork. This includes Initiatory School Experiences, School Internship, Socially Useful Productive Work, and Community Engagement, all of which provide firsthand experience with school-related challenges and help nurture professional skills. The postgraduate program further promotes multidisciplinary by offering students the option to choose from a total of 27 courses. Interdisciplinary approach to research is followed both at post graduate and doctoral levels. 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. Additionally, Farook Training College is committed to combining academically with other nearby higher education institutions through partnerships that result in interdisciplinary research and education. Farook College, the parent institution, is an autonomous Arts and Science college with 26 departments, comprising 6 in Humanities, 10 in Science, 5 in Languages, 4 in Media and Information Science, and 1 in Commerce and Management. Of these, eleven departments function as research centers. The Farook College campus offers a comprehensive education system, spanning from Kindergarten to Post-doctoral studies, including institutions such as the Institute of Management Studies and the Centre for Civil Service Coaching, fostering a lifelong learning environment. The educational complex at Farookabad provides a supportive setting for multidisciplinary, cross-disciplinary, and interdisciplinary approaches to education. The necessary infrastructure and resources required for the Four-Year Undergraduate Programme (FYUG) and postgraduate programs are already in place on campus, along with a multi-tiered education system. Policies related to collaboration and integration are being actively discussed at both the state and institutional management levels.

16.Academic bank of credits (ABC):

Being an affiliated college, the implementation of the Academic Bank of Credits (ABC) for teacher education courses has not yet been introduced by the University of Calicut in the year 2024. The Kerala State Higher Education Council (KSHEC) has initiated policy discussions, with parallel dialogues occurring at the university level to enroll students in Academic Bank of Credit. Farook Training College is actively represented in these discussions by its Principal, who serves as a member of the governing body of KSHEC and the Academic Committee of the University of Calicut. The college has also begun the process of registering for the ABC system, with students and staff being instructed to create Digi Locker accounts as part of the initiative. While efforts to register with the National Academic Depository (NAD) have been initiated, the process has not yet been successful.

17.Skill development:

At all levels, Farook Training College's educational programs place a strong emphasis on developing holistic skills. Developing future educators with the essential 21st century abilities needed in the workplace is a major goal of the B.Ed. program. A variety of programs designed to create well-rounded people are part of its curriculum. These initiatives include pre- and post-lesson planning, peer feedback sessions, faculty demonstration class observation, workshops on improvised learning resource creation, theoretical training in a variety of teaching skills, microteaching to build capacity, and hands-on experiences through internships and initiatory school visits. In addition, aspiring educators receive training on how to incorporate theatre and art into the classroom and improve their ICT proficiency for instruction. By combining a variety of activities like yoga sessions, health and physical education, reading and reflecting on texts, professional competence enhancement activities, community living camps, self-development exercises, socially beneficial productive work, community engagement, and field trips or study tours, the program also seeks to develop teachers who are both professionally empowered and socially engaged. This dedication to developing educational skills is reflected in the M.Ed. and research programs offered at the postgraduate level. Through seminars on academic and expository writing, discussions on new research paradigms, research ethics, proposal writing, tool development, data collecting and analysis, and research reporting, these programs concentrate on developing research abilities. Additional activities, such as internships in teacher

education institutions and practical sessions on yoga, ICT, soft skills, and peer teaching, are designed to build competencies in communication, collaboration, teamwork, and resilience. Through a range of programs and activities, the institution provides a wealth of chances for students to grow in their social and personal abilities. These consist of the Student Initiative in Pain and Palliative Care, the National Service Scheme (NSS), the School Adoption Project, the Finishing School, and the Blood Donation Forum. Programs like the Professional Teacher Empowerment Program (PTEP), Gurudarsan-Student Lead Innovative Program (G-SLIP), Each One Teach One, Students' Initiative Day Celebrations Awareness Project (SIDCAP), and Guruvani, the college's official radio station, all contribute to the further development of academic and vocational skills. Even though Farook Training College is a teacher education institution, the unique projects it undertakes and the encouragement it offers student teachers encourage the growth of entrepreneurial abilities. These programs encourage students to consider careers as radio hosts, editors, NET/SET coaches, and online content creators. Furthermore, the college's "Digital Technology Hub," which has broadcasting and recording features, is a useful tool for disseminating innovative concepts and expertise to the larger academic community.

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

English is the main language of instruction in higher education. However, both Malayalam and English are used to convey the information in order to meet the varied demands of the students. Students pursuing a Bachelor of Education degree have the choice of writing their internship documents, college-based practical reports, and university exams in either Malayalam or English. Initiatives like "Language Across the Curriculum," in which students find vernacular counterparts of subject-specific words, actively promote the usage of Indian languages. The college offers courses in literature, art, and creative writing to further encourage the mother tongue. Topics on the development of Indian education from ancient to the present are covered in the curriculum and course outcomes. In order to promote cultural understanding and expression, Indian languages and culture are incorporated into core, elective, and optional courses. Cultural history is also emphasized at the regional and national levels through fieldwork, co-curricular activities, and tasks and assignments in the "Enhancing Professional Capacity" (EPC) courses. Students from minority groups, including scheduled

castes and tribes, actively engage in extracurricular and academic pursuits, fostering tolerance for cultural diversity and enhancing peer relationships. As a component of the B.Ed. program, Community Living Camp aids students in developing a deeper awareness of Indian culture and putting constitutional values into reality. Research subjects at the doctoral and postgraduate levels frequently examine themes pertaining to tribal education and the creation of educational resources in tribal languages. India's contributions to a variety of fields are highlighted in the history components of elective courses. Students who take the foundational course "Understanding Disciplines" gain knowledge about the evolution and principles of various academic disciplines. With the use of resources from the Centre for Cultural Resources and Training (CCRT), Farook Training College introduces aspiring educators to the rich cultural diversity of India. In collaboration with SPICMACAY, the college has organized sessions on classical Indian art forms like Kathakali and Odissi, promoting cultural awareness among students. The college has also responded to directives from the Ministry of Ayush by conducting workshops, celebrations, and both online and offline training sessions. 'Nishta,' a yoga training program for women in the area, is one such initiative that has made a big difference. Through programs like Harmony Fest and other cultural events, the college promotes cultural appreciation. Student teachers can include Indian art traditions into their classroom instruction with the support of art and theater workshops. Peer teaching sessions are arranged to assist students in effectively practicing as teachers in the local community, and students' Malayalam competence is evaluated at the beginning of the program. In order to encourage student participation, faculty members often organize MOOCs on Indian education history and historical perspectives on education. Students can access a wealth of educational resources at the college library thanks to its extensive collection of printed and e-learning materials centered on the Indian knowledge system

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The essence of OBE is exemplified by our college's motto, "Enter to Learn, Exit to Serve." The main idea underlying the college's Programme Educational Objectives (PEO) is exit to serve. The college, which is affiliated to the University of Calicut, must adhere to the established curricula for its Ph.D, M.Ed., and B.Ed. programs. BoS, University of Calicut, hosted an interactive webinar on modifying the B.Ed. curriculum in accordance with Outcome Based Education (OBE) in order to incorporate the

suggestions of NEP 2020. For incorporating the fundamentals of OBE, the B.Ed. and M.Ed. curricula underwent the appropriate modifications. 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. training 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. 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.

20.Distance education/online education:

The institution's main goal is to instill employability skills and professional capabilities, which are necessary in the information economy. To prepare our pupils for the challenges of the professional, the potential for ODL has been fully utilized. 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 students. All of the college's students received familiarization and appropriate training in the main edu-tools, which were also available to pre-service and in-service teachers in Kerala. Practical experience was given to students in the dual roles of teacher and student using online platforms, including Google

Classroom and Moodle. Students were encouraged to complete internships and practice teaching online in order to improve their capacity to choose relevant media, software, and online resources for teaching various subjects in accordance with the characteristics of the student body. 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 oneweek short term online course on inclusive education.

Extended Profile

1.Student

2.1 256

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 150

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 60

Number of seats earmarked for reserved categories as per GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4 120

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 117

File Description	Documents
Data Template	View File

2.6 135

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2. Institution

4.1 48.39388

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 51

Total number of computers on campus for academic purposes

3. Teacher

5.1 25

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1 256

Number of students on roll during the year

File Description	Documents
Data Template	View File

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Number of seats sanctioned during the year

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Number of students enrolled during the year

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Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	48.39388
4.2 Total number of computers on campus for academic purposes	51

3.Teacher

5.1 Number of full-time teachers during the year:	25
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File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	25
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Part B**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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Faculty members of the institution are members of various bodies in university and in various decision making bodies actively involving in planning, implementing and monitoring curricular programs and process of the Institution. At the commencement of each programme, an induction meeting is organized in which vision and mission of the college, details of faculty, nature of the programme, curricular and co curricular activities, internship and evaluation procedures are detailed. Academic

calendar cum student handbook are given to the students in the beginning of the academic year itself. The semester plans are prepared by the academic coordinators in accordance with University regulations time to time and approved by the staff council. Time table committee prepares a master time table and special time tables are prepared and circulated. Academic programmes are discussed in staff council before and after its implementation for ensuring collaboration and reflection of the activities. Regular monitoring of the students' progress is done by internal assessment. In addition to this, the college has an in house curriculum committee which consists of members from Alumni, education experts, teachers and students which collects the feedback from stakeholders and incorporates their suggestion in curriculum planning and implementation.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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 Website of the Institution Prospectus Student induction programme Orientation programme for teachers	A. All of the Above
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File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://farooktrainingcollege.ac.in/programmeoutcomes
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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	
1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year	
48	
File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://farooktrainingcollege.ac.in/academic-calendar
1.2.2 - Number of value-added courses offered during the year	
2	
1.2.2.1 - Number of value-added courses offered during the year	
2	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
252	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	

252

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

All of the above

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

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

. A fundamental or rational understanding of the field of teacher education is provided through various courses which include psychological, philosophical, sociological aspects of education and current trends in evaluation. Optional courses provide theoretical orientation on methodological and pedagogical arenas of concerned subject. Beyond these curricular provisions, new trends in education are familiarized through a variety of activities like seminars, workshops and programmes such as F-talks (Frontier Lecture Series) given by experts in the relevant fields .Then Brain Storming which Ensures exploration of a wide range of possibilities, identifies compelling thesis topics, and lays foundation for successful and appealing M.Ed. thesis. • PTEP-to prepare all students to qualify various Teacher qualifying exams through specialized training modules.

Through a variety of programmes like school initiatory, micro teaching, criticism classes, peer discussion on lesson plan, internship and other specialized training programs the college ensures the development of procedural knowledge among students in their specialization.

Workshops and seminars on a range of topics provide

opportunities to learn from experts and engage in discussion and problem-solving. Experience on action research and research project help students to sensitize problems at various levels of education and arrive at solutions. EPC, peer tutoring, thought of the day, Guruvani and coffee talks are held among the students to draw upon the knowledge and skills gained and to utilize acquired abilities in practical contexts

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to:
Development of school system
Functioning of various Boards of School Education
Functional differences among them
Assessment systems
Norms and standards
State-wise variations
International and comparative perspective

The curriculum is designed to provide basic knowledge of the school systems through various courses. Modules on diverse topics like inclusive education, comparative education, school management, gender school and society are included in the curriculum which help the students to understand the different educational systems, policies, and practices in different contexts. M.Ed. students have a provision to select comparative education which covers the areas such as comparative analysis, international education, development of different national education systems. The course, Teacher Education is designed to enable the students to compare and analyse teacher education programmes in various countries around the globe. Through this the students imbibe a wider perspective on comparative education.

National and international assessment bodies are familiarized in Teacher education, Secondary education and Higher education courses at M.Ed level. The institution also invites national and international experts and practitioners from various educational fields to give lectures in the form of F-Talk (Farookabad Talk

on Education). These experts provide insights into different aspects of education such as teaching practices, curriculum design, different types of assessment method, and classroom management in various countries through which students imbibe a broader perspective on education. This provides the students with an opportunity to interact with the experts and gain an understanding of different educational systems.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The institution organizes teacher education programme at three levels as UG, PG and research. Core courses such as language across curriculum, philosophical and sociological aspects of education, understanding disciplines, school organization and so on. Workshop on teacher enrichment, administration and interpretation of learning style inventory and sociometry, writing reflective journal, conducting action research, preparation and administration of achievement test, diagnostic test, and psychological tools are also included. Internship programme, initiatory school experiences, courses on enhancing professional competencies such as art and drama in education, language across curriculum, critical understanding of ICT and understanding the self, provide teacher trainees opportunities for professional development.

After being equipped with major skills and abilities through microteaching, criticism lessons, demonstration sessions, discussion sessions on lesson planning, student teachers undergo internship in different schools. During Internship, student teachers observe and work with experienced teachers in real-world settings, the experiences of which help them to connect their theoretical knowledge to practical application, and

develop their professional skills and competencies. Before sending the learners for internship, faculty guide them through pre-mentoring sessions and they monitor class through regular school visits during internship. Besides that, a mid-internship evaluation is carried out in between the two phases to share the major concerns on the internship programme.

Co

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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 Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

135

2.1.1.1 - Number of students enrolled during the year

135

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

48

2.1.2.1 - Number of students enrolled from the reserved categories during the year

112

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

5

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

5

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

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 Describe the assessment process 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, in not more than 100-200 words.

The institution assesses students' knowledge, skills, and needs before the commencement of their programs. B.Ed students undergo

an Entry Behaviour Test to assess teaching aptitude, language proficiency, comprehension, and general knowledge. M.Ed students take a Research Aptitude Test due to the research-focused nature of their program. These assessments help the institution identify any gaps and organize bridging programs accordingly. Additionally, routine unit tests are conducted to identify slow learners and advanced learners.

Advanced learners receive special attention in line with NEP 2020 guidelines. They are given challenging assignments, extra reading materials, and opportunities to participate in seminars, quizzes, and workshops through the G-SLIP (Student Lead Innovative Programme). Advanced learners are also involved in peer tutoring, mentoring school children in adopted schools, and e-content development.

For slow learners, special care is provided through daily tutorial hours, which are used for extra discussions, counseling, and assignment corrections. The institution also offers remedial coaching for SC/ST and minority students through a Remedial Coaching Centre. Faculty members provide individual attention and learning materials, while peer coaching and the Online Collaborative Learning Platform (OCLP) are used to support them.

SIDCAP enhances technological and presentation skills. Tutor-ward system and access to question bank also supports students.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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 Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and

All of the above

Adaptive Structures (for the differently abled) Multilingual interactions and inputs	
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	All of the above
File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded
2.2.4 - Student-Mentor ratio for the academic year	
10.2	
2.2.4.1 - Number of mentors in the Institution	
25	

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The institution adopts a variety of student-centered methods to enhance learning in its teacher education programs for graduate and post-graduate students.

Experiential learning is encouraged through activities like simulation, peer teaching, role-playing, seminars, workshops, field visits, and debates. B.Ed and M.Ed students also engage in initiatory school experiences and internships to build professional skills. Collaborative learning is promoted through research collaborations, such as the M.Ed batch of 2022-24 working with SCERT Kerala and Malappuram DIET.

Participative learning involves students creating websites, blogs, and sharing learning materials. M.Ed students assist B.Ed students in their learning processes, while research scholars supervise practical activities. The institution also engages students through tasks, assignments, library research, and supervised study hours.

Problem-solving methodologies are refined through microteaching, video demonstrations, and interactions with experts.

Brainstorming sessions help M.Ed students select relevant research topics, while focus group discussions prepare them for creating online teaching materials. Online learning is facilitated through platforms like Farook E-Suite where students develop and submit assignments.

Community involvement is fostered through programs like farming, yoga, visits to old age homes and special schools, and music

therapy, promoting holistic student development.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

25

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://ftc.embase.in/
Any other relevant information	No File Uploaded

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

256

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological

Four of the above

activities Field sports	
File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://farooktrainingcollege.ac.in/students-activities
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Mentoring is a key component of the teacher education program, aimed at shaping attitudes and enhancing personal and professional skills. Each student is assigned a mentor who provides academic, pedagogical, and emotional support. During special tutor hours, mentors build rapport with students to understand their backgrounds and offer individualized guidance. This relationship fosters open communication, allowing mentors to assist with curriculum understanding, teaching techniques, problem-solving, and personal issues.

The program emphasizes teamwork in both curricular and extracurricular activities to build professionalism, self-confidence, and self-efficacy. Student diversity is recognized early through assessments and participation in events like talent shows and sports. Individualized counseling helps students appreciate diversity and develop inclusive teaching strategies for their future classrooms.

Mentors also provide guidance on professional conduct, communication, and conflict resolution. The college fosters a familial atmosphere, where students, staff, and faculty participate in various events, creating a supportive environment. Adult learners, balancing multiple roles, are

offered skill enhancement opportunities in life skills, ICT, and community participation, with achievements recognized.

During practice teaching, mentors and subject teachers provide special support, focusing on handling classroom challenges. The institution also ensures students' well-being through yoga and psychological sessions to manage stress and anxiety, initiated by the state government Jeevani project.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

Farook Training College employs a comprehensive teaching-learning process that focuses on holistic development, integrating creativity, innovation, critical thinking, empathy, and life skills. The college fosters a Digitally Enhanced

Learning Climate by utilizing various digital platforms such as the Online Collaborative Learning Platform (OCLP) and Farook E-Suite for Institutional Management (F-eSIM). A recording studio and online tools like Guruvani (radio) and Gurudarshan (YouTube) enhance students' technological skills. The library is digitized with Koha and Dspace software for round-the-clock learning. Workshops on IT skills, assessment tools, and statistical analysis further enrich students' research and teaching abilities. The institution also provides infrastructure like IT Resource Centers and multimedia studios to promote a digital-friendly campus.

The college also offers Extended Opportunities for Diversified Learners through initiatives such as hands on training on basic life support systems with expert field professionals, Panorama Film Club activities, Classroom theatre sessions, organization of a national seminar on topics of contemporary value such as 'NEP: A Pathway for Holistic and Multidisciplinary Education.' Opportunities were provided to students to be invigilators for the State Educational Achievement Survey conducted by PARAKH under NCERT in the various schools of Malappuram and Kozhikode districts in Kerala.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	No File Uploaded

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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Ten/All of the above
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students	All of the above
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through several activities such as Workshop sessions for effective communication
 Simulated sessions for practicing communication in different situations
 Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
 Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social

All of the above

media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity	All of the above

Preparation of term paper Identifying and using the different sources for study

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Farook Training College arranges internships for B.Ed and M.Ed students in various government and government-aided schools and teacher education institutions annually. Internships are organized either in the on-campus model school or in nearby schools based on student preferences. Special provisions are made for differently-abled students, ensuring they are placed in suitable institutions.

An official request is sent to schools for internship placements, followed by orientation sessions for both school staff and students. B.Ed students undergo a two-phase internship, with a 39-day stint in high school followed by a 40-day period in upper primary or higher secondary schools. Before each phase, students receive orientation on the necessary procedures and materials. Mid-evaluation sessions at the college provide feedback from the first phase and guidance for the second phase.

Students are guided by two mentors, who observe and provide feedback five times over the internship using a rubric-based assessment. School mentors also play a role in supervising and offering guidance. Interns are encouraged to engage in curricular, co-curricular, and extracurricular activities. Additionally, through the EPC (Education for Professional Competencies) program, students visit schools in the second semester to gain insights into their functioning before starting their internship.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

120

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme.

Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The internship program at Farook Training College is organized for both B.Ed and M.Ed students. B.Ed students undergo a 16-week internship (80 working days) in selected schools, while M.Ed students complete a 6-week internship in teacher education institutions, split into two phases across the 2nd and 3rd semesters. Before the internship begins, a joint orientation is conducted by the college and the host institutions. Students develop a detailed plan of their teaching activities, which is shared with college faculty.

Self-reflection is integral to the internship, with students maintaining reflective journals and lesson plans. Teacher educators observe at least three lessons during the first phase and two during the second, providing feedback in the Supervision Diary, alongside suggestions from school mentors. Interns also observe mentor teachers, peers, and faculty classes to gain insights into teaching practices, classroom management, and learning environments.

The internship includes classroom research, resource development, diagnostic testing, and case studies. Both school mentors and college faculty assess the interns using rubrics focused on constructivist teaching. For M.Ed students, teaching practice is conducted in affiliated institutions, where they are also evaluated by mentors and educators. Reflection by students and self-evaluation play a key role in their professional development.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

25

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

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year**18**

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

2.5.3 - Number of teaching experience of full time teachers for the during the year**270****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****270**

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words

1. In house discussions on current developments and issues in education
2. Share information with colleagues and with other institutions on policies and regulations

Farook Training College emphasizes the professional growth of its faculty by keeping them updated with emerging trends in

teacher education. The college has implemented an Institutional Performance Appraisal System, led by the Principal and IQAC Coordinator, to evaluate the faculty's annual professional activities. This system enhances the quality of teaching and supports faculty promotions. Regular in-house discussions and group sessions address current issues in education, with events such as interactive sessions regarding experiences of faculties at Azim Premji University and preparation of SSR.

The college also fosters professional collaboration by engaging with national and state-level educational agencies. Faculty have participated in various initiatives, such as participation in a one-week workshop on Research Statistics through SPSS (Dr. Rekha P), five day National Workshop on Pedagogic and Curricular Practices (Dr. Mumthas NS) and so on.

In addition to participating in external seminars, workshops, and faculty development programs, the institution encourages faculty to share information on educational policies and advancements with colleagues. Farook Training College also supports faculty in pursuing higher qualifications, with several teachers completing their PhDs and obtaining additional postgraduate degrees. These initiatives ensure faculty are well-equipped to deliver quality education while continuously enhancing their expertise.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Farook Training College places a strong emphasis on continuous internal evaluation to assess student learning throughout its professional programs, such as B.Ed. and M.Ed. Daily evaluations are carried out informally through techniques like quick reflections, questioning, and short tests, while more formal methods are used for specific aspects of the curriculum.

Curricular work includes internal exams and assignments, as well as model exams to boost academic performance. The Evaluation and

Examination Committee oversees these assessments, publishing marks, seeking feedback, and offering retests for students with valid reasons for absence. Various exam formats, including objective and descriptive types, are used to keep students engaged.

Practical work, such as microteaching, lesson planning, and internships, is assessed through rubrics, reports, and direct observation. Other activities, like workshops on data analysis, ICT, and professional competency, are evaluated based on participation, presentations, and reports. M.Ed. students' research progress is assessed through presentations and discussions.

Social, physical, and health skills are evaluated through participation in camps, field trips, sports, and yoga activities. The college also assesses the preparation of teaching materials in workshops. Feedback from students is reviewed in faculty meetings to refine the evaluation process for the next academic session, ensuring transparency and continuous improvement.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation
Display of internal assessment marks before the term end examination
Timely feedback on individual/group performance
Provision of improvement opportunities
Access to tutorial/remedial support
Provision of answering bilingually

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Farook Training College has a structured system for resolving exam-related grievances, aligned with University guidelines. The Evaluation and Examination Committee (EEC) oversees the Continuous and Comprehensive Evaluation (CCE) process, addressing internal assessment issues through a two-level grievance redressal mechanism.

Students can initially approach their course coordinators or teacher educators with any concerns about internal evaluations. If unresolved, the matter is escalated to the EEC for further resolution. A Grievance Redressal Cell acts as an appellate body for issues related to academics, discipline, and co-curricular activities, though exam-related grievances are usually resolved by the EEC without needing this escalation.

Results of internal assessments are posted on the notice board, and students are allowed to review their corrected answer sheets for verification. Any errors in marking or total scores are promptly corrected by faculty. If a student misses an internal exam due to valid reasons, a retest is arranged. Internal marks are communicated to students and their parents, with tutors offering guidance as needed.

Complaints about university exams, such as out-of-syllabus questions, are directed to the Principal for immediate action. The system ensures that all examination grievances are handled in a timely and transparent manner, following university regulations.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation
Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The institution aligns its operations with the University academic calendar and develops a comprehensive College Academic Calendar to facilitate the Continuous Internal Evaluation (CIE) process. This calendar outlines critical dates for semester commencement and completion, curricular and co-curricular activities, internal exam schedules, practical exams, and university exams. The timetable is crafted in accordance with this calendar and university policies, ensuring all faculty and students are informed about important events throughout the academic year.

At the start of the academic session, students are introduced to the calendar, which is available on the college website and distributed in hard copy. Semester plans detailing curricular activities are also created for all programs and shared via notice boards and WhatsApp groups, with updates made as needed.

The Evaluation and Examination Committee (EEC) is responsible for announcing exam dates, instructions for tasks, and submission deadlines, while the Academic Quality Assurance Cell (AQAC) oversees syllabus coverage. Continuous internal assessment strategies, such as seminars, project work, and tests, monitor students' academic progress. The Principal conducts regular review meetings to ensure adherence to the academic calendar and to make necessary adjustments to activity schedules, including extra classes to complete the syllabus before university examinations.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Each academic program at the institution clearly defines its Program Learning Outcomes (PLOs), Program Specific Outcomes (PSOs), and Course Learning Outcomes (CLOs), which are prominently displayed on the college website and included in course syllabi. These outcomes specify the knowledge and skills students are expected to acquire upon completing their undergraduate or postgraduate courses. Before each semester begins, teachers create a detailed course schedule aligned with the PLOs and CLOs, ensuring timely coverage of the curriculum through structured teaching methodologies.

At the start of each course, teachers explicitly communicate the learning outcomes, which are further reiterated at the beginning of each lesson. This alignment extends throughout the curriculum framework established by the Affiliating University, with faculty members preparing monthly and semester plans to monitor student progress.

Internal assessments include unit tests and a model examination to prepare students for final evaluations. The institution also emphasizes affective development, encouraging participation in yoga, sports, cultural activities, and practical experiences. A rigorous internship program for BEd and MEd students, enables students to develop essential teaching skills, ultimately preparing them to become effective educators.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) serve as a foundation for teaching and learning, outlining employability, skill development, and entrepreneurship opportunities. The BEd and MEd programs are structured over four semesters, encompassing both Theory and Practical Courses across 100 working days each. The theory curriculum covers essential topics such as philosophical and sociological aspects, psychological development, assessment techniques, and pedagogical methods.

For the BEd program, practical courses are categorized into three types: College-based, Community-based, and School-based. College-based practicals include microteaching, peer discussions, and health education, while community-based experiences involve camps and field trips. School-based practicals consist of an introductory week and an 80-day internship.

The achievement of PLOs and CLOs is monitored through internal evaluations (unit tests and assignments) and external university examinations, with practical assessments based on direct observation and record-keeping. The BEd program's core aim is realized through teaching practice, where student teachers deliver 60 lessons, including three ICT-integrated lessons, observed by educators and mentors. Feedback sessions post-internship help improve teaching performance. The MEd program focuses on research, requiring students to undertake a six-week internship and submit a dissertation evaluated both internally and externally.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

120

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

The institution assesses students' learning needs at the outset by evaluating their Teaching Aptitude and General Competency in English through initial tests. Mentoring sessions provide counseling to help students gauge their readiness for the course and offer emotional support. Following evaluations, specific feedback is given based on pre-established rubrics, allowing students to reflect on their own and their peers' work, fostering assessment skills and reflective practices.

Students identified with poor communication and teaching skills receive targeted support through programs like Enhancing Professional Capacities, Micro Teaching, and Practice Teaching internships. This ipsative assessment approach aims to develop well-rounded individuals equipped with 21st-century skills, as

outlined by NPE 2020. Academic performance is monitored through unit tests and model exams designed by faculty, taking into account students' entry-level learning needs and classroom responses.

Faculty meetings regularly review assessment strategies. Two notable cases illustrate enhanced student performance: Mohammed Fasil, our B.Ed. student (2021-23 batch) with spastic cerebral palsy, improved significantly thanks to inclusive learning provisions and individualized support, leading him to pursue M.Ed. program (2023-25 batch) and qualified for admission to PhD (in UGC-NET June 2024) .

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://farooktrainingcollege.ac.in/web/content/3079?unique=9948d6b3fdc7a97563cb9d26a63bbd572f004a5e&download>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

Three of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official

All of the above

approval and support for innovative try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications
3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

16

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

3

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	View File

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

18

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

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

256

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

256

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

256

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

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Outreach Activities: Sensitizing Students to Social Issues and Community Development

Our institution actively engages in outreach programs aimed at fostering community development and sensitizing students to pressing social issues. As part of these initiatives, our students, under the guidance of faculty, participate in activities addressing health awareness, environmental conservation, digital literacy, and social inclusion.

One notable initiative involved NSS volunteers conducting a

health camp in rural areas, offering free medical check-ups and educating residents on hygiene and preventive healthcare. Another significant endeavor was an environmental campaign where students planted trees and organized awareness drives on waste management and sustainable practices.

Workshops on digital literacy were also conducted, equipping marginalized groups with essential skills to navigate the digital world. Moreover, cultural programs promoting social harmony and equity were held to address issues such as gender disparity and inclusivity.

These activities not only served the community but also imbued students with a sense of social responsibility, empathy, and leadership. By working closely with various groups, students gained firsthand exposure to societal challenges, enhancing their understanding and commitment to community welfare. These programs effectively bridged the gap between academia and societal engagement, creating a generation of socially aware and proactive citizens.

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

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

3

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

3

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

3

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

11

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest-literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

All of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Farook Training College, situated on a 2.016-acre campus, is a teacher education institution that meets the standards of various statutory bodies.

The college has three buildings with a total area of 4,383.02 square meters, housing two units of the B.Ed. program, one unit of the M.Ed. program, and Research Programs. It has 14 classrooms, eight of which are equipped with whiteboards, bulletin boards, and smart TVs. Additionally, rooms are provided for group discussions, administrative purposes, and academic activities, including the Principal's office, staff room, and two multipurpose seminar halls. The campus also features an open-air classroom called 'Pedagogic Park.'

College has a library which holds 18,307 books, 15 journals, and various other resources, accommodating up to 50 students at a time. The college offers specialized labs for Psychical Science, Natural Science and Psychology. Social science and Mathematics Laboratories are attached to Optional classrooms. College has a multipurpose playground, Shuttle court, a well-equipped fitness center and a physical education room.

A computer lab with 30 computers, a Multimedia Interactive Hall, and a Digital Technology Hub further support student learning. The college also provides guest accommodations, common rooms, and facilities for Divyangjan students, including ramps, accessible toilets, and Braille-format textbooks.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

17

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://farooktrainingcollege.ac.in/physical-facilities
Any other relevant information	View File

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

3.00000

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

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 Describe the features of Library Automation in not more than 100 – 200 words.

The college takes pride in its well-managed library, which

offers extensive reference and reading facilities. With a collection of 18,307 books, the library uses software to manage tasks like check-in, check-out, and book issuance.

Library automation began in 2006 with 'BookMagic' and transitioned to the open-source software 'Koha' in 2021, providing detailed bibliographic information for each book. The Online Public Access Catalogue (OPAC) is available 24/7, allowing users to easily check book availability. Circulation and stock-taking activities are efficiently managed through Koha.

In 2022, the college adopted the 'F-eSIM' platform, integrating all library functions into this Enterprise Resource Planning system. Through F-eSIM, students and teachers can search for books, record entry and exit, and renew loans, with regular inventory updates. A mobile app was developed for easy access, and library entry can be recorded via an integrated scanner.

The software also generates reports, including daily circulation data, streamlining administrative tasks. Patrons have login credentials to access their accounts and review circulation history. The library's commitment to technology enhances resource accessibility, making it more user-friendly for students and faculty.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://194.164.49.16:8080/jspui/
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The college provides cloud-based library services to faculty, administrative staff, research scholars, and students at all levels. Library automation began in 2006 with 'Book Magic' software (version 4.0) and transitioned to the open-source 'KOHA' integrated library management system in 2021, offering enhanced functionality. The Online Public Access Catalog (OPAC) ensures 24/7 cloud-based access to bibliographic details.

The D-Space open-source Digital Repository offers remote access to resources such as Ph.D. theses, M.Ed. dissertations, question papers, and reports on major education policies. It also provides links to open-access journals, subscribed journal content, and educational platforms like SWAYAM, NDLI, NPTL, and DIKSHA, enriching academic and research pursuits. A highlight of D-Space is the "Timeless Treasures" collection of rare books.

The library and overall administration are managed through the 'F-eSIM' software, supported by a mobile application featuring tools like 'library go' and library visit tracking. 'F-eSIM' enhances access and convenience, enabling users to search for books and renew loans remotely. This integrated technology demonstrates the college's commitment to modernizing library services, fostering efficient resource utilization and accessibility for the academic community.

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

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

Four of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.95335

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.2.5 - Per day usage of library by teachers and students during the academic year**4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year**

1049

File Description	Documents
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 academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://farooktrainingcollege.ac.in/web/content/3293?unique=ea32c62e5732131d75624ac49bcc84ab089082f3&download
Any other relevant information	View File

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 Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan

Two of the above

Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Farook Training College continually upgrades its IT infrastructure to meet the needs of students and staff. The campus has 51 computers across various labs, while staff rooms are connected via LAN or Wi-Fi. Wi-Fi access was introduced in the library in 2012, and since 2018, the entire campus offers 200 Mbps wireless connectivity. To ensure safety, CCTV cameras were installed in 2018.

A multimedia interactive hall, established in 2017, features modern ICT tools for engaging learning experiences. All classrooms, including six undergraduate and two postgraduate ones, are equipped with Smart TVs and Wi-Fi. The administration offices utilize advanced IT systems for efficient database management.

The college ensures reliable internet through two Asianet and one BSNL fiber connections, all with 200 Mbps speeds. A biometric attendance system enhances accuracy for staff and students.

The media-rich environment includes Guruvani, a student-run live radio station, and Gurudarshan, an educational YouTube channel. A media lab with a digi console supports video production, while a Digital Technology Hub facilitates e-content creation and digital discussions.

Additional facilities include a broadcasting system, a public address system, and multi-function printers funded by the UGC and alumni. Together, these ensure a cutting-edge educational experience.

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

4.3.2 - Student – Computer ratio during the academic year

5:45

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://farooktrainingcollege.ac.in/e-content-development-facilities
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/watch?v=ZTfIGuKsb9s&t=14s
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

4.32514

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

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. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Farook Training College has established robust systems and procedures to maintain and utilize its physical, academic, and support facilities, including laboratories, the library, sports complex, computers, and classrooms. These measures ensure efficient operation and optimal resource usage.

Maintenance: Regular inspections, repairs, and upgrades are conducted to keep facilities in top condition. Scheduled maintenance ensures their reliability and functionality.

Resource Management: Effective inventory management and timely procurement ensure the availability of necessary materials and equipment in laboratories, the library, and other facilities. **Resource utilization** is closely monitored. **Access Control:** Entry to specific facilities is regulated to ensure authorized usage while maintaining security and safety. **Guidelines and Policies:** Clear usage policies are in place for each facility, detailing rules, regulations, and expected behavior. Adherence to these policies is mandatory for all users. **Training and Support:** The college provides training sessions, workshops, and technical support to enhance users' skills and facilitate effective utilization of the facilities. **Safety and Security:** Comprehensive safety measures, including emergency protocols and safety equipment, ensure users' well-being. Facilities are secured with CCTV surveillance and controlled access.

These systems foster a safe, well-maintained, and resourceful environment conducive to teaching, learning, research, and recreation.

File Description	Documents
Appropriate link(s) on the institutional website	https://farooktrainingcollege.ac.in/historyandtradition-1
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

B. Any 3 of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

Three of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
10	120

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

19

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

102

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning
Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

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) and Blood donation forum are some examples of the many programs organized by student council.

The student council functions to up bring the multiple talents and capabilities of the students. Apart from organising different types of programs for developing co-curricular and extra-curricular proficiencies, the student council ensure the mandatory participation of students in these programs via a rotation mechanism. Students are to participate and organise these programs according to their turn. 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	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

19

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The alumni association of the college named as FTCOSA extends support to develop physical infrastructure, financial support to poor, academic and functional support in the form of frontier lectures, resource persons in guiding PG and PhD students. Alumni supported school development programs, coaching for competitive exams, remedial teaching frontier lectures, blood donor's forum, social service programs and extension activities makes the Farook Training College alumni a different one. 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, in-service module preparation, ICT etc. Alumni association members of FTC extend their service as editorial board members of the college research journal ' Endeavors in Education '. Some of the initiatives supported by alumni association are listed below

1. Professional Teacher Empowerment Program
2. FTCIA 21st Century Classroom Project
3. Blood Donation Forum
4. Pedagogic Park & Game Hub: Constructed with the collaboration of alumni association.
- 5 Bicycle Challenge: Alumni Association donates bicycles to support the 'Green Campus Project' of the institution.
6. Coffee Tales: Sharing of Expertise
7. Frontier Lecture Series

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	Five/Six of the above
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File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year
4

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni members find time to share their expertise and life experiences to motivate and guide our students. Alumni extend its support by sharing academic expertise and service. 'Coffee tales' is an exclusive program organized in collaboration with the alumni 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 alumni association extends its support in conducting workshops of various dimensions like SPSS, Academic Writing, Research Ethics etc. Coaching for various state and National level competitive examinations, UPSC & KPSC exams and Teacher Eligibility Tests are also conducted with the support of the alumni association. The activities of Extension cell are also supported by the alumni association. The mathematics club of the institution utilises their alumni for their interactive web talk series with the current batch students. Periodical subject wise alumni get together are very helpful in sharing the 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 support of the alumni association in multiple ways is a key behind the successful implementation of various programs

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

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 for all. We aspire to be the most conducive, 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 to pre-service teachers across educational disciplines and to instill in them a high degree of social consciousness and human values, enabling them and their students to face life's challenges with courage and conviction.

The institution aims to be an outstanding educational hub, providing students with opportunities to tackle the complex realities of the post-modern world. It focuses on the professional development of teacher educators and trainees, offering dynamic, innovative teaching spaces that cater to diverse populations. The institution's governance is characterized by participatory mechanisms and effective leadership, with active involvement from staff and students. Regular feedback and evaluations ensure continuous improvement, and all activities are designed to align with the institution's Vision and Mission, thereby accelerating the journey toward their fulfilment.

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

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than

100 - 200 words

Farook Training College is a pioneer institution under the Rouzathul Uloom Association, which oversees 10 institutions on the campus. Each institution operates with its own managing committee, bylaw, and administrative procedures, ensuring smooth and autonomous governance. The decentralization model extends to all academic and non-academic activities. At Farook Training College, teacher education programs span from undergraduate to research levels. The Principal serves as the head administrator, while non-statutory posts like B.Ed., M.Ed., and Research Coordinators oversee specific programs. These coordinators manage curricular and co-curricular activities in consultation with the Principal, IQAC, and other authorities. Further decentralization includes activity-specific coordinators for key roles, such as the Examination and Evaluation Coordinator, Internship Coordinator, EPC (Enhancing Professional Competencies) Coordinator, and Directors of Fine Arts and Extension Activities. These roles ensure the smooth execution of exams, internships, practical sessions, and student enrichment. Committees like the Evaluation and Monitoring Committee address internal evaluations, while the Media Cell and Timetable Committee manage documentation and scheduling. Administrative responsibilities are shared across the college office under the Junior Superintendent, ensuring democratic and participative management in all aspects of governance.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Farook Training College exemplifies transparency and accountability in its financial, academic, and administrative practices, under the guidance of the non-profit Roulathul Uloom Association. The institution's financial integrity is safeguarded by a comprehensive three-tier auditing system, including AG's audits, departmental audits, and internal audits conducted by a Chartered Accountant. This thorough oversight ensures regulatory compliance and builds stakeholder confidence. Additionally, internal financial systems like Edusupport,

Hridayapoorvam, and the IQAC Mutual Fund are managed by dedicated committees and subject to regular audits, ensuring funds are used responsibly for extension activities and welfare measures. Academic transparency is maintained through an external expert committee conducting academic and administrative audits. The Academic Quality Assurance Cell (AQAC) monitors curriculum design and educational standards, while the Examination and Evaluation Cell (EEC) ensures fair and equitable assessments. Faculty use rubrics and predefined criteria for student evaluation, promoting a holistic approach. Administratively, the college adopts a decentralized yet accountable system, with decision-making distributed among committees that undergo regular reviews to ensure efficiency and continuous improvement. Farook Training College's commitment to transparency in all realms serves as a model of integrity and excellence, exceeding mere regulatory compliance.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Inclusive Campus Initiative at Farook Training College Farook Training College, through its strategic plan, has implemented several initiatives fostering inclusivity for differently-abled individuals. Spearheaded by the IQAC and NSS Unit 263, these programs ensure empowerment, skill development, and social integration. The Special Care Room at Umbichy Haji School provides therapy and skill-building activities in a supportive environment. Jeevodhayam promotes the economic independence of endosulfan-affected children by marketing their handmade products. Mazhavillu transforms classrooms into sensory-friendly spaces, creating a vibrant and motivating learning atmosphere. Programs like Revive use music therapy and counseling to enhance emotional well-being, while Aurora, a sports meet, fosters self-esteem and motor skills among differently-abled children. Mejora focuses on skill training at Buds School, while Bambine

organizes beach activities promoting social and physical growth. Dastek, Cuddles, and celebrations like World Down Syndrome Day and Children's Day emphasize inclusivity through cultural events and competitions. Awareness programs, including International Day of Disabled Persons and World Polio Day, promote disability-friendly practices. These initiatives reflect the college's commitment to creating an inclusive, empathetic, and supportive environment, empowering differently-abled individuals to thrive and integrate into the mainstream

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://farooktrainingcollege.ac.in/divyangjan-resources
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Farook Training College operates under the Roulathul Uloom Association within a decentralized administrative system, ensuring efficient and effective governance. The campus, home to ten institutions, is structured hierarchically, including the Parent Body, individual Governing Bodies, the Principal, Teaching Staff, and Administrative Staff. Each institution has its own Governing Body, with the Principal as an ex-officio member. This decentralization allows each institution to focus on its unique goals. The Secretary of the Institution oversees daily administration on behalf of the Managing Committee, while the Principal leads academic and administrative coordination. The Internal Quality Assurance Cell (IQAC) plays a key role in quality enhancement by organizing improvement activities. Monthly staff council meetings facilitate planning, implementation, and evaluation of academic activities. Committees and cells work collaboratively under the staff council's guidance, ensuring participatory decision-making. Farook Training College's policies, service rules, and procedures reflect its commitment to a structured, integrated approach. Academic and administrative regulations follow the norms of the Kerala government, UGC, NCTE, and the University of Calicut. Faculty recruitment and promotion adhere to the UGC's Career Advancement Scheme, while non-teaching staff promotions

follow Kerala State Service Rules (KSR). Grievance redressal mechanisms ensure all concerns are addressed effectively.

File Description	Documents
Link to organogram on the institutional website	https://farooktrainingcollege.ac.in/organogram
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The decisions of Farook Training College are made collaboratively by convening meetings, recording minutes, and implementing actions effectively. One initiative born from such a decision by the IQAC and staff council is the Finishing School Project. Finishing School Project: Launched in 2015, the Finishing School aims to empower student-teachers with the skills needed for success in education, employment, entrepreneurship, and empowerment. Its unique training blends knowledge, self-development, and skills, all while using modern teaching methods. With the support of experienced faculty, digital aids,

and a comprehensive curriculum, the program prepares students to meet the demands of the evolving educational landscape. The project enhances confidence and self-esteem, equipping students to handle challenging situations. Weekly sessions, supervised by expert faculty, focus on topics like general knowledge, communication, and life skills. Each class includes theoretical orientation, demonstrations, and practical skill development. Plans are underway to collaborate with universities or autonomous bodies to transition this into an official add-on program, awarding degrees.

Key Outcomes:

- Personality development
- Leadership and communication skills
- Career planning and goal setting
- Confidence building
- Presentation and interpersonal skills
- Social manners and self-awareness.
- This initiative fosters personal, social, and professional growth in student-teachers.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The Rouzathul Uloom Association, along with the managing committees of each institution on the multi-institutional campus, prioritizes the welfare of its employees through various projects and amenities. Both management and employees have established several welfare measures to meet their personal needs, supported by ample infrastructural facilities. The key welfare measures include: ? Spacious staff quarters with essential amenities, including water and electricity, are provided for teaching and nonteaching staff. Each residence

promotes agricultural activities, and regular maintenance is managed by the administration. ? The campus cooperative society offers interest-free loans, with personal loans of up to Rs.4 Lakhs available, along with flexible repayment plans. ? A cooperative store provides household items at reasonable rates, available on credit. ? The welfare fund, managed by IQAC, offers employees financial support without service charges or interest. ? Jubilee Health Centre caters to the physical well-being of employees, students, and local residents, with services like dialysis and physiotherapy offered at low or no cost. ? Faculty are provided with well-equipped cubicles, and nonteaching staff with furnished workspaces with air-conditioned rooms. Other benefits include annual staff trips, central cafeteria, fitness and recreation facilities, banking services, all contributing to a supportive and vibrant work environment.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

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

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

393

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

6.3.4 - 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

12

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff. Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Farook Training College is dedicated to the professional growth of its teaching and non-teaching staff through a robust Performance Appraisal System. Aligned with UGC, NCTE regulations, Government of Kerala norms, and University of Calicut guidelines, the college also employs an internal appraisal system to enhance global competitiveness and faculty development.

This system, led by the Principal and IQAC Coordinator, assesses the annual professional development of faculty, ensuring authenticity and merit in achievements. It evaluates faculty across various areas, including Faculty Development Programs (FDPs), publications, research, Ph.D. guidance, teaching methods, remedial teaching, collaborations, and awards, promoting a well-rounded assessment of their contributions.

Non-teaching staff also benefit from this system, with performance evaluated based on responsibilities, participation in administrative roles, professional development programs, and contributions to college growth. Regular portfolio rotations and skill-building initiatives further enhance administrative competencies.

This appraisal system fosters a culture of continuous improvement by offering feedback, identifying strengths, and addressing areas for growth. It ensures that both teaching and non-teaching staff are well-equipped to contribute to the institution's excellence, ultimately enhancing the college's overall effectiveness and efficiency in the evolving education landscape.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Farook Training College upholds financial transparency and accountability through a rigorous system of internal and external audits. Over the past five years, the institution's financial processes have been regularly scrutinized, reflecting its commitment to fiscal responsibility. Internal financial reviews are conducted bi-monthly, focusing on the accounts of the Principal and the Managing Committee Secretary. Additionally, at the end of each financial year, the Managing Committee, along with a Chartered Accountant, conducts a thorough internal audit, ensuring accuracy and early identification of discrepancies.

Externally, the Regional Deputy Director of Collegiate Education conducts audits as per the norms of the Directorate of Collegiate Education and the Government of Kerala. The Accountant General also audits the institution periodically. These external audits provide an extra layer of scrutiny, reinforcing accountability.

In the last five years, the institution has maintained a commendable audit record with minimal objections. When audit objections arise, the Principal and administrative staff promptly address them, gathering necessary information to ensure compliance. Recent audit highlights include internal audits conducted annually, the latest on May 25, 2023, and departmental and Accountant General audits covering specific periods. Farook Training College's robust audit system reflects its dedication to financial integrity and proactive financial management

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

1555000

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

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Farook Training College, operated by the non-profit Rouzathul Uloom Association, is dedicated to the academic and social upliftment of students from the underprivileged Malabar region in Kerala. The trust focuses solely on serving society, seeking divine reward rather than monetary gains or social privileges. As a result, the Managing Committee ensures transparency in fund mobilization and optimal resource utilization. As a government-aided institution, major funding sources include: ? UGC & government agencies ? The Managing Committee ? NGOs, philanthropists, and individuals ? Sister institutions, ? PTA, the Alumni Association Endowment funds The decentralized administration, involving the Parent Body, Managing Committee,

Principal, various institutional committees, collectively works to mobilize and efficiently use resources. Transparency is maintained through regular audits. Government funds are used according to project proposals, while contributions from the Managing Committee support infrastructure and daily operations. Donations from NGOs and philanthropists aid scholarships for needy students, while financial assistance from the PTA and Alumni Association is directed toward student welfare and institutional development. Endowment awards are also provided for academic excellence. To uphold transparency, internal and external audits are conducted by agencies appointed by the Managing Committee, the Deputy Director of Collegiate Education, the Accountant General, ensuring optimal resource use.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC at Farook Training College is dedicated to fostering a quality culture in all areas of the college's activities, promoting holistic academic excellence. It monitors the implementation of the college's vision and mission, creating and executing strategic development plans annually. The IQAC has institutionalized various quality initiatives, including digitization and extension activities, and has successfully introduced curricular, cocurricular, and extracurricular improvements during the assessment period.

A key function of the IQAC is facilitating professional development for faculty members through a robust Performance Appraisal System, tracking teachers' academic and professional progress, and managing placements and promotions. It also collects feedback from students, parents, employers, and alumni to inform future improvements in preservice education. IQAC initiatives focus on: ? Conducting workshops, seminars, and faculty development programs ? Implementing student feedback

mechanisms ? Organizing internal and external assessments ? Establishing quality circles and committees ? Sharing best practices and promoting research ? Ensuring resource optimization and outcome-based education These efforts, under the flagship FTCIA project, aim to create a high-quality educational environment focused on innovation, research, and continuous improvement.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Farook Training College (FTC) thrives by evolving with the changing educational landscape. The motto "Sharpening the Axe" reflects the institution's commitment to staying current with paradigm shifts. Existing projects are regularly reviewed and redesigned, while new initiatives are launched to ensure progress.

The IQAC has developed mechanisms to enhance the effectiveness of teaching and learning. These include ensuring adequate infrastructure, quality equipment, and ICT facilities in classrooms and labs before each academic year. Faculty participation in professional development activities is encouraged, keeping them updated with the latest methods. Faculty members also take part in curriculum development and revision workshops to stay current. Courses are scheduled thoughtfully, balancing academic and extracurricular needs. Annual academic audits provide expert feedback for improving teaching quality. Key initiatives include: Online Collaborative Learning Platform (OCLP): OCLP fosters continuous learning through LMS, guiding teachers in blended learning, and coordinating online seminars and webinars. Rubrics Development: A well-structured evaluation rubric for B.Ed. courses was created to ensure objective assessment of student teaching performance, regularly updated for relevance. These efforts collectively support FTC's goal of continuous improvement in teaching and learning.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

363

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://farooktrainingcollege.ac.in/internal-quality-assurance-cell-igac
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://farooktrainingcollege.ac.in/annual-quality-assurance-report-aqar
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Over the past five years, Farook Training College has embarked on a new trajectory, driving reforms in both academic and administrative domains. Staying true to its vision, the college launched several initiatives to enhance the quality of education. The Professional Teacher Empowerment Project (PTEP), initiated in 2015, provides specialized training to ensure all B.Ed. graduates qualify for teacher eligibility tests such as SET, NET, and KTET. This project has expanded to accommodate students from other institutions, resulting in remarkable success. The Each One Teach One initiative empowers student teachers through multimedia platforms like Guruvani Community Radio and the Gurudarsan YouTube Channel. These platforms foster leadership, public speaking, and technological skills, while promoting peer-to-peer learning. Students and faculty share knowledge and innovation, preparing future educators for the modern classroom. Projects like G-SLIP (Student-Led Innovative Program) and G-FLIP (Faculty-Led Innovative Program) further

enhance knowledge-sharing, benefiting the public and the educational community. The SIDCAP initiative raises community awareness about important days, led by student presentations. These initiatives have transformed teaching, boosting students' confidence, communication skills, and readiness for the evolving educational landscape. Farook Training College remains committed to excellence in teacher education.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The institution is a teacher education college that offers B.Ed, M.Ed, and PhD programs for approximately 350 students, preparing them to become teachers at different levels. We are in the fore front in conserving energy with energy policy and alternative sources to meet its energy requirements. The major initiatives are as follows.

1. Energy efficient equipments- The college is systematically replaced old filament bulbs with energy efficient CFL bulbs, tube lights and low energy BLDC fans. The college is rewired when and where the leakage is found to conserve energy.

2. Systematic approaches in energy consumption

To conserve energy, appointed two non teaching staff members to oversee the usage of electrical devices, sensitization among students and staff regularly , display boards to remind all energy conservation.

3. Alternate energy sources

The college installed a 10 kW rooftop solar panel system, to minimize energy consumption. A faculty member from the science

discipline has been appointed to spearhead energy conservation activities. A comprehensive green audit was conducted for the year 2018-23 for optimizing energy usage.

4. Forward looking energy policy

The college have crafted an energy policy with a forward-thinking outlook to equip our students with the knowledge and skills necessary to conserve energy efficiently.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The college has a waste management policy and systematic procedure to implement the waste management policy. 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. College has given Boomithrasena and Natura club to uphold the activities in waste management.

Solid waste management- Collection points are arranged at different points in the college to segregate wastes. For food waste management, a pipe composting system has been adopted supported by a duty chart. A vermicomposting unit is installed to convert dried leaves from our gardens and wash basin waste into nutrient-rich compost for the plants.

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 Technology Hub.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy

environment in not more than 100 - 200 words

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.

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, digital display boards were introduced during seminars and conferences, the college provides bicycles for student transportation within the campus, 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. The formation of Bhoomithrasena has energized our green initiatives. Documenting the campus trees by providing scientific names and informative boards enhances the knowledge base of our students. The students are trained in the use of menstrual cups, contributing to the reduction of sanitary napkin waste. Our students organize weekly tea talk programs to create an informal platform to promote eco-friendly perspectives. Furthermore, we monitor water quality, soil quality, and air quality with the guidance of experts.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

All of the above

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

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0.7263

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Farook Training College emphasizes community service (NEP 11.8) as a core mission, delivering impactful initiatives under the 'Hridayapoorvam-College Extends to Community' banner. Key projects include:

- **Hridayapoorvam:** Supporting 50 underprivileged families annually during festivals with food and clothing.
- **Edu-support:** Funding hostel fees and study materials for financially disadvantaged students.
- **Pothichoru:** Providing meals to Kozhikode's street inhabitants, fostering student empathy.
- **Snehasparsham:** Weekly visits to two special schools,

offering gifts and learning materials.

- Blood Donor’s Forum: Recognized twice as the best blood-donating institution, addressing local medical emergencies.
- Navaprabha and Vidyatheeram: Strengthening Karinkallai LP School with financial, infrastructural, and remedial teaching support.
- Giriparvam: Assisting Wayanad and Nilambur tribes with clothes and study materials.
- Student Initiative Palliative: Supporting dialysis patients through relief activities and a Dialysis Centre.
- Emergency Management Cell: Providing aid during crises, including free food kits and online learning devices.
- Demonstration Classes: Training future teachers through real classroom observations.
- Coffee Talks & Local Resources: Promoting knowledge exchange and valuing local expertise.
- Self-Defence and Yoga Training: Enhancing holistic well-being among students and the public.

Through these initiatives, the college actively uplifts underprivileged communities, fostering a stronger, more vibrant society

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

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

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

Title 1: Young Scholars Enrichment Programme

Goal: To enhance students' research skills while addressing educational challenges in Malappuram district.

Context: This programme addresses local educational issues through research that is both academically rigorous and socially impactful.

Process: This includes identification of real-world issues , Workshops, external contributions and student-led data collection and expert-led analysis and report writing. The final phase involves publishing findings to influence educational policies.

Impact: The programme has improved curricula, strengthened research skills, and will submit findings to local authorities for policy development.

Obstacles and Resources: Challenges like problem identification and financial constraints were overcome through SCERT

collaboration and external support.

Title 2: Kahani Project

Goal: To cultivate empathy and community service while providing chemical-free vegetables to old age home.

Context: The College's N.S.S Unit extended the Krishi theeram Project to College campus to cultivate fresh vegetables to inmates of Old age home

Process: With guidance from an agricultural expert, students prepared the land, planted vegetables, and maintained the garden.

Impact: The project fostered empathy and responsibility, providing nutritious vegetables for the elderly.

Obstacles and Resources: Challenges in expertise and time management were addressed with local guidance.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Farook Training College's School Adoption Project is an initiative aimed at promoting humanistic values and holistic education. In its fourth phase, the project expanded to Government Fisheries L.P. School (GFLPS) in Chaliyam, serving the coastal minority community. This phase focused on empowering students and supporting the community through innovative programs.

Goals

The project aimed to enhance educational opportunities, develop students' life skills, creativity, and communication, and provide social support to the local community.

Key Activities

1. **Creative Workshops:** The workshop "Onnum Onnum Immini Vallya Onnu" engaged students in creative leaf art and a magic show, fostering enthusiasm and innovation.
2. **Community Engagement:** A social survey collected data on family demographics, education, and employment, guiding future interventions.
3. **Empowerment Programs:** Activities like Play with Numbers and Nataka Kalari built confidence and creativity.
4. **Fitness Initiatives:** An aerobic dance class promoted fitness among students.
5. **Celebrations:** Independence Day events included quiz competitions for students and parents.

Impact

The project enhanced student skills, supported the fishermen community, and fostered holistic growth, reflecting Farook Training College's commitment to inclusivity and sustainable development. The initiative exemplifies the transformative power of education in uplifting underserved communities.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File