



Yearly Status Report - 2018-2019

Part A

Data of the Institution

| | | |
|---|--|--|
| 1. Name of the Institution | | FAROOK TRAINING COLLEGE |
| Name of the head of the Institution | | Dr. C. A. Jawahar |
| Designation | | Principal |
| Does the Institution function from own campus | | Yes |
| Phone no/Alternate Phone no. | | 04952440662 |
| Mobile no. | | 9496363353 |
| Registered Email | | farooktc06@gmail.com |
| Alternate Email | | farooktc06@yahoo.co.in |
| Address | | Farook Training College, Farook College PO, |
| City/Town | | Kozhikode |
| State/UT | | Kerala |
| Pincode | | 673632 |

| 2. Institutional Status | | | | | |
|---|-------|---|----------------------|-------------|-------------|
| Affiliated / Constituent | | Affiliated | | | |
| Type of Institution | | Co-education | | | |
| Location | | Urban | | | |
| Financial Status | | state | | | |
| Name of the IQAC co-ordinator/Director | | Dr. T. Mohamed Saleem | | | |
| Phone no/Alternate Phone no. | | 04952440662 | | | |
| Mobile no. | | 9496363353 | | | |
| Registered Email | | drsalimt@gmail.com | | | |
| Alternate Email | | iqacftc@gmail.com | | | |
| 3. Website Address | | | | | |
| Web-link of the AQAR: (Previous Academic Year) | | https://farooktrainingcollege.ac.in/wp-content/uploads/2022/06/AOAR-2017-18.pdf.pdf | | | |
| 4. Whether Academic Calendar prepared during the year | | Yes | | | |
| if yes,whether it is uploaded in the institutional website: Weblink : | | https://farooktrainingcollege.ac.in/wp-content/uploads/2022/06/FTC-calendar-2018-19.pdf | | | |
| 5. Accrediation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accrediation | Validity | |
| | | | | Period From | Period To |
| 1 | B++ | 80.5 | 2007 | 15-Sep-2007 | 15-Sep-2012 |
| 2 | A | 3.54 | 2012 | 15-Sep-2012 | 14-Sep-2017 |
| 6. Date of Establishment of IQAC | | | 05-Jul-2007 | | |
| 7. Internal Quality Assurance System | | | | | |
| Quality initiatives by IQAC during the year for promoting quality culture | | | | | |

| Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries |
|--|-------------------|---------------------------------------|
| National Seminar on four year integrated teacher education programme | 18-Dec-2018 1 | 320 |
| All Kerala Inter Training College Badminton Championship | 31-Oct-2018 1 | 515 |
| One Day workshop for Differentially Abled Children | 04-Dec-2018 1 | 115 |
| Workshop on Samagra | 13-Jul-2018 1 | 120 |
| Aksharakkoottu to Govt. Childrens Home Inmates | 01-Apr-2019 55 | 105 |
| View File | | |

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|--------------------------------|--------|----------------|-----------------------------|--------|
| Fathima Jaseena MPM | MRP | ICSSR | 2018 365 | 200000 |
| Manoj Praveen G | MRP | ICSSR | 2016 365 | 600000 |
| View File | | | | |

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

2

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

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

Training in Samagra, the eResource Portal by Govt. of Kerala.

Aksharakkoottu programme in connection with Kalikkoodu 2018

National Seminar on 4 year Integrated B.Ed Programme(Itep)

[View File](#)

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

| Plan of Action | Achievements/Outcomes |
|--|---|
| Orientation on new trends in school education/ teacher education | Orientation on SAMAGRA for student teachers and seminar on Integrated Teacher Education |
| Intercollegiate competitions to establish cordial relation with other teacher education institutions | Intercollegiate Badminton competition was conducted |
| Rejuvenating the playground | The project was started with the assistance of alumni |
| Academic programmes in collaboration with various NGOs | Programmes in collaboration with Alpha E & Resilience |
| Expansion of college Broadcasting system | Planned on amenities needed |
| View File | |

14. Whether AQAR was placed before statutory body ?

Yes

| Name of Statutory Body | Meeting Date |
|--------------------------|--------------|
| College Council and IQAC | 02-Feb-2022 |

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2019

Date of Submission

11-Feb-2019

17. Does the Institution have Management Information System ?

Yes

| | |
|---|---|
| <p>If yes, give a brief description and a list of modules currently operational (maximum 500 words)</p> | <p>A very systematic and effective strategy is adopted for scientific management of information about the students, staff and other stakeholders through the available resources. FTCOMS, the office management system keeps the information in Google drive safe and is easily retrievable according to the need. It has been categorized in such a way the user can easily identify the required information from the given index. FTCMIS is a software system used by Farook Training College for Short message Services and it helps both students and teachers to stay connected. The software system is also a very good platform for collection, storage and retrieval of data from students as well as teachers. College website gives a bird's eye view on the entire performance of the institution with important links for all the relevant information related to the college. The vision, mission, the code of conduct and academic calendar are exhibited in the college website. The academic, cocurricular and extension activities are documented in the website with relevant data and care was taken to present the gradual progress of the institution in these areas. The website enables the entire stakeholder to provide their feedback anywhere anytime as Grievances and feedbacks of stakeholders can be submitted through appropriate link. Profile of each faculty member is available in the website and the students can visit the personal website through the link given in the college website to access materials and resources .Along with digital tests and e assignments, free soft wares like Kahoot, Mentimeter are used for peer evaluation and self assessment. The modules in functioning are • Student profile • Teacher profile • Attendance • Parent teacher communication</p> |
|---|---|

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The nature of the M.Ed and B.Ed programmes, theoretical and practical courses, tasks and assignments as well as the evaluation procedures are described to the students during induction meeting conducted separately for M.Ed and B.Ed students at the commencement of the programmes. A copy of the curriculum with the academic plan is given to all students. The academic plan is available in the college website also. The academic plan is strictly followed and changes if any, are intimated to students and teachers through whatsapp. Semester plans are prepared by the academic co-ordinators based on the academic calendar which is circulated among teachers, students and non-teaching staff. They manage the regular activities and discuss the progress and the modifications needed during staff meeting. All teachers adopt ICT based approach in teaching. Discussion, seminar, focussed group discussion, brain storming, peer teaching etc. are used for transacting the curriculum. Lecture notes are made available in college websites. Online submission of assignments are permitted in some courses and Mobile learning is encouraged. Mentimeter is used to rate the skills during microteaching practice which makes the evaluation process more easier, objective and interesting. Rubrics are used for evaluating teaching performance during internship, and other college based practicals. Periodical evaluation through assignments, unit tests, seminar and discussion are done for regular monitoring of the students' progress. Digital tests are also conducted to practice the peer evaluation and reflection. Internship programmes for both B.Ed and M.Ed students are conducted as per curriculum in collaborated schools and teacher education colleges. Systematic arrangements are made before internship programme and clear, specific guidelines are given to student teachers. Regular visits by teacher educators and daily visit of the mentors made the student teachers and student teacher educators more confident and efficient. A student reflection for B.Ed students was done in between the two phases of internship. Workshops to improve teacher quality for B.Ed and M.Ed students were conducted separately, for improving their pedagogical and technological skills, social and personal skills, physical and mental health and Academic writing skills. Four day residential community living camp organised in the college for third semester students helped them to develop life skills . Study tours for both B.Ed and M.Ed students were organized separately and field trips were also organized. Proper documentation of the programmes under FTCIA, student union and subject associations is done by Media cell. Reports of major events organized by the institution are uploaded in the college website also.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|-------------|-----------------|-----------------------|----------|--|-------------------|
| 0 | 0 | Nil | 0 | 0 | 0 |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|-------------------|--------------------------|-----------------------|
| Nil | NIL | Nil |
| No file uploaded. | | |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|--------------------------|---|
| Nil | NIL | Nil |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

| | Certificate | Diploma Course |
|--------------------|-------------|----------------|
| Number of Students | 0 | 0 |

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|---------------------------|----------------------|-----------------------------|
| FINISHING SCHOOL | 08/10/2018 | 100 |
| View File | | |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|---------------------------|--------------------------|---|
| BEd | EDUCATION | 100 |
| MEd | EDUCATION | 14 |
| View File | | |

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| | |
|-----------|-----|
| Students | Yes |
| Teachers | No |
| Employers | Yes |
| Alumni | Yes |
| Parents | Yes |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained

Feedback from the students, alumni and school authorities are collected in a structured format by the evaluation monitoring committee and analysed the responses in order to make the functioning of the institution better and student friendly. Feedback and suggestions on the syllabi and the transactional practices, teacher appraisal by students are done at the end of each semester. The responses on syllabi and transactional aspects are consolidated and presented in staff meeting. Appraisal of individual teaching faculty made by students are given personally to respective teachers. At the end of the programme, the overall feedback about the institution- infrastructure, functioning and institutional climate are collected and analysed. Feedback from school authorities are collected immediately after internship programme of B.Ed students. The performance of student teachers, their skills and values are assessed through structured form. After internship, feedback is collected from teacher education colleges about the performance of M.Ed students. Suggestions from school and college authorities are also collected to improve the functioning of the college. Feedback from school authorities where candidates from Farook Training College are working are collected annually. The PTA Executive committee of the institution collects feedback or suggestion about the institutional practices and curriculum from the PTA members periodically. The college website also gives a provision to the public for informing any suggestions or feedback about the institutional practices. Feedback from alumni is also collected periodically. The details of feedback collected during the year is given below. From students: Students were satisfied with the syllabus

and method of teaching. Suggestions include more co-curricular activities including other teacher education institutions and a rest room for boys. From Alumni: Effectiveness of curriculum transaction(both theoretical and practical experiences) of the institution is evaluated annually from the responses of alumni members. Their responses were analysed and the major suggestions made by them include provision for tea and snacks in the campus itself and facility for photocopying and printing. From School authorities: Opinion of school authorities on the current syllabi and the competitiveness of student teachers is collected after the internship programme. The mentors are satisfied with the ability and skills of the student teachers in class room teaching, using ICT and dealing with students. From Employers: Some prestigious institutions following different syllabi conducted their campus interview in the institution and the oral communication with them revealed that the institutional practices are up to their expectations but students' communication skill in English needs to be improved. From Parents: During PTA meeting teachers interacted with parents and collected suggestions on operational curriculum. From teachers: Opinions from teachers are collected regularly regarding the infrastructure facilities, student discipline and curricular/co-curricular activities. The feedback obtained is used for further decision making. The feedback and suggestions about the curricular practices, infrastructure facilities collected from stake holders are consolidated and submitted to concerned authority. Common suggestions are discussed in the staff council and decisions are made. A tea corner for students is recommended by the staff council.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|---------------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| MEd | EDUCATION | 50 | 0 | 22 |
| BEd | EDUCATION | 100 | 0 | 100 |
| View File | | | | |

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2018 | 100 | 22 | 0 | 0 | 22 |

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|----------------------------|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 22 | 22 | 169 | 14 | 2 | 17 |

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The institution has a well-functioning tutor ward system, in which each faculty member is assigned a group of students as their wards based on the total number of students enrolled (both B.Ed. and MEd). Approximately 6 to 10 students are paired with a faculty member who will serve as their mentor throughout the programme. • Students are required to meet with and communicate with their tutors at least once a week, according to the timetable. This improves the intellectual, social, emotional, and personal relationships between the teacher and the student. Individual and family counselling is referred when needed when substantial abnormalities are observed. • Some of the issues emerging among students in general nature are discussed in staff meetings and resolved amicably. Through these interactions, the need to support students academically through financial means has emerged into a project of EDUSUPPORT funded by staff (teaching and non teaching) and PTA. • PTA meetings- Executive and General PTA are conducted in a vibrant manner. Feedbacks of students from parents are collected and required modifications are done. • Students requiring academic enrichments is identified through mentoring and listed in consultation with the concerned optional teachers and resources are provided through remedial cell. • The performance of the students are assessed from the initial days of enrolment through entry tests and a SWOT analysis is done by the tutor for each ward. Based on this, students are directed by the tutors to take part in events hoisted by the college such as Talents Day ,Ignite the Minds, Finishing School, Physical Education Events, and so on and are appointed as members in various committees formed in the college activities. • Tutors maintain a detailed biography of the student and is a part of the students' decision making in important personal matters too since our student community comprises of young adults facing real life challenges. The tutor also keeps a close contact with the home of the wards. • Tutor ensures the participation of the students in all activities in the college and provides a reflection of the progress of the ward. The tutor is entitled to make observations of their wards performance in schools during the practice teaching based on rubrics and also an overall evaluation of the students activities in the school in connection with curricular and co curricular activities are discussed and proper feedbacks for improvement is given. Also the tutor discusses with the concerned mentors of the school regarding the same. • The tutor ensures the participation of students in competitions being organized beyond the premises of the colleges at university and state level. Correspondingly, the college has made it a policy to assure the qualification of at least one teacher eligibility test before completing the course by the tutors.

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
|--|-----------------------------|-----------------------|
| 122 | 22 | 1:6 |

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 23 | 22 | 1 | 1 | 17 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---------------|---|---------------------|--|
| 2018 | Dr.Fathima Jaseena MPM | Assistant Professor | National Award for Emerging Teacher Educator |
| 2018 | Dr.Afeef Tharavatath | Assistant Professor | Award for Most Committed Teacher Educator for Extension Service |

[View File](#)

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|----------------|----------------|----------------|--|---|
| MEd | MED | FOURTH | 23/10/2018 | 10/12/2018 |
| BEd | BED | FOURTH | 12/04/2019 | 10/06/2019 |

[View File](#)

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The institution follows the following practises to ensure CIE for students enrolled in BEd and MEd programmes: • An entry behaviour test is administered to students to assess their teaching aptitude, language ability and comprehension and general knowledge (Research aptitude included for MEd). Students are given feedback based on the analysis of results, and they are also assigned to tutors for individualised care. • Digital tests, internal exams and model exams are systematically conducted, followed by performance-based peer evaluation and remedial coaching. • As the B.Ed and M.Ed course consists of extensive and intensive practical activities like micro teaching, criticism classes, internship classes etc, spot feedback and reflective sessions are provided throughout the programme. • Vivid forms of evaluation like Mock viva, brain storming, quiz competitions, focused group evaluation, ipsative evaluation and open book examinations are frequently conducted besides the conduct of structured seminars and assignments . A mid evaluation of practice teaching is conducted at the college on the 40th day. • A rubrics-based evaluation is conducted in the due course of the intensive practice teaching session and the observations are recorded in the supervision diary enabling to keep a track of the gradual progress in action. Random visits by Principal and members of Evaluation and Examination committee to schools also ensures CIE. Random visits by Principal and members of Evaluation and Monitoring committee to schools also ensures CIE. • Academic calendar gives a holistic picture of the schedule of the conduct of the various tests and practical sessions enabling students to be organized.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The institution provides each student with an academic calendar on joining the institution and the whole work of the year is in tune with it. The Academic Calendar is prepared by the college at the beginning of each year following meetings with the Principal, IQAC, and various coordinators and Examination Committee. • The academic calendar gives a holistic schedule of the academic activities and tentative dates of both model and university examinations along with the semester plan which is followed as per academic calendar. It provides plan for the academic year to students, teachers and parents. • Schedule of the practical activities of the two batches of ongoing BEd and MEd programs are also included in the academic calendar. Rules and regulations in connection with the conduct of Examinations is also detailed in the academic calendar. The institution strictly complies with the academic calendar to enable effective conduct of exams. The available working days, short and long holidays, National public holidays, Admission process, Semester wise teaching plans, semester details, Tentative practical examination days, allocation of Internal Assessment work i.e. Seminar activity, Project, Assignment, Class tests, Practical assignment, Submission of Internal Assessment work, Celebration of national days, and so on are all listed in the academic calendar. • Essential details regarding the research programme is also included. • The institute

makes every effort to run all activities in accordance with the academic calendar, but due to unforeseen circumstances, some events may be rescheduled.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://farooktrainingcollege.ac.in/programme-outcomes-two-year-b-ed-and-m-ed/>

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|----------------|----------------|--------------------------|---|---|-----------------|
| MED | MEd | EDUCATION | 12 | 11 | 92 |
| BED | BEd | EDUCATION | 92 | 82 | 89 |

[View File](#)

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://farooktrainingcollege.ac.in/student-satisfaction-survey/>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|-----------------------|----------|----------------------------|------------------------|---------------------------------|
| Minor Projects | 365 | ICSSR | 200000 | 200000 |
| Major Projects | 730 | ICSSR | 600000 | 600000 |

[View File](#)

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|---------------------------|-------------------|------|
| NIL | NIL | |

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|---------------------------------------|------------------------|------------------------------------|---------------|----------|
| Emerging Teacher Educator | Dr Fathima Jaseena MPM | Council for Teacher Education | 10/12/2018 | National |
| Most committed teacher educator award | Dr Afeef Tharavattath | Council for Teacher Education(CTE) | 10/12/2018 | State |

[View File](#)

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|-------------------|------|--------------|----------------------|--------------------|----------------------|
| 0 | NIL | NIL | NIL | NIL | Nil |
| No file uploaded. | | | | | |

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|-------|----------|---------------|
| 0 | 0 | 0 |

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department | Number of PhD's Awarded |
|------------------------|-------------------------|
| Education | 5 |

3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---------------------------|------------|-----------------------|--------------------------------|
| National | Education | 1 | 3.71 |
| International | Education | 2 | 3 |
| View File | | | |

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|---------------------------|-----------------------|
| Education | 3 |
| View File | |

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|--------------------|----------------|------------------|---------------------|----------------|---|---|
| NIL | NIL | NIL | Nil | 0 | NIL | 0 |
| No file uploaded. | | | | | | |

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|--------------------|----------------|------------------|---------------------|---------|---|---|
| NIL | NIL | NIL | Nil | 0 | 0 | 0 |
| No file uploaded. | | | | | | |

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|-----------------------------|---------------|----------|-------|-------|
| Attended/Seminars/Workshops | 13 | 26 | 3 | 2 |

| | | | | |
|---------------------------|----|----|---|---|
| Presented papers | 12 | 26 | 0 | 0 |
| Resource persons | 0 | 0 | 2 | 1 |
| View File | | | | |

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|---------------------------|--|--|--|
| Pain and Palliative day | SIP/ Pain Palliative - Farook College | 16 | 160 |
| Akshara shree | Hridayapoorvam/ Community | 12 | 58 |
| Gandhi Yathra | Students Union/ Karinkallai School | 9 | 40 |
| Republic day celebration | College Union/ FITE | 22 | 240 |
| Childrens day celebration | College Union/ Karinkallai School | 22 | 235 |
| Food kit distribution | MEd Association/ Community | 4 | 20 |
| View File | | | |

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|----------------------|-------------------|-----------------|------------------------------|
| NIL | NIL | NIL | 0 |
| No file uploaded. | | | |

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency | Name of the activity | Number of teachers participated in such activities | Number of students participated in such activities |
|---------------------|---|--|--|--|
| Extension | Hridayapoorvam | Distribution of notebooks | 7 | 62 |
| Extension with NGO | Resilience Foundation | Crisis Counselling for Children seeking Normalcy after Flood | 6 | 12 |
| Disaster Management | Hridayapoorvam | Home cleaning | 5 | 36 |
| Extension | | Packet lunch | 7 | 43 |

| | | | | |
|---------------------------|----------------|------------------|----|-----|
| | Hridayapoorvam | to street people | | |
| Swachh Bharat | College Union | Campus Cleaning | 16 | 186 |
| View File | | | | |

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|--------------------|-------------|-----------------------------|----------|
| NIL | 0 | NIL | 0 |
| No file uploaded. | | | |

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|---------------------------|----------------------|---|---------------|-------------|--------------|
| Teaching Practice | Internship | EMEA Training College | 15/08/2018 | 21/09/2018 | MEd Students |
| Teaching Practice | Internship | Ganapat GVHSS | 11/07/2018 | 01/10/2018 | BEd Students |
| Judgement | Food Fest | FITE, Farook College | 12/06/2018 | 14/06/2018 | Teachers |
| View File | | | | | |

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|---------------------------|--------------------|-----------------------------|---|
| Friends of Nature | 01/06/2018 | Environmental Protection | 180 |
| GMLPS Karinkallai | 01/06/2018 | School Education Enrichment | 240 |
| Peeves Model School | 01/06/2018 | Campus Placement | 180 |
| View File | | | |

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 5.07 | 5.07 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|-----------------------------------|-------------------------|
| Seminar halls with ICT facilities | Existing |
| Class rooms | Existing |
| Laboratories | Existing |
| Others | Existing |
| View File | |

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or partially) | Version | Year of automation |
|---------------------------|---|---------|--------------------|
| book magic 4.0 | Partially | 4.0 | 2006 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|---------------------------|----------|---------|-------------|-------|---------|---------|
| | | | | | | |
| Text Books | 16477 | 2206260 | 87 | 25024 | 16564 | 2231284 |
| Reference Books | 1280 | Nil | 4 | 2343 | 1284 | 2343 |
| e-Books | 7751427 | 0 | 0 | 0 | 7751427 | 0 |
| Journals | 15 | 11160 | 0 | 0 | 15 | 11160 |
| e-Journals | 3793 | 0 | 0 | 0 | 3793 | 0 |
| Digital Database | 3660 | 0 | 0 | 0 | 3660 | 0 |
| CD & Video | 494 | 0 | 11 | 0 | 505 | 0 |
| Library Automation | 1 | 0 | 0 | 0 | 1 | 0 |
| Weeding (hard & soft) | 0 | 0 | 0 | 0 | 0 | 0 |
| Others(s pecify) | 269702 | 0 | 0 | 0 | 269702 | 0 |
| View File | | | | | | |

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|----------------------|-------------------------------------|---------------------------------------|-----------------------------|
| Dr.Umer Farooque.T.K | Perspectives on Education | Swayam | 10/07/2018 |
| Dr.Jouhar Munavvir T | Education in Post Independent India | Swayam | Nil |

[View File](#)

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/GBPS) | Others |
|----------|-----------------|--------------|----------|------------------|------------------|--------|-------------|---------------------------------|--------|
| Existing | 67 | 21 | 2 | 7 | 0 | 10 | 14 | 50 | 15 |
| Added | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 67 | 21 | 2 | 7 | 0 | 10 | 14 | 50 | 15 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

50 MBPS/ GBPS

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|--|
| NIL | Nil |

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 5.5 | 5.5 | 7.32 | 7.32 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The college extends its facilities for the welfare of the public by adhering to the following policies in concern with it: 1. Individuals and organizations are welcome to collaborate with the institution only to support the educational mission and strategic goals of the college. 2. All organizations are expected to follow the rules and regulations governing the particular facility or grounds being used. Political and religion based programmes will not be entertained at any cost. 3. The college is bound to the norms of all the apex bodies like Government, UGC and University always. Activities shall in no way violate their purposes, property, policies, procedures, or regulations 4. A nominal fund may have to be remitted as required by the Managing Committee for the facilities being used. This shall be based depending on the facilities being used, the expenses that may incur during its utilization and for maintenance. The amount shall be fixed beforehand itself. 5. Required amenities need to be booked at least two days beforehand through an online or a written request to the Principal of the college. 6. Time and date of using the facilities should be strictly followed as per the earlier set conditions. 7. Sports facilities cannot be used during the college working hours. 8. In case of any conflict, the decision of the college management committee shall be the final. 9. Permission to use a facility does not imply endorsement, sponsorship, or support by the college of the views, opinions, or programs of the users or speakers. 10. As a general rule, once space has been reserved and confirmed, it will not be rescheduled or moved. However, the college reserves the right, at

its discretion, to move the concerned individual or organization to another facility or reschedule an event to accommodate the needs and assign a higher use priority by this policy or to maintain venue-specific needs or due to safety and/or security reasons. 11. Outdoor events with amplification must comply with the local sound ordinance and college policy. 12. All groups are responsible for cleaning up the space after use. Responsible individuals or organizations must ensure that the facility is ready for the next users, including proper disposal of papers, left-over food, drinks, and other trash. A clean-up fee will be assessed if this is not properly accomplished. This policy applies to all groups using the colleges facilities or grounds.

<https://farooktrainingcollege.ac.in/policy-of-systems-and-procedures/>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|-------------------------------------|--------------------|------------------|
| Financial Support from institution | RUA scholarship | 14 | 55000 |
| Financial Support from Other Sources | | | |
| a) National | SC/ST/OBC,BLIND/P H,FISHERIES,CH | 131 | 1440176 |
| b)International | 0 | 0 | 0 |
| View File | | | |

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implemetation | Number of students enrolled | Agencies involved |
|---|-----------------------|-----------------------------|-------------------|
| Mentoring | 02/07/2018 | 233 | IQAC |
| Personal counselling | 02/07/2018 | 11 | IQAC |
| Meditation | 02/07/2018 | 133 | IQAC |
| Yoga | 02/07/2018 | 133 | IQAC |
| Bridge Course | 02/07/2018 | 100 | IQAC |
| Language Lab | Nil | 0 | 0 |
| Remedial Coaching | 02/07/2018 | 102 | IQAC |
| Soft skill | 02/07/2018 | 100 | IQAC |
| View File | | | |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passedin the comp. exam | Number of studentsp placed |
|------|--------------------|--|--|---|----------------------------|
| Nil | PTEP | 110 | 130 | 70 | 30 |

[View File](#)

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| 0 | 0 | 0 |

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|-------------------------------|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| NIL | 0 | 0 | various | 70 | 30 |

[View File](#)

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Department graduated from | Name of institution joined | Name of programme admitted to |
|------|--|--------------------------|---------------------------|----------------------------|-------------------------------|
| 2019 | 9 | B.Ed | PS,NS,MT | Various | MSc, M.Ed, MPhil, PhD |

[View File](#)

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|-----------|---|
| NET | 23 |
| SET | 27 |
| Any Other | 121 |

[View File](#)

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|---|------------|------------------------|
| Athletic Meet | College | 233 |
| Mini Marathon | College | 233 |
| College Day | College | 233 |
| Talents Day | College | 119 |
| Harmony Fest | College | 233 |
| Fine Arts | College | 233 |
| Inter Collegiate Badminton Championship | University | 500 |

[View File](#)

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international

level (award for a team event should be counted as one)

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|-------------------|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| Nil | NIL | Nil | Nil | Nil | Nil | Nil |
| No file uploaded. | | | | | | |

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

2018-19 The following students of the college represented in various academic and administrative activities: Library Advisory Committee: Rasha Fathima E Anti Ragging squad: Kabab Beeran T.K (Chairman, College Union) Ethics Committee , Joint Convenor : Jeni V(Chairman, College Union) Fine Arts Secretary: Christeena Johnson Student Editor: Jahiba Ayishabi K The student council of the academic year 2018-19 organized the following programmes: 1. Formal Inauguration of College Union 2018-19, Aurora by Prof. A.P.Abdul Wahab (Chairman, Minority Financial and Development Cooperation, Kerala Government) on September 10, 2018. 2. Formal Inauguration of Fine Arts Club, 2018-19 by Mr. Pavithran Theekuni (Recipient of Kerala Sahithya Academy Award) on September 10, 2018 3. All Kerala Inter Training College Badminton Championship at Farook Training College on October 31, 2018 inaugurated Dr. Sakeer Hussain (Director, Physical Education, University of Calicut). 4. Visit to 'Single teacher School' at Nilambur Nedumkayam Adivasi Colony and distribution of books and financial aid for uniform stitching on November 28, 2018. 5. Kerala Piravi Celebration and Quiz Programme on November 1, 2018. 6. Jidda Rafi Orchestra as part of fund collection on November 17, 2018. 7. One Day Workshop for Differently Abled Students in collaboration with BRC and IQAC December 2, 2018. 8. Blood Donation on December 20. 9. New Year Celebration on January 2, 2019. 10. Annual Athletic Championship on February 23rd, 2019. Inaugurated by Dr. Saifudheen (Head of Physical Education Department, PSMO College, Tirurangadi). 11. A one day trip to Ooty on March 6, 2019. 12. Marathon in collaboration with JCI as part of International Women's Day Celebration on March 8, 2019 13. Release of College Blood Directory in collaboration with Hridayapoorvam on March 21, 2019.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

FTCOSA (Farook Training College Old Student's Association) executive committee as per its last meeting decided to continue support for the various curricular and co-curricular programmes of the institution as fund in aid and expertise sharing. The 'Aksharakoottu' project worked to help the inmates of Govt. Children Home, Calicut to have basic 3Rs, is supported by the alumni along with the present batch of students. The 21 days long project was organized in the month of April 2018. Certificates were distributed to the participants. The 'Hridayapoorvam' house construction project was completed on Oct 2, 2018, the day of Gandhi Jayanthi. Principal Dr. C.A Jawahar handed over the key to Sibin Vilasini (BEd Malayalam student) in the presence of staff, students and alumni. Dr. Umer Farooque T.K, General Secretary of FTCOSA welcomed the gathering and Dr. Afeef Tharavattath, Coordinator, 'Hridayapoorvam' extended vote of thanks. A memento was given as a token of love to Mr. Ashokan C, Block Panchayath Member who helped the alumni considerably in achieving the dream project. Alumni members expressed their humanitarian consideration during the flood relief programmes of the college on 17 th and 18 th of August, 2018. They also volunteered in food distribution and rescue operations.

5.4.2 – No. of enrolled Alumni:

121

5.4.3 – Alumni contribution during the year (in Rupees) :

24600

5.4.4 – Meetings/activities organized by Alumni Association :

FTCOSA (Farook Training College Old Student's Association) executive committee as per its last meeting decided to continue support for the various curricular and co-curricular programmes of the institution as fund in aid and expertise sharing. The 'Aksharakoottu' project worked to help the inmates of Govt. Children Home, Calicut to have basic 3Rs, is supported by the alumni along with the present batch of students. The 21 days long project was organized in the month of April 2018. Certificates were distributed to the participants. The 'Hridayapoorvam' house construction project was completed on Oct 2, 2018, the day of Gandhi Jayanthi. Principal Dr. C.A Jawahar handed over the key to Sibin Vilasini (BEd Malayalam student) in the presence of staff, students and alumni. Dr. Umer Farooque T.K, General Secretary of FTCOSA welcomed the gathering and Dr. Afeef Tharavattath, coordinator, 'Hridayapoorvam' extended vote of thanks. A memento was given as a token of love to Mr. Ashokan C, Block Panchayath Member who helped the alumni considerably in achieving the dream project. Alumni members expressed their humanitarian consideration during the flood relief programmes of the college on 17th and 18th of August, 2018. They also volunteered in food distribution and rescue operations.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

1. Administrative system inside the Institution is a great model of decentralization among Teacher Education Institutions all over India. We are running Teacher Education Programmes from Graduate level to Research Level. Principal is the Supreme Administrator of all Programmes here. Despite of the single Authoritarian administration, we have created Non-statutory posts of Programme Coordinators for all the Programmes Viz. B.Ed. Coordinator, M.Ed., Coordinator Research Coordinator to look after the Academic and Non-Academic activities of the particular programmes. They Coordinates all Curricular, Co-Curricular Extra-curricular activities in consultation with other Statutory, Non-statutory authorities and the Principal. 2. Decentralization of administration further extends to Activity specific coordinators. Besides the Statutory Posts of Staff Secretary, Staff Advisor, Returning Officer for Union Election, Staff Editor, Women Cell Convener, PTA President General Secretary etc.. There are special Coordinators for most of the Academic and Non-Academic activities in this Institution. Controller of Examinations conduct university examinations and internal exams smoothly. Internship Coordinator coordinates all the matters regarding School/College Internship spread over various semesters of B.Ed. M.Ed. Programmes. Pre-Practice teaching practicals (Discussion session, Demonstration session, Criticism session etc.) are being coordinated by a separate coordinator. EPC Coordinator is expected to ensure smooth conduct of every Practical come under EPC in curriculum. Director of Fine Arts Celebrations take care of organizing various fine arts events and works for the enrichment of artistic talents of the students. Coordinator of field works, takes the students to the society and SUPW Coordinator organizes various workshop on Socially Useful Productive Works. Director of Extension activities strives to create socially responsible citizens and extends the

institution to the society. School Adoption Project Coordinator designs and implements various projects in the adopted School.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
|----------------------------|---|
| Admission of Students | The admission of students are transparent as instructed by the Government of Kerala and the university of Calicut adhering to the reservation rules and merit-based system of ranking of candidates. The institution further manages admission in a cordial and effective way by deploying faculty and administrative staff on the day of admission to welcome and assist the new candidates and parents to go through the official procedures of admission insisted by the University. The Nodal Officer of admissions coordinates the entire admission process. |
| Human Resource Management | The faculty members are encouraged to attend workshops and conferences for professional development. The faculty development programmes in the college are a series of FDPs that the faculty members give within the college fraternity. The administrative staff is empowered to meet the latest requirements in fund transfer and scholarship disbursal. |
| Research and Development | Research activities are monitored by a research coordinator. A research scholars association also reviews the research activities of the scholars and disseminates the trends and new research information in a periodical bulletin named birds eye view. The College research journal Endeavors in Education provides opportunities for publishing the research articles of both faculty members and research scholars. |
| Curriculum Development | The college faculty members actively involved in the curriculum revision workshop to make it compatible for the two year B.Ed. M.Ed. Programmes. Many of our teachers headed subcommittees that prepared courses for the two year programmes. |
| Examination and Evaluation | The teaching and learning process are now monitored by program coordinators |

| | |
|--|---|
| | viz, BEd 1st year programme coordinator, BEd 2nd year programme coordinator, MEd 1st year programme coordinator, MEd 2nd year programme coordinator, and research coordinator. Teacher websites are strengthened and students are encouraged to visit these websites for additional readings. |
| Library, ICT and Physical Infrastructure / Instrumentation | The library is subscribed to latest journals. It has OPAC software to assist easy finding of books and has systematic organised catalogue and indexing system inbuilt. The computer lab hosts 20 computers installed with windows and LINUX operating systems. |
| Industry Interaction / Collaboration | The faculty members offer their expertise in various institutions for training their staff on ICT related upgrading and consultancy on social upbringing. We reach out to the society to support and uplift the needy people by organising many outreach activities. |

6.2.2 – Implementation of e-governance in areas of operations:

| E-governance area | Details |
|-------------------------------|--|
| Student Admission and Support | Admission process is initiated by the University with a centralized admission process. However once the rank list for selection is intimated to the college, we rank them with respect to our allotted seats and subjects using digital software. Once selected, the student details are stored in electronic format for easy access and retrieval. To support academically and otherwise, the directions are passed on to them via respective official group sms systems and whatsapp groups. |
| Examination | Internal examinations are sometimes administered via email and ppts. The examination question papers are digitally prepared and put over through e mail to the controller of examinations to maintain confidentiality. The marks are entered in excel sheets to find out averages for analysis and inferencing by the evaluation monitoring committee. The internal marks are digitally uploaded to the university via internet based official interface. |
| Finance and Accounts | Finance and accounts at institution level are computerised using MS Excel. The entire administrative staff is provided with net worked computers which make job handling as easy as a |

| | |
|--------------------------|---|
| | breeze. The government related accounts are maintained with respective softwares as instructed from time to time - for instance, employee salary details are worked out on the software SPARK. |
| Planning and Development | Planning and developing administrative protocols in line with the UGC guidelines and University directions are always a top priority for our college. We have official email, fax facility and internet based services to contact the higher-ups which enable us take quick decisions on matters of immediate execution. |
| Administration | The college is administered at various levels with a view to decentralize monitoring as well as decision making and at the same time being accountable to the Principal and higher-ups. This is achieved by getting digitally connected among each other using official communication services(MIS), programme specific social media groups, and email services. Further student details are digitally stored to retrieve and access details later. |

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|-------------------|-----------------|--|--|-------------------|
| Nill | NIL | Nill | Nill | 0 |
| No file uploaded. | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|------|--|---|------------|------------|---|---|
| 2018 | Workshop on Samagra | Workshop on Samagra | 13/07/2018 | 13/07/2018 | 20 | 3 |
| 2018 | Induction programme for Language | Induction programme for Language | 07/08/2018 | 07/08/2018 | 21 | 4 |

| | Lab | Lab | | | | |
|------|--|--|------------|------------|----|-----|
| 2018 | Crisis Counselling for Children seeking Normalcy after Flood, in collaboration with Resilience | Crisis Counselling for Children seeking Normalcy after Flood, in collaboration with Resilience | 28/08/2018 | 28/08/2018 | 12 | 3 |
| 2018 | Hear and Heritage (Talk on Calicut-The way of Truth) with Captain Ramesh, NIRDESH Chaliyam | Hear and Heritage | 15/10/2018 | 15/10/2018 | 10 | 3 |
| 2018 | One Day Workshop for Differently Abled Students in collaboration with BRC and IQAC | NIL | 04/12/2018 | 04/12/2018 | 21 | Nil |
| 2018 | National Seminar on 4 year Integrated Teacher Education Programme (ITEP) | NIL | 18/12/2018 | 18/12/2018 | 21 | Nil |
| 2019 | National Seminar on Decoding Inborn Potential through Multiple Intelligences Assessment in collaboration with Alpha E. | NIL | 09/02/2019 | 09/02/2019 | 15 | Nil |

| | | | | | | |
|---------------------------|---|--------------------------------------|------------|------------|-----|-----|
| 2019 | Erudite Lecture by Prof Faisal Devji (Professor, Indian History, Oxford University) | NIL | 19/03/2019 | 19/03/2019 | 21 | Nil |
| 2019 | NIL | Workshop on Personality Development | 13/04/2019 | 13/04/2019 | Nil | 12 |
| 2019 | NIL | One day workshop on Microsoft Excell | 26/10/2019 | 26/10/2019 | Nil | 12 |
| View File | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|---|---------------------------------|------------|------------|----------|
| Workshop | 1 | 05/05/2018 | 05/05/2018 | 1 |
| Short term course | 1 | 23/02/2019 | 01/03/2019 | 7 |
| Short term Course | 1 | 29/11/2018 | 05/12/2018 | 7 |
| Short term Course | 1 | 21/01/2019 | 01/02/2019 | 12 |
| Induction Programme | 1 | 17/01/2019 | 15/02/2019 | 30 |
| Refresher Course | 2 | 01/03/2019 | 29/05/2019 | 90 |
| Refresher Course | 1 | 10/10/2018 | 02/11/2018 | 21 |
| Refresher Course | 1 | 03/12/2018 | 07/12/2018 | 5 |
| Refresher Course | 1 | 03/12/2018 | 07/12/2018 | 5 |
| Workshop | 2 | 02/04/2019 | 05/04/2019 | 4 |
| View File | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| | | | |

| | | | |
|----|----|----|----|
| 22 | 22 | 11 | 11 |
|----|----|----|----|

6.3.5 – Welfare schemes for

| | | |
|----------|--------------|----------|
| Teaching | Non-teaching | Students |
| 15 | 0 | 28 |

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The institution conducts internal and external audits regularly. In every two months, Principal's accounts and Managing Committee Secretary's accounts are scrutinized and verified in the office internally. After the end of every financial year in the month of May, The previous financial year's accounts are audited internally by the Managing Committee with a Chartered Accountant. External : Regional Deputy Director of Collegiate Education conducts departmental audit as per the norms laid down by Directorate of Collegiate Education Govt. of Kerala. Similarly, Accountant General's is also audits the account as per their norms. • Internal audit for the duration 2016-2017 has been carried out in May 2017 • There was no External Audits during this period

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|--|-------------------------------|---------------------|
| Philanthropies | 245000 | General development |
| View File | | |

6.4.3 – Total corpus fund generated

| |
|---------|
| 1336033 |
|---------|

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|----------------|----------|--------|----------|--------------------------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | No | NIL | Yes | Academic Monitoring Cell |
| Administrative | Yes | NIL | Yes | IQAC |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

| |
|--|
| 1. Hope - Poor aid fund 2. Tea Corner 3. Training Programme on Parenting |
|--|

6.5.3 – Development programmes for support staff (at least three)

| |
|---|
| 1. Workshop on digital skills - MS Excel 2. Workshop on personality development 3. Financial assistance as loan |
|---|

6.5.4 – Post Accreditation initiative(s) (mention at least three)

| |
|--|
| 1. Construction of Multimedia Interactive hall 2. Expansion of Library 3. Expansion of play area |
|--|

6.5.5 – Internal Quality Assurance System Details

| | |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b)Participation in NIRF | No |

| | |
|----------------------------------|----|
| c)ISO certification | No |
| d)NBA or any other quality audit | No |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|---|-------------------------|---------------|-------------|------------------------|
| 2018 | Crisis Counselling for Children seeking Normalcy after Flood, in collaboration with Resilience, on 28/8/2018 | 28/08/2018 | 28/08/2018 | 28/08/2018 | 50 |
| 2018 | K-TET Coaching Classes (4 days) | 13/10/2018 | 13/10/2018 | 16/10/2018 | 100 |
| 2018 | All Kerala Inter Training College Badminton Championship at Farook Training College | 31/10/2018 | 31/10/2018 | 31/10/2018 | 500 |
| 2018 | Laptop distribution to GLPS School Karinkallai-Adopted School | 14/10/2018 | 14/10/2018 | 14/10/2018 | 50 |
| 2018 | Hridayapoorvam-Visit to 'Single teacher School' at Nilambur Nedumkayam Adivasi Colony and distribution of books and financial aid for uniform stitching | 28/11/2018 | 28/11/2018 | 28/11/2018 | 40 |
| 2018 | One Day Workshop for Differently Abled | 04/12/2018 | 04/12/2018 | 04/12/2018 | 100 |

| | | | | | |
|---------------------------|--|------------|------------|------------|-----|
| | Students in collaboration with BRC and IQAC | | | | |
| 2018 | National Seminar on 4 year Integrated Teacher Education Programme (ITEP) | 18/12/2018 | 18/12/2018 | 18/12/2018 | 300 |
| 2019 | National Seminar on Decoding Inborn Potential through Multiple Intelligences Assessment in collaboration with Alpha E. | 09/02/2019 | 09/02/2019 | 09/02/2019 | 200 |
| 2019 | Marathon in collaboration with JCI as part of International Women's Day Celebration | 08/03/2019 | 08/03/2019 | 08/03/2019 | 100 |
| 2019 | Erudite Lecture by Prof Faisal Devji (Professor, Indian History, Oxford University) | 19/03/2019 | 19/03/2019 | 19/03/2019 | 100 |
| View File | | | | | |

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|------------------------|-------------|------------|------------------------|------|
| | | | Female | Male |
| Poster presentation | 08/02/2019 | 08/02/2019 | 201 | 19 |
| Flash mob | 08/02/2019 | 08/03/2019 | 201 | 19 |

| | | | | |
|------------------------------|------------|------------|-----|----|
| EPC on gender and upbringing | 13/02/2019 | 13/02/2019 | 95 | 5 |
| Expert talk | 08/02/2019 | 08/02/2019 | 201 | 19 |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

| |
|---|
| Percentage of power requirement of the University met by the renewable energy sources |
| 0 |

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|--|--------|-------------------------|
| Physical facilities | Yes | 8 |
| Ramp/Rails | Yes | 8 |
| Rest Rooms | Yes | 8 |
| Scribes for examination | Yes | 2 |
| Special skill development for differently abled students | Yes | 2 |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|---------------------------|--|--|------------|----------|--------------------|------------------|--|
| 2018 | 1 | Nil | 04/06/2018 | 1 | Pravesa notsavam | Marginalization | 20 |
| 2018 | 1 | Nil | 14/06/2018 | 1 | Book Distribution | Poverty | 20 |
| 2018 | Nil | 1 | 28/07/2018 | 1 | Packet lunch | Poverty | 40 |
| 2018 | Nil | 1 | 20/12/2018 | 1 | Blood Donation | Values | 119 |
| View File | | | | | | | |

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|---------------------------------|---------------------|---|
| Handbook with Academic Calendar | 02/07/2018 | Handbook is distributed at the beginning of each academic year which details the expected professional standards in the behavior and code of conduct for teachers as well as students Care was taken to follow academic calendar strictly. An |

induction meeting is conducted for students at the commencement of B.Ed and M.Ed programmes in which nature of the programme, course works, internship programmes and evaluation procedures are detailed. A copy of syllabus and academic plan is given to each student. Utmost care is taken to follow the academic plan and whenever there is a need for change, it is intimated to students and teachers and then ratified in the staff council. A semester plan for the programmes is prepared and the daily work schedule is planned and executed systematically through time table prepared in advance for each semester by the timetable committee. An academic coordinator for each programme takes care of the curricular as well as co- curricular activities and discusses the progress on a regular basis. For the coordination of co- curricular activities and EPC practical works faculties were given special charges. EEC (Evaluation and Examination Cell) was constituted to conduct and monitor all the types of examinations

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|------------------|---------------|-------------|------------------------|
| Talents Day | 31/07/2018 | 31/07/2018 | 100 |
| Independence Day | 15/08/2018 | 15/08/2018 | 119 |

[View File](#)

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

| |
|--|
| Eco-friendly college bags made of textiles are popularized among students |
| Efforts are taken to encourage our MEd and PhD students to study environmental |

issues.

Plastic banners are prohibited on campus, and cloth bags and paper files are presented to invited speakers and resource persons

Bicycles were arranged for inter campus transportation

Several green initiatives are taken up such as organic farming, conservation of water, pipe composting, cleaning the college campus, solid waste management and promoting the use of eco-friendly products

Steel tea cups were arranged to replace disposable glasses

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

7.2.1. PTEP (Professional Teacher Empowerment Programme) Goal :To prepare all of our students to qualify various teacher qualifying examinations through specialized training modules and to play key role in contributing quality teachers in to the society. Context: Students join B.Ed courses primarily to become teachers. Along with professional degree course such as B.Ed and M.Ed, qualifying teacher eligibility test is essential to serve as approved teachers.

For those students who want to serve as teachers, qualifying teacher eligibility test is the first ladder they have to climb after completion of their B.Ed course. The college has been working with the motto that students who come to study will go out being fully equipped for community service. PTEP is a project started in 2015 with the aim that all students who complete B.Ed. Programme from our college should qualify various Teacher qualifying exams such as SET, NET, CTET and KTET. The initial goal of the project was to prepare all our students to qualify for such exams by providing specialized training for qualifying exams such as NET, SET and KTET. Gradually, as part of the project, we were able to organize training programs under the supervision of our expert faculty for other candidates who prepare for other teacher competition exams.

The practice: The unique methodology of the project is remarkable as it includes continuous and systematic module which helps the students to sustain the motivation to qualify these exams. When the notification for such examination has been issued by the concerned authority the students will be given a general orientation on the importance of the exam and application procedure. Help desks will be open for the students till the last date of application and due attention shall be paid that all of the eligible students have applied for the exam. Financial assistance will be given for deserving students. Training session starts when the exam date comes out and continues till one week prior to the examination. The module includes a general orientation by an external expert faculty and syllabus based classes by the selected faculty. The faculties will be selected to give syllabus based classes and each area of syllabus will be covered systematically. Our specifically designed methodology involves distribution of materials in advance of each session and students will attend the session after reading those simple but comprehensive notes. As a conclusion of the training session a consolidation lecture will be arranged by any expert faculty. The specially curated study plan by the project saves study time for students and help students focus on studies in the stipulated time period. The unique methodology of the project has three phases viz. Pre-Coaching Phase which includes general orientation after the notification, help desk for application and financial assistance for deserving students, The Coaching Phase - syllabus based classes by the selected faculty and Post Coaching Phase which includes consolidation and mock tests. Regular supervision through frequent consultation and periodic assessment will also be made to keep students alive till the examination. Impact of the programmes: After the introduction of this project we could achieve outstanding results in the competitive exams that all of our students should qualify any of teacher eligibility tests before leaving the college. As the gradual

development of the project, decision was taken to organize coaching classes for PSC examinations like HAS, LPSA and UPSA. The results of our students in the various competitive examinations during the academic year 2018-19 is given below Year KTET NET SET 2018-19 89(96) 29(45) 39(54) Obstacles faced and resources required: One of the major obstacles to the proper conduct of the programme is the paucity of time. B.Ed programme being a roller-coaster ride, gives little time for activities of this kind. It was resolved to find time outside the class hours, if necessary, for the conduct of the sessions. The major obstacle to execute the programme was the finance as it was very challenging to raise fund for the project. Hence, it was decided to collect a nominal registration fee from outside candidates. Raising additional human and material resources was another big challenge. Care was taken to utilize the expertise of our faculty members voluntarily.

7.2.2: Finishing School Title of the Practice: Finishing School Goal: To empower and equip student teachers with essential skills to meet with the demands of emerging student community and to level up students' confidence and self-esteem so that they are able to face unusual and difficult situations with ease during their future career. The Context: Teacher education curriculum is unique in nature compared to other academic programmes offered in arts and science colleges. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends. In order to prepare quality teachers equipped with necessary skills to meet the demand of latest changes in the field of school education there is an increased need for a skill based exclusive programme. This necessitated additional efforts to enhance the skills of student teachers. This is an attempt to equip our students with essential skills to meet with the demands of emerging student community and to keep abreast of recent developments and trends The major outcomes

1. Personality enrichment-to develop a balanced personality well equipped to adjust with demand of different social situation
2. Leadership skills- to develop leadership qualities which enable each learner to initiate, and organize different programmes and manage a heterogeneous group
3. Communication- to develop effective communication skills in both mother tongue and English
4. Interpersonal skills and life skills-to build practical knowledge to lead an effective social life
5. ICT skills- to equip for the effective use of 21 century tool for efficient transaction of the school curriculum

The practice: Finishing School is the concept that reaches its horizon beyond 4E's-Education, Employment, Entrepreneurship, Empowerment. The project, launched in 2016, works on an agenda towards empowering the inner potential of our student teachers for equipping them with essential skills to meet with the demands of emerging student community. It has a unique training methodology that incorporates learning, skills and self-development with a curriculum that is entertaining, stimulating and rewarding. We utilize the expertise of our teachers, content, infrastructure, systems and digital technology aids developed in over five decades of experience in the field of teacher education to enhance better learning outcomes, outstanding personal development and effective social skills among our student teachers. It finely blends into modern and futuristic professional set up and demand. Methodology: The programme is designed to give special training on the following twenty first century skills

1. LIFE SKILLS TRAINING (25 hours)
2. SOFT SKILLS(25 hours)
3. COMPUTER TECHNOLOGY IN EDUCATION (25 hours)
4. EFFECTIVE COMMUNICATION(25 hours)

During the academic year 2018-19, efforts were taken to develop the programme as a full-fledged ad on course and to issue certificates for the students after successful completion of the course. The total duration of the programme is hundred working days spread over one academic year so that the students could be equipped with essential skill

before they were dispatched to the schools for their internship and practice teaching in their third semester. The specific methodology includes discussion, lecturing, participatory learning, field trip, demonstration, team teaching, cooperative learning, Group discussions and reporting. One period was allotted for the programme weekly and faculty members and students were divided into two groups to ensure maximum individual attention. Impact of the practice: Continuous evaluation was carried out to ensure successful completion of the programme. The success of the program is evident from the performance of the students in their scholastic and co-scholastic activities in the second year of B.Ed programme. The programme helped our students to complete their internship very effectively so that they could excel in campus placement programme conducted at the end of the course. From the feedback shared by the participants it could be understood the programme was highly beneficial to enhance their self-esteem. Obstacles faced and resources required: As the students were coming from different backgrounds such as language, science, social science and mathematics development of a common module was a herculean task. A pre-test was conducted to categorize the students into two batches according to their needs, aptitude and interest. Getting efficient manpower resources to work in this area on a voluntary basis are another challenge. Our faculties were grouped according to their expertise and the expertise of our research scholars and alumni was also utilized. There was initial resistance from staff as they felt that it would be challenging to run the programme successfully as the curriculum of B.Ed includes lots of practical works to be finished timely. A training session was arranged for all staffs to sensitize about the need for such an additional skill based programme

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://farooktrainingcollege.ac.in/best-practices/>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

School Adoption Project Raising the slogan of the Institution to community, Farook Training College has planned and executed many long term and short term projects. We are always farsighted in achieving the objectives envisaged in the vision and mission of the Institution. One among the long term projects envisioned, implemented and still continuing as a flagship project of Farook Training College is 'The School Adoption Project'. The Institution has adopted a nearby Government Lower Primary School (GLPS Karinkallai) since 2010 as it was on the verge of closing. Since then our students have provided a new life to the kids there coming from an extremely backward social condition and it also set a platform for our students for practical implementation of the theoretical orientations conversed in the classrooms. The project has helped to revitalize the school in various dimensions. We have been providing financial, academic, manpower and materials support for the school since 2010. Strategic planning was made and implemented for the gradual development of the School through many phases. In the first phase of the project, we have been focused mainly on creating child-friendly ambience in terms of infrastructural facilities and care has been taken in feeding them with nutritious food. The school's walls were painted and the surrounding area was made clean and neat. Since 2010 we have been providing special meals to students on the first working day of every month and on every special occasion. The second phase of the project got launched in 2015 by contributing a multipurpose stage cum class room to the school. In second phase, in addition to the activities taken in first phase, due attention has been paid to improve academic environment in the school. In the Second Phase, Student's personal needs were also identified and addressed.

At the beginning of each academic year, the schools opening ceremony is celebrated in a colorful manner by distributing learning materials, and gifts to the new students. We also distribute note books, pens, school bag, water bottle, colour pens etc to all the students in the beginning of each academic year. As the part of extension of the project in to a new dimension a new programmes namely Vidhya Theeram has been launched. The programme has been designed to arrange remedial coaching for the school students in the three major areas viz English, Science and Mathematics by the college students. Accordingly, college students from English, Science and Mathematics optional classes were assigned to take remedial class on Monday, Wednesday and Friday respectively in each week. The project helped to revitalize the school, and to grow in a way that is comparable to other schools in terms of learning standards and physical conditions. Through these years of such activities, it was possible to attract many other students to the school and to prevent dropouts. The Project is driven by the monthly donations received from teachers and non-teaching staff. We aim to make this School an independent School with excellence in all aspects by 2025.

Provide the weblink of the institution

<https://farooktrainingcollege.ac.in/school-adoption-programme/>

8.Future Plans of Actions for Next Academic Year

Future plan 2018-19 Academic quality An umbrella term is introduced, FTCIA under which all the quality initiatives are to be organized To ensure academic quality, FDP for teachers and orientation/ skill development programmes for students are to be organized. Digitalization of library to be completed Infrastructure To satisfy the need of physically challenged students, infrastructure facilities are to be improved. Subject labs and psychology lab to be innovated Student support Financial assistance to the deserving students to be done under a committee Staff development Workshops on Outcome based Education, Service matters to be organized Extension activities Under SIP, palliative care activities are to be strengthened.