YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	Farook Training College
• Name of the Head of the institution	Dr. T. Mohamed Saleem
• Designation	Principal and Professor
• 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. Vijayakumari K**
• Phone No.	**9447228049**
• Alternate phone No.(IQAC)	**04952969662**
• Mobile (IQAC)	**9447335854**
• IQAC e-mail address	**iqacftc@gmail.com**
• Alternate e-mail address (IQAC)	**farooktc06@gmail.com**
3.Website address	https://farooktrainingcollege.ac.in
• Web-link of the AQAR: (Previous Academic Year)	https://farooktrainingcollege.ac.in/wp-content/uploads/2022/09/AQAR-2020-2021.pdf
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/wp-content/uploads/2022/06/FTC-Calendar-2021-22.pdf

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**

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/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**0**

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	**7**	
• 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)

Published a Book on Disaster Management
Launching of Digi Device Bank
Labelling of Trees in the Campus
Training programme for B.Ed and M.Ed students on MOODLE
Establishment of a centre for extending research outcomes to society

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
Enhancing Alumni engagement in academic and non academic matters	Contribution of Alumni (Subjectwise) to the infrastructure and student support
STEP	Conducted screening test (first phase)
Orientation Programmes on socially and educationally relevant themes	Talks on disaster management, gender equality, anti drug
Value added course on Learning Disability	Organized an orientation programme on Learning Disability for faculty members

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 and College Council	23/12/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	03/01/2023

15.Multidisciplinary / interdisciplinary

One of the essential characteristics of teacher education programs is that they are multidisciplinary. Moreover, we take constant efforts to update ourselves with the latest trends and changes taking place in the field of education at global level, through constant discussion on the changes. Therefore, in the light of the new National Education Policy, serious discussions have been held in the institution to transform our college into a multidisciplinary college.

Apart from that, our sister institution Farook College is an autonomous Arts and Science College. Discussions are also underway to make the college a multidisciplinary institution by starting interdisciplinary as well as multidisciplinary programmes in collaboration with our sister institute. In short, all the preparations have already been completed to transform the college into a holistic multi-disciplinary institute as soon as sanction is accorded.

As a teacher education college, we offer undergraduate, postgraduate and research degrees in Education. As teacher education is multidisciplinary in nature, we offer multidisciplinary courses. Therefore, all of our student's study subjects under the discipline of Humanities like Philosophy, Sociology, Politics, Psychology regardless of their subject of specialization.

Moreover, the curricula prescribe multidisciplinary courses like Language Across Curriculum and Understanding Disciplines as common compulsory courses. As the college is affiliated to University of Calicut, we follow the curricula of the University. Since teacher education is a practical oriented professional course, the lion's share of its curriculum is

meant to value-based field engagement courses. It includes courses like Initiative School Experience, Practice Teaching Cum Internship, which provides training to study the problems of school as a community and to develop teaching skills. There is an exclusive course titled Fieldwork with Community Based Programme in the final semester. As part of that, students undertake various community engagement programmes. The college also conducts other activities like Student Initiative in Pain and Palliative, school adoption, distribution of packet lunches, blood donation, distribution of learning materials etc., as extension activities. A course on value education has also been included in the curricula.

In the field of teacher education, the new National Education Policy,2020 proposes four-year integrated B.Ed. programs and two-year B.Ed. programmes. However, a feasibility study is underway to start teacher education programme on the model of other arts and science colleges that offer a certificate in one year, a diploma in two years and a degree in three years.

After being upgraded as a Research Centre in 2012, our college has already produced 21 research theses. Most of the published research works are multidisciplinary in nature. The variables studied by researchers range from educational psychology to educational

sociology, science education etc.

Efforts are being made to make changes in our academic activities in accordance with the suggestions of NEP. As initial step, the syllabus of the Finishing School, one of the best practices of the college, was updated in line with the guidelines of the National Education Policy. Also. the college undertakes various projects and organizes workshops in Art Integrated Pedagogy and Fitness Integrated Pedagogy.

16.Academic bank of credits (ABC):

As the college is affiliated to University of Calicut and ABC has not been implemented for teacher education courses by the university, it is not applicable in the current situation but will be practiced as soon as the parent University approves the same.

17.Skill development:

Farook Training College is a teacher training institute at secondary level and hence skill enhancement is an obligatory element of the programmes of study which includes B.Ed., M.Ed. and Research in Education. The primary focus of the B.Ed. programme is to nurture skilled prospective teachers. The curriculum inculcates a number of programmes to develop teaching skills. It includes theoretical orientation on various teaching skills and their practice through microteaching, Lesson plan preparations, observation of faculty demonstration classes, peer criticism classes, workshops on preparation of improvised teaching learning materials, initiatory school experiences (5 days), school internship (80 days), art and drama in education and ICT skills for teaching learning. The programme also includes a number of other activities to prepare for professionally empowered teachers which includes hands on sessions on Yoga, Health and Physical Education, Reading and Reflecting on texts, Activities on Enhancing Professional Competence, Community Living Camp, Understanding the Self, Socially Useful Productive Work, Working with the Community and Field Trip/Study Tour.

The M.Ed. and Research programmes in the college take effort to ensure that it provides opportunities to develop skills to foster the teachers as educational experts. Hence, focus is given on developing research skills through Expository and Academic writing workshops, talks on emerging research paradigms, Preparation of Research Proposal, Tool Making, Data Collection, Data Analysis and Research Reporting. Other activities to mould the teacher qualities such as Internship in Teacher Education Institutions, Practical sessions on Yoga and ICT cum Soft Skills are also organised. Besides

these curricular activities the college provides opportunities to develop social and personal skills through various projects and schemes such as Finishing School, Blood Donation, School Adoption Project, National Service Scheme and Students Initiative in Pain and Palliative.

The academic and vocational skills are boosted through the Projects such as PTEP (Professional teacher enhancement Project), G-SLIP, Guruvani and Gurudarshan.

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

Farook Training College offers Under Graduate and Post Graduate programmes in Education and also is a centre of active research in education. The institution follows the directions of the apex bodies NCTE, UGC and concerned University to which the college is affiliated. Even though the medium of instruction is English, the transaction of the content is done in English and Malayalam to cater the needs of students belonging to different categories of the society. Also, students of B.Ed. course are permitted to write university examamination in English or vernacular language / Malayalam. Students are permitted to submit the report of College based practicals and internship programmes English or Malayalam as the medium.

There is an input of concepts of Indian culture and Indian languages in the curriculum of both B.Ed. and M.Ed. programmes, in core courses, optional and elective courses. The content of EPC, Tasks, co-curricular programmes, and Field work all highlight the cultural history of India and locality. Students from tribal area and other minority groups take part in academic and non-academic programmes and the interaction with them helps other students understand the diversified culture and respect others' beliefs and practices. Community Living Camp organized as a part of B.Ed. curriculum ensures the practice of constitutional values and understanding of Indian culture. Topics for research for PG and Research students include topics related to tribes and their education, preparation of modules in the languages of tribal community. History of the subject of specialization is a major topic for all optional courses which highlights Indian contributions to different fields of developments. The core course, Understanding Disciplines elaborates the importance of each subject and its purpose which helps every student teacher know the development and values of other disciplines too. One activity in Language Across Curriculum requires students to find out subject related terms and the vernacular terms and meaning. The

college conducts harmony fest, programmes with certain local names important to the culture of particular group of people along with performances -individually or groups. Workshops on Art and Drama help the student teachers understand the Indian arts and encourage the student teachers to incorporate

these in regular classroom teaching successfully.

As all faculty members are from Kerala itself, there was no need of special training for teachers to take class multilingually. Students' basic skills in Malayalam are tested at the starting of the programme and special efforts in the form of peer teaching and supervised study are made to make them master the local language which is essential for successful practice as a teacher in the immediate locality. During the pandemic period the college assisted students to prepare study materials for their online learning under the initiative of OCLP. The materials prepared was in English and as a group venture these study materials are getting translated into Malayalam in order to satisfy the needs of a large group of student community beyond the Farook training College Campus.

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

The college being affiliated to University of Calicut has to follow prescribed syllabi for B.Ed., M.Ed. and Research programmes. As part of incorporating the recommendations of NEP 2020, BoS, University of Calicut organised an Interactive webinar on Modification of B.Ed. Curriculum in tune with Outcome Based Education (OBE) from 17-06-2021 to 21-06-2021. Accordingly, necessary changes were made in both B.Ed. and M.Ed. curriculums incorporating essential principles of OBE. All faculty members of Farook Training College participated in the webinar and rendered their service as subject experts in curriculum reformation. Two faculty members of the institution successfully completed refresher course on Outcome Based Education and Technology in Higher Education, Faculty members of the college acted as resource persons for the Workshop for Faculties on Question

Paper Setting on OBE Basis organized by IQAC, University of Calicut in collaboration with MHRD-TLC, Department of Education, University

of Calicut from 10-09-2021 to 24-09-2021.

One of the important practicals prescribed for B.Ed. students is

practice teaching cum internship and lesson planning. Hence, training was given to our B.Ed. students to prepare lesson transcripts based on outcome based approach. It was also decided to adopt outcome based approach while planning practical courses.

Though the syllabus was modified recently to incorporate learning outcomes, the teaching learning process of the institution always focused on the learning outcomes and process oriented approach. Student teachers are expected to reach the expected level of performance and internal evaluation is conducted considering the learning outcomes of each programme. The pattern and nature of internal examinations have also been modified in tune with OBE.

B.Ed. and M.Ed. students are trained to write the lesson transcripts incorporating learning outcomes for their internship programme. It was also decided to display programme outcomes and graduate attributes inside the class rooms. The extension wings of the college are directed to plan activities highlighting learning outcomes.

Faculty members are encouraged to participate in online / offline programmes related to Outcome Based Education so that they will be capable of disseminating the knowledge to the prospective teachers and teacher educators. The institution organized a webinar in this regard which was very fruitful and all the faculty members served leading role in the reformation of B.Ed. and M.Ed. curricula organized by BoS - UG and PG, University of Calicut.

20.Distance education/online education:

Farook Training College being a professional teacher training institution, focuses on inculcating employability skills and professional competencies among the students. In order to meet the demands of globalisation and knowledge economy the institution has been utilising the possibilities of ODL along with the curricular courses to foster vocational skills among the students which helps the students pursue effectively a recognized employment after the B.Ed. and M.Ed. programmes.

The college organized 'Finishing School' a value added course offered by the institution for all the first year B.Ed. students in online mode during COVID-19 pandemic and the related academic situations. This course is intended to develop soft skills among teachers so that they can perform better as a competent teacher.

Familiarisation and proper training in major edu-tools was done for the entire student community, of Farook Training College as well as other in-service and pre service teachers throughout Kerala. Hands on experience was given to students of B.Ed, M.Ed. and Research programmes in using Google Classroom and Moodle in both teacher and student perspectives. Students were encouraged to undergo internship cum practice teaching through online mode enhancing their abilities and skills in selecting appropriate media / software/online tools for teaching different subjects according to the nature of student community.

During the pandemic period institution provided opportunities for the graduate and undergraduate students to undergo various courses through the COURSERA platform to promote vocational education. More than 5000 individuals including students and teachers of Farook Training College, alumni of Farook Training College and many community members enjoyed the service and many of them successfully completed courses like Guidance and Counselling, Conducting qualitative research, Psychological wellbeing and Data analysis courses which are helpful for developing skills in various dimensions related to teaching profession and research. Students were also encouraged to undergo

free web designing course organized by the institution in collaboration with Talrop Tech Company, which is an essential skill for almost every kind of employment. In order to develop the skills of student teachers in developing learning materials, they were encouraged to prepare slides for PowerPoint presentations, prepare pool of questions for the courses of each semester for B.Ed. and M.Ed. . programmes under the auspicious of OCLP. Blended learning was practiced with MOODLE platform, classroom setting and also in Google meet. The institution plans to conduct an online course for students on Learning Disability and its identification in collaboration with UNESCO Chair, CDMRP, Department of Psychology, University of Calicut which will be beneficial for prospective teachers in engaging inclusive classrooms.

Extended Profile

2.Student

2.1	**273**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**150**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**59**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**130**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**130**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**150**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**42.27674**

4.2 Total number of computers on campus for academic purposes	**34**

5.Teacher

5.1 Number of full-time teachers during the year:	**22**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**23**

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

The college being affiliated to University of Calicut, Kerala has to follow the curriculum recommended by the University following NCTE norms. Even then, the college prepares an academic calendar as well as time table which ensures the adaptation to the local context. Semester plans for each programme are prepared by the co ordinators as per University norms and institutional needs.The program and activities are selected according to the needs and abilities of the students. Programs like S U P W, field visit, field work are planned based on the community needs. During the Covid 19 pandemic, the students were permitted to do their internship, data collection and other practical and theoretical activities on online mode as per the demands of the situation. Feedbacks are collected frequently and necessary modifications are made accordingly. The program coordinators monitor the programs and give review of the curricular program in staff meeting so that adequate modifications can be made in the semester plans. In order to ensure successful attainment of the course learning outcomes, formative,summative and ipsative assessments are made. An important curricular activity, Community Living Camp was organized by incorporating all fourth semester B.Ed

students.

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	View File

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	C. Any 3 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	View File

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	B. Any 3 of the Above

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

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/syllabus/
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

B.Ed 24 M.Ed 23

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/syllabus/

1.2.2 - Number of value-added courses offered during the year

1

1.2.2.1 - Number of value-added courses offered during the year

1

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

100

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

100

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	Three 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

8

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

8

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

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.

B,Ed programe provide varietyof avtivities which can provide

multicultural aspects among the students.Curricula of the programmes offered in the institution are well designed and implemented in a manner which comes up with more opportunities for the students to acquire and demonstrate knowledge,skills, values and attitudes related to teaching profession . A fundamental or rational understanding of the field of teacher education is provided through different papers like Philosophical,Social aspects of education,Development of the learner,Understanding didciplines,Gender school &Society,Environmental education etc. Toapply acquired Skills and abilities such as Emotional Intelligence, Critical Thinking, Softskills,Negotiation,Communication Skills, Problem solving, etc can be acqierd via EPC,SUPW,YOGA,EXPOSITORY WORKSHOP,BRC visitSchool visit,etc.. Two-years M.Ed and B.Ed programmes are designed to provide opportunities for students to extend as well as deepen their knowledge , teacher education; specialize in different levels of education viz., elementary, secondary, higher secondary,Higher Education.inclusive education . In addition to the curricular activities, micro teaching to develop teaching skills, discussion on lesson plans, Creative criticism of classes taken by the student teacher,schoolinitiatory. Seminars, webinars and orientation programmes are conducted to familiarise the student teachers with the current status of education in India as well as outside India. Regardless of the pandemic, the system was very effective to handle the complications related to various practical sessions in different streams..

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	[View File]
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 institution is successful in familiarizing students with the diversities in Indian school system as well as at international level. National seminars and workshops were conducted to acquaint students about diversified education system and skills.The students get opportunity to be aware of the functions, and nature of duties in a school by sending them for one week School Initiatory experiences. They have the information about various types of Board of Education through the paper-Assessment For Learning in Semester-II. A visit to special school Kaniv help tofamiliarise students with culture of special education.The institution islooking forward for the development of teacher education in an international level where functioning of various boards of school education collaborate and co-operate with school education through a MOU with school in Qatar to aware the nature,functions of school system in abroad.Besides that college is conducting various national&international talk, to update with latest knowledge in the respective area.We have a unique Musical programe for special school children for harmony through music.SARIGAMA,M.Ed students have a BRC visit to acquaint with functions of such institutions.visitin old age ,childrens home givesopportunity to know culture of such places.

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	View File

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

B.Ed course comprise of a semester for School Internship(two-phase) which include variety of activities like School initiatery,Model workshop, Learning style inventory,Sociometry,Reflective journal, Action research, Achievement test, Diagnostic test, Application of various Psychological tools etc. Faculties support studentswhole heartedly for successful completion of teacher training program even in thepandemic situation through offline and online mode. Every year the student teachers are sent for internship to different schools after equipping them withmajor skills and abilities, starting from

microteaching to Lesson plan techniques,accompanied with several teaching skills. Before sending them for internship, faculties guide the students and equip them through different approaches and pre mentoring sessions which will held few weeks before the internship programme and they will monitor the class through regular school visit and observation of classes. Besides that Epc,Yoga practicals,Supw,Task& Assignments in various subjects etc can impart main skills. Many steps have been taken from the part of college to account the various predicaments faced by student teachers and ways to strengthen the teaching practice. Besides that a mid-internship Evaluation is carried out in between to share the major concern regarding Internship. This will help them to cover all tension with regard to Internship. Task related to core papers like understanding Disciplines, Gender school &society, School management can update with various ideas in teacher education.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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	Four of the above

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	

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

150

2.1.1.1 - Number of students enrolled during the year

150

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	View File

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

57

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

57

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	View File

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

3

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

3

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.

Students' knowledge and skills are assessed before the commencement of the programme through interaction in the selection interview by the selection committee. College conducts an Entry Behaviour Test for B.Ed. students and Research Aptitude Test for M.Ed. students. Advanced learners are given special attention and advanced level

assignments. They are selected as peer tutors for peer coaching. The needs of advanced learners are met with extra reading materials and projects. For Slow learners, special care is given through tutorial hours. Topics and areas that need extra care and focus are taken up for discussion during these hours. Tutorial hours are also used for counselling, correction of assignments and feedback about student performance. Apart from this, the UGC sponsored Remedial Coaching Centre for SC/ST and minority students provides remedial coaching for students of these groups. The additional library resources provided in the institution are of great help to the students to make up their backwardness. Learning materials prepared under OCLP are made available to the students for quick reference for their exams. Above all, the institution extends its service in the form of tutor-ward system and question bank access to meet the diverse learning needs of the 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 Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above

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	No File Uploaded

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

Four 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

14:1

2.2.4.1 - Number of mentors in the Institution

21

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 caters to the diverse learning needs of students at various levels- BEd, MEd and PhD through democratic learning climate, participatory learning and technology enabled learning. The institution engages students in active learning through the classroom practices like simulation, peer teaching, role playing, seminars, workshops, round robin, focussed group discussion, field visits, debates, discussions, ICT enabled presentations, book reviews, critical analysis of education related articles and commission reports, etc. Active student learning is ensured through other participatory learning activities such as co-operative learning, brain storming, project-based learning, experiential learning as initiatory school practices, computer -assisted instruction, group and individual assignment, web-based learning, supervised study, and tutor-ward system. Learners are made active by creating their own website, blog and posting learning materials. All students are provided with membership in INFLIBNET and college ensures every learner to use these facilities more effectively by providing training sessions. Student lead initiatives are prioritised with a view to developing them as creative professionals.

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	View File

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

21

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	https://farooktrainingcollege.ac.in/online-collaborative-learning-platform-oclp/
Any other relevant information	[View File](#)

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

273

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 activities Field sports	**Four of the above**

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/online-collaborative-learning-platform-oclp/
Any other relevant information	View File

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 seen as a vital component of teacher education program in order to modify attitudes and beliefs, as well as to increase teacher trainees' personal and professional knowledge and abilities. Academic, pedagogical, and emotional assistance are required for trainees. As a result, all learners are assigned a mentor who will explain the curriculum, the curriculum implementation process, the institution policies, share teaching methods and techniques, inform them about available resources, assist in problem solving in teaching and learning, provide personal and professional support, and so on. The college has regular and scheduled mentorship meetings on a weekly or fortnightly basis. As a teacher education college, mentors assist their mentees in increasing their self-confidence and self-efficacy. The student community of training college encompasses adult learners who handle multiple roles as students, home makers, parents, spouses and earning hands. Issues in concern with work life balance is discussed and guidance in this regard is also provided.

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	**Five/Six of the above**

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

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

The teacher education curriculum is distinct from other academic programmes since its emphasis is in imparting teaching related skills and developing students as competent professionals. This calls for a heightened focus on improving practical abilities and necessitates a need for constant teacher interaction with students even when they were out of the campus, be they in their practicing schools, field visits, or data collection or be in their homes during vacations, study leave and even after having completed the course. This justifies the importance of an Online Collaborative Learning Platform (OCLP). Faculty members upload detailed notes with additional points for reference, publish tutorial videos, give URL of important websites that they consider helpful for students in their personal website and MOODLE platform. By combining direct instruction, personal websites, and Learning Management Systems, the institution promotes blended learning. With the assistance of teacher educators, students in the Online Collaborative Learning Program developed online materials for the entire courses in the B.Ed and M.Ed programmes. A peer teaching mechanism is prevalent among Ph.D Scholars, postgraduate and undergraduate students. The Student Lead Innovative Programme (G-SLIP) is designed for advanced learners whereby they are assigned peer tutor roles to enrich their classmates with current trends in the teaching-learning process on

specialized areas.

File Description	Documents
Documentary evidence in support of the claim	<u>View File</u>
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)	**Seven/Eight of the above**

File Description	Documents
Data as per Data Template	<u>View File</u>
Documentary evidence in support of the selected response/s	<u>View File</u>
Reports of activities with video graphic support wherever possibl	<u>View File</u>
Any other relevant information	<u>View File</u>

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	**Eight /Nine of the above**

learning situations Exposure to Braille /Indian languages /Community engagement

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	View File

2.4.3 - Competency of effective communication is developed in students 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	All of the above

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	View File

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	Two 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	View File

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 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	**Four of the above**

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 ofcommunity 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 Preparation of term paper Identifying and using the different sources for study	**Four of the above**

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

Internship programme is arranged in various government and government aided schools every year. The college has a list of nearby schools for sending the children for internship. As a first step of the internship programme, every year principal visit these schools and discuss the procedure of the programme with the school headmaster and mentors. While allotting the schools, if any of the students need special care, that case is treated as exceptional and allots the school for internship as they wish. A one day orientation programme is arranged to the headmaster and school mentors for detailing the modus-operandi of the internship programme andfor students to make them ready with the internship programme just one day before the internship. The programme isstructured as an

effective partnership between the school and the college. The internfunctions as a regular teacher and therefore be immersed in all aspects of the school. Internship is conducted in two phases, the first phase of 39 working days in high school and a second phase of 40 days in either schools at upper primary or secondary level, and a one day mid internship reflection session is organised in the college on the 40th working day.

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

130

File Description	Documents
Data as per Data Template	[View File](#)
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	View File

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 is organized for a continuous period of 16 weeks in selected schools. Before the commencement of internship, necessary orientation to the school is a joint responsibility of the college and Practice-Teaching Schools. The teacher educators observe not less than 3 lessons of each student-teacher in the first part and not less than 2 lessons in the second part and enter their suggestions in the Supervision Diary maintained by the studentteacher. School mentors also observe maximum number of classes and enter their suggestions in the Supervision Diary. During the school internship the student teacher observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management. School Internship Programme include undertaking classroom-based research projects; developing and maintaining resources in the Internship schools, administering of diagnostic tests and identifying of learning difficulties, conducting a case study/action research, organizing curricular and co-curricular activities etc. The intern have supervisory support from the faculty in the form of subject supervision, who will also assess the intern.All lesson plans are checked and approved by teacher educators ahead of time. All lessons delivered during internship period are observed by school mentors.

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)	**Four 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	[View File](#)

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	**Four 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	[View File](#)

2.5 - Teacher Profile and Quality

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

22

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	**No File Uploaded**

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

15

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

260

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

260

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

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 always keep a close eye on emerging trends

and needs in teacher education. The College itself established an Institutional Performance Appraisal System to go abreast with the global competing market and to trigger the professional growth of the faculty members A committee headed by the Principal and IQAC Coordinator evaluates the annual professional development activities of the faculty members and certifies the genuinity and reinforces their merits. This internal performance appraisal improves the quality of faculty members and become an added advantage for their promotion and placement. College organizes group discussions to locate research themes, find answers to emerging questions, and solutions for resolving issues in the field of teacher education. Teachers are actively participating in various seminars , workshops, faculty development programmes on recent developments in teacher education that foster positive social interaction, active engagement in learning and self - motivation. Teachers manged to smoothly shift from offline mode to online mode during the Covid pandemic and further shift to blended mode in the post Covid days. Teachers continually interact with students, society and render expert services as academicians.

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

Internal assessment schedules are intimated to students at the start of each semester through the academic calendar, which is based on the university academic calendar. The teacher in charge of the subject prepares question papers and the whole process of examinations are conducted by the Evaluation and Examination Committee (EEC) works under the supervision of the principal. The standard of the question paper is also ensured by the Evaluation and Examination Committee. After every internal exam, the concerned teacher returned back the answer sheets of the learners after through evaluation. Immediate feedbacks were given to the students and make arrangements for the slow learners to clarify their doubts. Remedial classes were arranged to the needy students without disturbing the regular class. Internal assessment tests and other measures used to assess student performance are conducted in a just and effective manner. Since the institution being a teacher

education college, continuous internal evaluation is carried out by the faculty in assessing various theory and skill oriented practices sessions very effectively.

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	[View File](#)

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	[View File](#)

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

The college has a well-organized system for resolving exam-related grievances. To enhance the quality of Continuous and Comprehensive Evaluation of all programmes, an Evaluation Monitoring Committee, now known as Evaluation and Examination Committee (EEC) is functioning in the college. The college follows a two-level mechanism for redressal of grievances. Students seek redress of grievances of internal evaluation at the teacher educator level or

at the Evaluation and Examination Committee level. In case of any grievances regarding the internal assessment, the student is free to contact the teacher educator and get it resolved. The unresolved grievance, if any, is refereed to Evaluation and Examination Committee. In addition to, Grievance Redressal Cell is the appellate body to hear and decide on the matters related to academic, discipline, and co-curricular activities of the students. The results of internal assessment of theory and practical courses are displayed on the Notice board and communicated to them. Faculty members overhaul any errors in the total of marks or in the assessment of answer books that students have noticed. Ifastudentisunabletoappearforaninternalexaminationfor the theory papers, due to medical or other legitimate reasons,re-tes t is held for that student in accordance with the rules.

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

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 adheres to the University academic calendar and then prepare College Academic Calendar consisting curricular, co curricular and extra-curricular activities for the smooth conduct of Continuous Internal Evaluation (CIE). The institution prepares Academic Calendar every year to keep students, teaching and non teaching faculty reminded of important dates and events related to curricular and co-curricular activities throughout the academic semester and year. Evaluation and Examination Committee (EEC) announces exam dates, instructions for task and assignments, Enhancing Professional Competency (EPC)and practical as per the academic calendar. The Principal holds curricular and co-curricular review meetings on a regular basis to ensure that all activities on the academic calendar are being implemented and progressed. If necessary, changes to activity schedules are made based on these review meetings. Furthermore, additional lectures are planned to complete the syllabus before the university examination.

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.

Every programme has programme objectives (PO), programme learning outcomes (PLO), programme specific outcomes (PSO), and course learning outcomes (CLO) that are all clearly stated. These are widely publicized by displaying on college website as well as on the beginning section of curriculum of the prescribed programme and syllabus of each course. These outline the knowledge and skills that would be expected to be possessed by a student, in a particular subject, upon the completion of their undergraduate/postgraduate course. Before the start of each semester, teachers prepare a detailed course schedule. The PLO and CLO are also kept in mind when preparing the course schedule which includes the desired learning outcome that the teacher attempts to achieve. The Course Outcome is explicitly stated by the teacher at the beginning of the semester while discussing the course syllabus. The learning outcome is also communicated to students at the start of each lesson.

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

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

delivers 60 lessons including 3 ICT integrated within a period of 80 working days. These are observed by teacher educators and school mentors, who keep a record of their findings in supervisor's diary. Moreover, Principal of the institution use to go to the various practice teaching schools to discuss with the head master, school mentors, and the student teacher regarding the progress of their teaching competency. Furthermore, he receives feedback about studentteachers' classroom performance through the interactions with the headmaster and school mentors in relation to their performance as a teacher trainee, and he also interacts with teacher educators in the college regarding the progress and problems the student-teachers are facing in taking and managing their classes. Following the completion of the practise teaching in schools, a feedback session is held in the institution in the presence of the principal and teacher educators to share experiences of student-teachers in schools and suggestions for improvement in teaching performance.

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

130

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.

Specific feedback will be given to the students after the evaluation of assessment tasks submitted by the students by the teacher educators. The assessment tasks are evaluated on the basis of criteria already given for assessment, that is in the form of rubrics. The learning needs of students identified initially through mentoring sessions are evaluated against their performance by the mentoring teachers and concerned teachers. Students actively build their understanding of new concepts (rather than simply absorbing information), by developing a variety of strategies which help them place new ideas into a larger context. Students learn to evaluate the quality of their own and their peers' work against well-defined learning goals and criteria for developing skills that will serve them well throughout their lives. All the activities carried out in the institution motivates each and every learner to reflect on their performance against already identified needs. During the initialmentoring session, the students those who are identified with poor communication skill and teaching skills are provided with adequate opportunities to refine their skills through various programmes like Enhancing Professional Capacities, Micro Teaching and Criticism Classes. Through Self and peer evaluation approaches, students are able to do ipsative assessment.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://farooktrainingcollege.ac.in/wp-content/uploads/2022/12/Analysis-of-Student-Satisfaction-Survey-2021-22.pdf

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 approval and support for innovative try-outs Material and procedural supports	Four of the above

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

1

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

2

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

22

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

274

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

274

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

274

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.

Extension activities in the community in terms of impact and sensitising students to social issues and holistic development

The institute promotes regular engagement of faculty, students and staff with community for their holistic development and sustained community development through various activities. Every Year, programme are organized under which students and staff participate voluntarily in community based activities.

Various awareness programs, workshops, and lectureswith themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness and empowerment of girls and women

Continuous voluntary activities by students to maintain cleanliness in and around the Campus, create awareness about the role of clean environment in human health and contribute to the National Swachh Bharat Abhiyan.

More Blood Donation camps have been organized and Awareness of Legal Rights. Exposure to extension and outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, beggars, female child, victims of violence etc. The activities conducted lead imbibing the values of social responsibility.

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

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

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

0

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

0

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

5

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	**No File Uploaded**

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	All of the above

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

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

The Farook Training College located on a campus created exclusively for academic pursuits, has adequate physical infrastructural facilities, which includes sufficient classrooms, laboratories, halls, auditorium, library, faculty rooms, playgrounds and parking area to support both academic and non academic activities in the campus. The entire campus in which the college is situated has an area of 11.69 acres, out of which 2.016 acres (8156 Sq.Mts) is earmarked for the college. The total built up area of the college is 4383Sq. mts. The college has 3 separate blocks with a total built-up area of 8156 sq. mts to cater to 2 unit B.Ed and 1Unit M.Ed programmes and Research program. The College has 14 well-lit and properly ventilated classrooms with wide corridors, one common hall for research scholars, library cum resource centre, health and physical education resource centre, Principal's office, staff room, administrative office, common rooms separately for men and women student-teachers, visitors room, separate toilet facilities for men and women student teachers and staff, open space for loan and gardening activities, pedagogic park, multipurpose play fields, store rooms and two multi purpose Seminar halls. The college constantly endeavours to make challenged students feel comfortable in the college environment.

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/resources/
Any other relevant information	[View File](#)

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

3.47785

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	**No File Uploaded**

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 library works on all working days and is open to students and

staff. Students who wish to borrow books produce their fee receipts and obtain their library cards at the library counter. One book will be issued against each card. During the report period a total number of114 books have been added to the main library. Currently the library has 17977 books (including textbooks, Reference books and journals), educational videos (524CD/DVDs), access to e-resources, Braille books (5 No.s). Online Public Access Catalogue (OPAC) is also available for the users apart from ICT enabled access to library resources. Online journals and INFLIBNET are available for the benefit of research scholars and UG & PG students. Wi-Fi facility is available in the library for the benefit of students and faculty members. Archives in the library has a collection of rare books and special reports.In addition to this Main Library, Remedial library funded by UGC and Classroom Library facilities are also Annual Quality Assurance Report of FAROOK TRAINING COLLEGE available. Library is partially automated using book magic software (4.0) from 2006 and changed over to 'KOHA' open source integrated library management system in 2021 to automate the library functions and services.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://farooktrainingcollege.ac.in/library-and-knowledge-resources-centre/
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

Library Automation:

Library is partially automated using book magic software (4.0) from 2006 and changed over to 'KOHA' open source integrated library management system in 2021 to automate the library functions and services with the following main elements of the library in-house

operations.

Acquisition system

Cataloging system

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Circulation system (Issue, Return and Renewals)

OPAC (Online Public Access Catalogue)


Gate entry monitoring system is used for students entry at the
entrance of the library. BARCODING technology is used for all the
transactions of library functions/routines/operations. For library

automation 9 computers have been brought under LAN (Local Area
Network). The college intended to provide cloud based library
services to all the teachers, Administrative staffs, Research

Scholars and UG and PG students. Online access to Ph.D theses and
abstracts, MEd Dissertations and abstracts and previous question
papers of B.Ed and M.Ed programmes through 'D Space' open access
softwarein the library. Few open access journals also providing
through D space.
```

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)

`0.45726`

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

`286`

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/wp-content/uploads/2022/12/Library-Attendance-Teachers-and-Students-2021-22.pdf
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 Documents are	`Two of the above`

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	**No File Uploaded**

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 (FTC) upgrades its IT infrastructure regularly to meet the current technical requirements. 38Computers are available for the students at various Laboratories and facilities. The staff rooms are either provided with LAN or Wi-Fi facility. The Wi-Fi facility in the library was introduced in March 2012. College also has two internet browsing centres for the students as well as faculty. The College administration offices have adequate IT infrastructure to record and maintain the student and faculty database. The college campus became wifi campus from 2018 on wards. Bandwidth available of internet connection in the Institution is 100 MBPS. The campus area covered under CCTV from the year 2018. The institution established a Multi-media interactive hall with all ICT facilities in the year 2017. The college installed the broadcasting system from 2010 and it is upgraded in2018. For the reprographic services to the students and staff members the college installed a multi tasking printer and a multi function printer with the help of Alumni organisation. In 2019 the college installed a new

D-Link wi-fi modem for the students. For the uninterrupted internet connection the college is maintaining two Asianet fiber connections and one BSNL Fiber connection with 200 MBPS speed.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

5 :1

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
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	Four 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://onlinecourses.swayam2.ac.in/cec21_ed09/preview
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)

17.41332

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	No File Uploaded

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

The college extends its facilities for the welfare of the public by adhering to thepolicies framed by the college in concern with it. it is published through our website. some of the policies are given below

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. This policy applies to all groups

File Description	Documents
Appropriate link(s) on the institutional website	https://farooktrainingcollege.ac.in/policy-of-systems-and-procedures/
Any other relevant information	**No File Uploaded**

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	**Five fo 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	View File

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	**Nine or more of the above**

Hostel Canteen Toilets for girls Indicate the one/s applicable

File Description	Documents
Geo-tagged photographs	[View File](#)
Any other relevant information	[View File](#)

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 | **A. All 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	[View File](#)

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	View File

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
17	112

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	View File

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).

8

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	View File

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

64

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

The programs conducted by student council from June 2021 to May 2022 include:

Celebrations:

World environment day

International Yoga day

Vayana Pakshacharanam

Reading day program

Eid Malhar & Ishal

Anti drug day (26-7-21)

Independence day

National sports day

Onam

Teacher's day

Gandhijayanthi

Children's day

X'mas

Human right day

New year

Republic day

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	View File

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

14

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	View File

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

FTCOSA contributes significantly to the development of the institution in multple ways. They include mentoring motivating and scuffolding students. support to develop infrastructure, monitoring help for extension activities, sharing of academoc expertise and life expertise etc.

1) Coffee Talk: Sharing of expertise - Alumni from various walks of life share their expertise in interactive face to face dialogues. These sessions are highly inspiring, motivating and enriching in many ways.

2) Frontier Lecture Series - FTCOSA in association with Bhoomithrasena of the college organises lectures on various topics especially related to environment.

3) Blood donation camp- The blood donation camps of the institution were run with the whole hearted participation of alumni members as donors and organisers. A list of donor's is available with the blood bank coordinator as a testimony of their service.

4) Service in curriculum Transaction- Old students working in various higher education institutions extends their support in delivering invited lectures and organising workshops.

5) Support in the development of the infrastructure- FFTCIA Game Hub is a multipurpose playground build with the collaboration of FTCOSA. Pedagogic Park is an outdoor ecofriendly open class room .

6) Cycle Challenge - FTCOSA donate bicycles to support the Green campus project.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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	All of the above

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.	View File

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	View File

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

Various programmes conducted in association with FTCOSA, help to motivate the current students and to nurture their special talents if any. " Coffee Tales" sharing of experience is an example for such programmes. the programme is being conducted by "Symbios", Natural Science Assocation in collaboration with FTCOSA. Former students from various walks of life share their experiences and expertise from thier current life space and how the BEd and MEd course from this institution helped to mould them. Programmes like frontier lectures on various topics especially those conducted as a collaborative effort of FTCOSA and Bhoomithrasena very much help to nurture special talents of the students. These interactive sessions help the current students to set their goals, shape their charecter and to prepare action plans. The alumni from various walks of life are invited to attend various curricular and cocurricular activites of the institution. They extend their services as resource persons, organizers and even as participants. Blood donation camp are examples for such multilevel supports.

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

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.

VISOIN To become a centre par excellence of teacher education, unique in experience, value based in approach and pioneering in efforts for enriching and fulfilling life of all. We aspire to be the most inducive, dynamic and world class centre for teacher transformation and research, elevating the human spirit and enlightening the student community socially, culturally and professionally thereby creating a generation of future leaders with values and faith in humanity.

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

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

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

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 one among the Pioneer Institutions established by its Parent body Rouzathul Uloom Association (RUA). Decentralization of administration begins from the parent body itself. Though, RUA is the apex administrative body of all 10 Institutions in the Campus, Each Institution has its own Managing Committee to smoothen the administrative means of each Institution.

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.

Moreover, decentralization of administration further extends to Activities of specific coordinators. Besides the Statutory Posts, there are special Coordinators for most of the Academic and Non- Academic activities. Controller of Examinations, Internship Coordinator, Coordinator of EPC, Director of Fine Arts, Coordinator of field works and SUPW, Director of Extension activities, School Adoption Project Coordinator, Evaluation and Monitoring Committee, Media Cell documentation committee, timetable committee etc.

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.

Our parent body Roulathul Uloom Association, is a non-profitable organization striving to impart quality education. Sincethe major objective of the trust is to serve, creating a democratic environment and bringing transparency in all aspects is the invulnerable policy of the trust. In order to ensure financial transparency,we follow 3 tier auditing system Viz. AG's audit, Departmental audit, and internal audit. AG's audit and Departmental audits are carried out at regular intervals. Internal audits are carried out periodically with a central system set up by the

Institution's governing body. Other internal financial systems working in the college for the smooth conduct of extension activities and welfare measuresfor both students and teachers(such as Edusupport, Hridayapoorvam, IQAC Mutual fund, etc.) are handled by a committee and audited periodically. The external expert committee constituted; conducts academic and administrative audits in the college. AQAC monitors all academic matters. The evaluation and Examination Committee (EEC) coordinates and monitors all Evaluation and Examination matters in a very transparent manner and addresses the issues if any. Assessment of the student activities is carried out with faculty-made rubrics and predetermined criteria. This way, we ensure democracy and transparency in all our activities at Farook Training College.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](View_File)
Any other relevant information	[View File](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

With our motto 'Enter to learn and Exit to serve, Farook Training College continues its forward march by planning and executing many long-term and short-term projects. We are always farsighted in achieving the objectives envisaged in the vision and mission of the institution. Besides, the major long-term projects, School adoption project, Finishing School,and PTEP this year a novel project named STEP is being selected for the Institutional strategic plan.

STEP (Students Talents Empowerment Project)

As a teacher education institution that is directly related to schools, we constantly take efforts to contribute our resources for the excellence of schools. Generally, our educational system never does justice to gifted students as well as slow learners since both categories deserve special attention. STEP is a project aimed to support gifted students as well as slow learners from our neighboring schools. The project aims to equip these students to achieve their maximum potential level. As the initial STEP, we begin the project with capacity enhancement activities for gifted students and the students from our sister school will be selected on the

basis of a selection test. The selected students will be given continuous training programs to develop their various skills in regular intervals.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://farooktrainingcollege.ac.in/wp-content/uploads/2022/12/STEP-Document.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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 follows a decentralizedsystem of Administration Viz. Parent Body, Governing body, Principal, Teaching staff & Administrative staff. Secretary of the Institution, look after routine administrative matters. Principal coordinates administrative and academic matters inside the campus. Different Statutory & Non statutory bodies assist the Principal in administration. Members of different bodies discuss the matters that comes under their portfolio and takes decision in consultation with the Principal.

Norms & Regulations of Kerala government, UGC, NCTE & University of Calicut has been followed in Academic and Service matters of Teaching staff and Administrative staff. Recruitment to Various Teaching and Non- Teaching staff have been made strictly on merit basis and following the rules and regulations stipulated by the above bodies.

Placement and promotion of the facultymembers are being carried out as per CASset by UGC. Directions of Government of Kerala, NCTE are also considered in this regard. Basis for the promotion of Non-Teaching staff is KSR and the regulations set by Govt. of Kerala.

Grievance redressal cell is set up as per directions of UGC, Govt. of Kerala and University of Calicut to address the grievances of various stake holders. Principal heads all those mechanisms.

File Description	Documents
Link to organogram on the institutional website	https://farooktrainingcollege.ac.in/management/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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	No File Uploaded

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.

Raising the slogan 'Enter to learn and Exit to serve, Farook Training College continues marching forward by planning & executing many long and short term projects. We are always farsighted in achieving the objectives envisaged in the vision and mission of the institution. As a teacher education institution, we constantly take efforts to extend our resources to schools. Generally, our educational system seldom does justice to gifted students as well as slow learners while both categories deserve special attention. STEP is a project aimed to support gifted students and slow learners from our neighboring schools. The project goal is to identify gifted students and slow learners and equip these students to achieve their level best. The students will be selected on the basis of a

screening test. This project aims to provide systematic training to gifted students in GK, Creativity, Communication, Life skills, Logical thinking and scientific temper and give remedial classes for slow learners. Every year a target group of two batches from 6th standard students, which include 25 gifted students & 25 slow learners. Two sessions per month training will be given till they complete secondary school education.

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	No File Uploaded

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 management is providing spacious Staff quarters for both teaching and non-teaching staff with all amenities in it.
- The Cooperative Society offers interest-free loans up to Rs. 3 Lakhs with flexible instalment schemes.
- The Cooperative Store set up on the campus provides necessary consumables and other household items at a reasonable rate and on credit.
- The chit fund managed by IQAC (without any service charges or interest) is a great solace for all the employees. Employees can take as many shares as they can.
- 'JubileeHealth Centre' provides the primary medical care and health needs of the staff, students and public. The Dialysis Centre in the health centre offers dialysis for its employees, students and the poor at no or subsidized cost.
- All faculty members are accommodated in spacious cubicles with facilities for computers, printers, high-speed internet connectivity and ample storage space.
- Management provides an advance cash payment to the staff whose appointment approval is pending
- Central Cafeteria is set up on the campus with food atnominal rate.
- Adequate recreation facilities are provided on campus including Physical Fitness Centre, mini football and volleyball courts, Main stadium & Indoor stadium.

- **A Banking and ATM facility is provided inside the campus.**

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	**No File Uploaded**

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	**No File Uploaded**

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

3

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

33

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.

The institution follows the Performance Appraisal System set by UGC, NCTE Regulations, Norms & directions of Govt. of Kerala and the University of Calicut for the promotion and career advancement of its faculty members.

Moreover, Farook training College itself established an Institutional Performance Appraisal System to go abreast with the global competing market and to trigger the professional growth of the faculty members. A committee headed by the Principal and IQAC Coordinator evaluates the annual Professional development activities of the faculty members and certifies the genuineness and reinforces their merits. This internal performance Appraisal improves the quality of faculty members and becomes an added advantage for their promotion and placement.

The management and Principal always take initiative to improve the performance level of the Administrative staff. They have been sent for many professional development programmes. Periodical meeting of

the Administrative staff reviews their competencies and conduct a serious discussion about their capacity building. Frequent shuffling of Portfolios equips everybody to be masters in all ministerial works. Rules and regulations of the Govt. of Kerala is the basis for the promotion of Administrative staff.

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	**No File Uploaded**

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

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. 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 Generalis also audits the account as per their norms periodically. Since Account keeping mechanism is perfect and transparent, only a few objections werepointedin each audits. The audit objections pointed out were settled immediately. Internal audits take place every year. Internal audit for the duration 2020-2021has been carried out in May 2021

Departmental audit by Regional Deputy Director of Collegiate Education for the duration 01-06-2014 to 31-05-2018 has been carried from 03-09-2018 to 07-09-2018

Departmental audit by Regional Deputy Director of Collegiate Education for the duration 01-06-2018to 31-03-2020has been carried from 08-07-2018 to 09-07-2020 Accountant general's Audit has been carried out for the financial years 2005-2006 to 2017-2018 is

carried out during 03-10-2018-05-10-2018

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	**No File Uploaded**

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

170000.000

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	**No File Uploaded**

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.

The college utilizes its resources at maximum level to yield maximum outcomes. Our resources come under Human resources, Infrastructural resources & Financial resources. Strategic utilization of these resources brings excellence to the Institution.

The Managing Committee, Principal, Faculty Members, Administrative staff, Students, Parents, Alumni and other well-wishers of the Institute constitute a strong human resource to make the Institution an Institution with the Potential for Excellence. The expertise of constituent human resources is being used best wherever necessary in the journey towards excellence.

• The college council meets at the beginning of each academic

year and clearly prepares action plans for budgeting and allocating both financial and human resources for various projects & programmes.

- The resources are allocated under four major categories:

1.Students academics and progression

2.Faculty improvement

3.Strengthening of physical facilities

4.Linkage with the community

- The human resource, that is the expertise of the Managing Committee, Principal, Faculty Members, Administrative staff, Students, Parents, Alumni and other well-wishers are effectively utilized by providing them with enough opportunity to initiate and organize various projects & programmes.
- Being a Govt. Aided College, Major source of financial resources are UGC and the generous public.

Periodical supervision and evaluation is carried out for all the programmes.

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

Every year at the beginning of the academic year IQAC design and implement various quality assurance strategies. All projects raised in IQAC discussions will go through different stages and phases. Soon after the birth of any brainchild, IQAC prepares a detailed project plan with a detailed plan of action followed by many sittings.The poject will then proceed as per the plan. Many projects have been institutionalized as a result of IQAC initiatives. Process of one among them is mentioned in detail below.

Professional Teacher Empowerment Programme(PTEP)

PTEP is one of our dream projects begun in 2015 with the aim of equipping our students to qualify for various Teacher eligibility tests Viz.KTET, SET, & NET. Though intended for our students, we could gradually extend the project to society. Later, the project expanded by organizing coaching for teacher recruitment exams too. During 2021-2022 many of our former teachers and alumni have become part of the program as resource persons and in this way strengthened our alma matters too.

The unique methodologies of our quality initiatives institutionalized by IQAC have been explained in detail in the attachment with special reference to PTEP Project. it also includes the special activities during 2021-22 too.

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.

In order to ensure the quality of teaching-learning process, the institution has set up various wings and mechanisms such as Academic Quality Assurance Cell(AQAC), Evaluation & Examination Committee(EEC), Student feedback system, Professional development programmes(FDP) etc.

AQAC constantly monitors various academic works and suggests sufficient improvement and developments wherever necessary. The evaluation &Examination committee coordinates all the work regarding examination system. On the analysis of the evaluation they give feedback to the concerned. Student feedback system in the Institution collects feedback from existing and former students regarding the teaching-learning process and other amenities in the college so as to bring improvements in the areas concerned.

The college organizes many professional development programmes aiming the professional development of both teachers and students in the novel teaching platforms such as Moodle, Google classroom etc.

Here each faculty member trains others on any of the novel teaching, learning, or evaluation strategies. In par with the recent developments in online teaching-learning process, FTC has begun an exclusive YouTube channel named Gurudarsan. Under the G-Flip Programme, faculty members creates educational videos based on the curriculum and off the curriculum. Online Collaborative Learning Platform (OCLP) implemented in the Institution offers new dimension to the learning process.

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

150

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-iqac/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://farooktrainingcollege.ac.in/naac-aqar-iqac-minutes-action-taken-reports/
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

Academics

- **FTCIA (Farook Training College Innovative Academia)- Platform for Innovative Programmes in the campus**
- **FTC-OCLP (Farook Training College Online Collaborative Learning Platform)- A platform for online learning by making use of various LMS's)**
- **FTC-STEP (Students Talents Empowerment Project)**
- **FTCIA-DPLP (FTCIADigital Public Learning Platform)- Platform to extend education to the Public**
- **FTC G-FLIP (FTC Gurudarsan- Faculty Lead Innovative Programme)- Platform for Educational content development**
- **FTC G-SLIP (FTC Gurudarsan- Students Innovative Lead Programme)- Students lead the video production**
- **FTC PTEP (FTC Professional Teacher Empowerment Programme)- Extends Teacher empowerment activities**
- **FTC Finishing School - Offers add-on skill development**

Programme for our students.

- **Gurudarsan YouTube Channel**
- **Guruvaani Radio-Training by Radio jokies**
- **Various training programmes on Edu tools and Edu Apps.**
- **Implementation of a blind-friendly learning support system**
- **School Adoption Project**
- **MOU with various Institutions and organizations**
- **Implementation of Plagiarism checking software**
- **Various offline & online faculty development programmes**
- **Research Bulletin 'Bird Eye View'**
- **Implementation of NSS**

Administration

- **Introduction of Online user interface for Faculty members and students**
- **Online payment system**
- **Implementation of Library software**
- **Online student database**
- **Decentralization of administration through the formation of various committees other than statutory committees**
- **Emergency Management cell**
- **Edusupport Project for extending financial assistance to the needy.**

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.

Our college is a teacher education institute which runs BEd, MEdand PhD programmes accommodating 350 students approximately in ayear and our energy requiremeмnt is low . After taking initiatives for replacing the old filament bulbs by CFL bulbs and tubelights and low energy efficient fans andsteps for rewiring of buildings, efforts have been taken to observe strictly our policies to keep our energy consumption as low as possible.A circular detailing the rules and

regulations for staff and students was issued in this regard. Two non teaching staffs namely Mr Arsal and Mr Salahudheen were given charges of monitoring usage of electric devices frquently and regularly. The students are made well aware of all the practice of turning off the lights and switching off electronic equipment during off hours to reduce energy consumption. In order to satisfy the energy needs of some special programmes like residential community living camp, we have bought a solar lamp as a renewable energy system. An energy audit was also conducted to keep our energy consumption low. Moreover, after consultation with some agencies it was decided to install a roof top soalr panal.

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 'green audit' conducted in 2019 helped to adopt very systematic and advanced strategy for waste management which includes segregation of wastes before its disposal, as its first step. Collection points are arranged at particular areas and the wastes from the collection points are segregated as bio- degradable and non bio- degradable wastes twice in a week. The non-biodegradable wastes are transferred to recycling unit and biodegradable wastes to special pits which normally gets disintegrated at high temperature. For the management of food wastes pipe composting mechanism is adopted.Moreover, a vermi compost was also set up in collaboration with the Muncipality. The sanitary pads disposed through the magic hole set up in ladies wash room are collected in a pit in the ground which gets burned at regular intervals.A number of unique initiatives have been implemented to promote reduction of plastic wastes on campus under nature club. The water from the handwashing area is made useful to water plants and water from washrooms are driven to the specially made pit in the earth. The college encourages buy-back policy with respect to electronic gadgets to reduce e-wastes and the unused e-devices are donated to our feeding school.

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 — **Two 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	**No File Uploaded**

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	**No File Uploaded**

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

Our efforts to green the campus entered in to a new pahse as Government of Kerala has sanctioned a unit of Bhumithrasena to our

college. The college plans all of its activities in tune with green protocol. Even in the first day at the college, students will be given a detailed orientation on the importance of keeping the campus green and clean. Formation of Bhoomithrasens has given impetus to green initiatives. Each class is allotted as specific area as their green field and it is their duty to keep that area green, eco friendly and plastic free till the end of their course.The college was offically declared as plastic free and Replacement of disposable cups with reusable steel glasses, promotion of clothcollege bags ,avoidance of flex boards, and use of digital display boards during Seminars/conferences are some of the measures taken to reduce plastics. The college provides bicycles for the transportation of students inside the campus. In collaboration with Our parent institute, college buses are arranged from important locations and pedastrian friendly roads were constructed inside the college.Morove, our students were given training on th euse of menstrual cups to reduce sanitary napkin wastes

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

Four 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)

0.8

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	No File Uploaded

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

Being a teacher Education college the institution is always rendering its service to community. Considering the backwardness of the locality number of steps have been taken for educational, financial and social upliftment of nearby community.The college has adpoted a nearby lower primary school as it was on the verge of closing. The project Hridayapoorvam has been meant to give a helping hand to deserving families around the college and we celebrate festivals like Onam and Eid by donating food and clothesto those poor families.We have also started a project Edusupport to provide scholarships, remedial teaching and to donate books andstudy materials to financially backward students in our feeding schools and Giriparvam to support tribes in Waynadu and Nilambur.Wehave started a project namely Sargasparsham to support two nearby special schools.The Blood donors forum of the college supports the medical emergency of nearby hospitals. Every Wednesday,We have a programme namely TeaTalk to invite special guests from the locality for expert talk.Experts are invited to the college from nearby institutes on special occassions and for invited talks. Keeping in view special needs during Covid 19 , some programmes like free food kit distribution, support for online learning, counselling and tapioca challenges were initiated.

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	C. Any 2 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	No File Uploaded
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

1. Professional Teacher Empowerment Programme Goal: To prepare our students for various teacher qualifying examslike NET, SET, CTET and K-TET The Context Students join B.Ed courses primarily to become teachers. Qualifyingteacher eligibility test is essential to serve as approved teachers The practice The project has three phases viz pre-coaching phase for generalorientation and financial assistance, the coaching phase - syllabus based classes and post coaching phase for consolidation and mocktests. Impact Every year we get unparalleled results in various competitive exams

Obstacles faced One of the major obstacles was the paucity of time.

It was resolvedto find time outside class hours.

2. Finishing School Goal : To empower our student teachers with 21 century life skills The Context: 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. The practice: Web talk series on different topics , GSLIP by Gurdarsan and creative programmes byGurvani Impact The programme helped our students to update their knowledge and skills Obstacles faced Arranging offline practical sessions was difficult due to Covid 19 lockdown. Attempts were made to orgnize online skill development programme

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

SCHOOL ADOPTION PROJECT

Raising the slogan Institution to community, Farook Training Collegehas always farsighted in achieving the objectives envisaged in the vision and mission of the Institution by adpoting many projects.'TheSchool Adoption Project' is flagship project of Farook Training College . The Institution has adopted a nearby Government LowerPrimary School(GLPS Karinkallai) since 2010 as it was on the verge of closing. Our students have provided a new life to the kids therecoming from an extremely backward social condition and is the venue for our students for practical implementation of the theoreticalorientations conversed in the classrooms. In the first phase of the project, we have focused mainly oncreating child-friendly ambience in terms of infrastructural facilities In the Second Phase (2015-19), Student's personal needs likelearning materials were identified and addressed. In phase 3 (2019 onwards),efforts are taken for bringing academicexcellence. Apart form usual activites, inititives like frre food kit distribution, distribution of online learningmaterials and sanitary materials were organized keeping in view of special needs during Covid 19.

The Project is driven by the monthly donations received fromteachers

and non-teaching staff. We aim to make this School an independent School with excellence in all aspects by 2025.

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