



SSR Data - 2020-2021

Executive Summary of Self Study Report

Farook Training College, right from its inception in 1961 has taken up the mission of molding quality teachers well versed in pedagogy and up to date in methodology. The college offers B.Ed., M.Ed., and PhD programmes and enjoys an upper hand in the planning and execution of the curriculum of these programmes as many of the faculty members of the college are in the Board of Studies, Faculty, Academic Council and Senate of the University.

Admission to the college is transparent and open to all by following the norms prescribed by the University and the State Government. The college has employed a range of modern instructional strategies using digital platform like MOODLE and a digital academic support system for learning, the OCLP (online Collaborative Learning Project) for students to create, share and use learning materials under teacher supervision. Apart from this the teacher websites maintained by the faculty members provide additional learning materials and lecture notes for learning. A YouTube channel – Gurudarshan extends our academic reach beyond the physical boundaries to promote learning and empowerment of student community and public at general. Evaluation is continuous and comprehensive by employing variety of techniques from a paper-pencil test to observation and online digital quiz using MOODLE / digital facilities. Evaluation employs tools like rubrics and is monitored by the Examination and Evaluation Committee.

As we are an approved research centre in Education, faculties are engaged in research and dissemination activities along with the prime responsibility of teaching. There are 23 faculty members of which 15 are Ph D holders and 13 of them are research guides. The college has been publishing its own research journal 'Endeavours in Education' with ISSN 0976-4275. To care, share and cure is our motto on extending our services to the society. Among a multitude of humanitarian deeds, our humble effort of adopting a nearby government school has invoked wide appreciation from the neighborhood community and local self governing bodies.

The college has well maintained classrooms, seminar halls, auditorium, automated library, laboratories, rest rooms and garden. We proudly boast of a physical fitness hub, for outdoor games apart from a well-maintained gymnasium and yoga hall. The college provides financial support to students through a well audited single window system- EDUSUPPORT. Other personal student services include hostel facility, tutor-ward system, remedial coaching, counseling, placement cell, career guidance and coaching for NET, SET and other competitive examinations. The college has residential quarters, a co-operative credit society and a co-operative store for the welfare of the staff.

Decentralized administration and monitoring with a committed Managing Committee, excellent faculty, responsible PTA and supporting alumni, the college has been functioning

according to the vision and mission of the institution. We wish to excel ourselves at each point of time. All the innovative practices under the label FTCIA (Farook Training College Innovative Academia) are charted towards attaining such a goal. The college reaffirms its commitment to quality in teacher education and hopes to grow further with synergic efforts in the years to come.

Extended Profile of the Institution

1. Programme:					
1.1 Number of courses offered by the Institution across all programs during the last five years					
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
	79	79	79	79	79
2. Student:					
2.1 Number of students year wise during the last five years					
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
	362	276	268	208	223
2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years					
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
	74	60	60	60	60
2.3 Number of outgoing/ final year students year wise during the last five years					
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
	118	117	105	105	61
3. Academic:					
3.1 Number of full time teachers year wise during the last five years					
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
	24	23	23	22	21
3.2 Number of Sanctioned posts year wise during the last five years					
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
	23	23	23	23	23
4. Institution:					
4.1 Total number of Classrooms and Seminar hall					
22					

4.2 Number of Computers

50

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

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
1108063	2235998	1506077	1107997	1302202

Criteria - Wise - Data

1. Curricular Aspects

1.1 Curricular Planning and Implementation

1.1. The Institution ensures effective curriculum delivery through a well planned and documented process

1.1..1 Upload a description of the initiatives in not more than 500 words

An induction meeting is conducted for students at the commencement of B.Ed and M.Ed programmes in which nature of the programme, course works, internship programmes and evaluation procedures are detailed. A copy of syllabus and academic plan is given to each student. Utmost care is taken to follow the academic plan and whenever there is a need for change, it is intimated to students and teachers and then ratified in the staff council. A semester plan for the programmes is prepared and the daily work schedule is planned and executed systematically through time table prepared in advance for each semester by the timetable committee. The induction meeting for the year 2020 was conducted through online mode with live streamed in Gurudarsan, the official YouTube channel of the college.

An academic coordinator for each programme takes care of the curricular as well as co-curricular activities and discusses the progress on a regular basis. Each core paper is allotted to two or three teachers, two optional teachers are assigned to each optional subject, and college based practical works are coordinated by concerned committees formed in the staff council. A variety of innovative methods like blended learning, peer teaching etc., are adopted by teachers together with those suggested in the curriculum. Regular monitoring of the students' progress is done by internal assessment through tasks and assignments prescribed in the curriculum and unit tests. Digital tests are used for formative assessment. Rubrics are prepared by teachers for practicals and are given to students in advance to make the evaluation more transparent.

Before internship programme, clear and specific guidelines are given to students and they are permitted to select a school from the list of collaborated schools. Orientation to school teachers are given whenever there is change in the curriculum. Observation of classes are done based on rubrics and recorded in supervisor's diary by teacher educators and mentors. Reflective journal is prepared by each student based on their teaching to reflect on their own performance. Reflection of the first phase is made to improve the second phase of internship. Mid-evaluation of internship is organized in the college for the entire students and optional wise discussion is also done. Feedback on student performance is collected in structured format from the mentors of the school.

Feedback on internal exam/ practical/ internship programme/other curricular /co-curricular activity is analysed in the staff meeting and comments/ suggestions are discussed. Media and documentation committee documents both curricular and co-curricular activities organized in the college.

Periodical meeting of PTA discusses the student performance and valid suggestions are incorporated in planning the next schedule, especially on field visits and community living camp. An awareness on internship programme is made among parents during general PTA meeting.

During the COVID 19 pandemic, all the activities were conducted in online mode through G-Meet and Zoom. MOODLE platform and G-classroom are used for curriculum transaction and evaluation. Self-learning materials were prepared by students under OCLP and challenging assignments are given as part of G-SLIP.

Attachments for the metrics

Any other information [supporting document 1111.docx](#)

1.1.2 Number of certificate/diploma program introduced during last five years

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
1	1	2	00	00

Attachments for the metrics

Minutes of relevant Academic Council/BOS meetings [Document 1121.docx](#)

Details of the certificate/Diploma programs [_Details of programs 1121.xlsx](#)

Any additional information [Addtl inftn 1121.docx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
12	15	10	11	8

Attachments for the metrics

Details of participation of teachers in various bodies [Participation in various bodies 1131.xlsx](#)

Any additional information [Participation additional information 1131.docx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced of the total number of courses across all Programmes offered during last five years.

1.2.1.1 Number of new programmes (Degree/Certificate/Diploma) offered in last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
1				

Attachments for the metrics

Minutes of relevant Academic Council/BOS meetings. [_minutes of new courses \(syllabi\)1211\(1\).docx](#)

Any additional information [Changed courses for M.Ed and B.Ed \(2015 - 21\) \(1\).xlsx](#)

Institutional data in prescribed format [Data on changed courses in format.xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented (current year data)

3

Attachments for the metrics

Name of the programs in which CBCS is implemented

Any additional information [Addtl inftn 1221.docx](#)

Institutional data in prescribed format [CBCS & Elective 1221.xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
5058	824	844	100	100

Attachments for the metrics

Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs [Document 1231.xlsx](#)

Any additional information [_Addtl Inftn 1.2.3.1.docx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

Please verify the number of students of enrolled for the program in 2021-21 and 2019-20. It shouldnt be more than the total number of students of institution.

Response of the Clarification :: 12-11-2021

Some of the certificate/diploma/ad-on programs organized by the institution are meant not only for students of Farook Training College , but the beneficiaries are all those who have interest in developing additional competencies and knowledge .The number specified is of those who have enrolled in the programs. From the list of enrolment, students of Farook Training College are identified and the entire file with students of FTC highlighted are attached. Same students have undergone different courses (students enrolled in Coursera courses have participated in MOOC/ Talrop) that is why total number of students participated in these programs is higher than that of total students of the college. Split-up is also given in the attached file. Details of students enrolled in various programs during 2020--21, 2019-20 and 2018-19 2020-21 Coursera 183 Mooc 16 Talrop 155 Total 354 2019-20 Mooc 35 Finishing School 100 Total 135 2018-19 Mooc 6 Finishing School 100 Total 106

Attachments for Response

[Details of student participation in certificate/diploma/ad-on programs](#)

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

1.3.1.1 Describe methods by which Institution integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

The institution integrates both theoretical and experiential knowledge on gender equality, environment and sustainability, human values and professional ethics so that the holistic development of students as passionate, value-oriented teachers is possible. Academically these topics are included in the syllabus for B.Ed and M.Ed programmes. Various curricular and co-curricular programmes are organized by the institution throughout the year in this regard.

Gender Sensitivity

Gender related topics are integral part of both B.Ed and M.Ed curriculum and students are oriented to work towards gender equity in a cross-cultural perspective.

Gender equality is considered in all the academic and non-academic activities of the institution in both student and faculty perspectives. The college ensures proper representation of women in both administrative and academic programs. Various programs for women empowerment and awareness on gender equality are organized by Women's Club of the college. Flash mob on gender issues, procession on women rights, talks by experts are some programmes conducted by the club.

Counselling cell gives free counselling to the needy students. Each year students are encouraged to present papers on women empowerment, gender equality and human rights. Empirical research in these areas are undertaken by PG and PhD students.

Environment and Sustainability

B.Ed and M.Ed programmes have **Environmental Education** as elective courses. Awareness and values on **environment and sustainability** among students are developed through direct experiences. The life in the campus itself is eco-friendly. The campus is declared as a *plastic free* campus. Pedagogic Park gives a natural ambience for discussion and debates.

The nature club organises various programs throughout the year like biodiversity trails to familiarise students the biodiversity of Farook College campus, visits to Botanical garden of Calicut University, to the community reserve Kadalundi Bird Sanctuary, documentary shows on ecological importance and eco-friendly campus campaign. The 'souhrudha maram' (a plant for a program), rain water harvesting pits are steps to sustainable development. The environmental day is observed in each year by participating the community and students of the adopted School. A National-UGC seminar on Sustainability was also organized by the college.

Human Values and Professional Ethics

Human rights and Value education is an elective course for B.Ed and M.Ed programmes. Community-based programs to inculcate values among students are organized in the college. Observation of Human Rights Day, a day as a palliative volunteer, blood donation camp are regularly organized in the college. A blood donors forum works in the college and directory is get updated in each year. 'Theruvile makkalkku pothichoru', visit to old age home, aksharakoottu- a literacy project for Government children's home, Calicut, Sargasarsam- a programme for special school are some charity programs for the benefit of the community. **Professional ethics** is

academically dealt in B.Ed programme. Talks on research ethics and plagiarism are organized in each year. The faculties work as role models in professional ethics for prospective teachers and teacher educators. The college has its own code of ethics to inculcate professionalism among students. An ethics committee monitors student activities in this regard.

Attachments for the metrics

Any Additional Information [Adtl information 1311.docx](#)

Upload the list and description of courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum. [1311 details of courses.xlsx](#)

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

4

Attachments for the metrics

Any additional information [Addtl Inftn 13.21.docx](#)

Brochure or any other document relating to value added courses [Documents 1321.docx](#)

List of value added courses [1321 template.xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

1.3.3 Percentage of students undertaking field projects / internships

1.3.3.1 Number of students undertaking field projects or internships (current year data)

118

Attachments for the metrics

Any additional information [Internship 1331.xlsx](#)

List of programmes and number of students undertaking field projects/internships [Internship 1331.xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

2. Teaching-Learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

2.1.1.1 Number of students admitted year wise during last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
150	121	123	114	117

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
150	150	150	150	150

Attachments for the metrics

Any additional information [2.1.1.2 Students Intake Order and Details of Reserch Scholars Admitted.docx](#)

Institutional data in prescribed format [2.1.1 Admissionyear wise.xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

2.1.2 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during last five years

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
39	45	45	42	43

Attachments for the metrics

Any additional information [2.1.2.1. Order Regarding Reservation.docx](#)

Average percentage of seats filled against seats reserved [2.1.2.1.Admission category wise.xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow learners

2.2.1.1 The institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow learners. Upload a description in maximum 500 words

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

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

For **Slow learners**, special care is given through tutorial hours on a daily basis. Topics and areas that need extra care and focus are taken up for discussion during these hours. Tutorial hours are also used for counselling, correction of assignments and feedback about student performance. Apart from this, the 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. In addition to this, all faculty members give individual attention to slow learners and provide them with required learning materials. Peer coaching is practiced for them. Learning materials prepared under OCLP are made available to the students for quick reference for their exams.

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.

Attachments for the metrics
Paste link for additional Information https://drive.google.com/drive/folders/1-IZSSEZmui8tlhyRCZq7Du4okFOFpkMU?usp=sharing
Upload any additional information 1630479498-523_2.2.1.1. Assessing Learning Levels and Special programmes for advanced and slow learners.docx

2.2.2 Student-Full time teacher ratio (current year data)

Attachments for the metrics
Institutional data in prescribed format 2.2.2. Student Teacher Full time Ratio.xlsx
Any additional information 2.2.2. Student Fulltime Teacher Ratio.docx

Clarification

SAAC, KSHEC :: 10-11-2021

2.3 Teaching - Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

2.3.1.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

As the teacher education programmes aims at the skill development of the learners, both graduate and post-graduate level, student-centred practices are executed.

Skill development programmes are provided during pre-instructional and post-instructional stages. 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. The knowledge experienced from the theory classes are processed by the learners in their classes. For refining the skills of student teachers and prospective teacher educators, micro teaching sessions, criticism classes, observation classes, video demonstrations, peer teaching, in-service training module preparation, Visit to BRC, DIET, Special Teacher Training Institutes, etc are conducted at various stages. In addition to that the institution ensures active student learning 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. Students make their learning vigorous by utilizing library resources, computer lab, multi-media lab, and laboratories. The college library has rich collection of high standard reference books, international encyclopaedia of education, general encyclopaedia, educational journals, periodicals, educational CD's etc. Students are engaged in dynamic learning through preparing library notes, task and assignments, supervised library hours twice in a week etc. 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. Through vertical monitoring, the

research scholars supervise the practical activities of M.Ed students and M.Ed students assist B.Ed students in their pre-practice sessions and learning process. Students are participating in learning activities by engaging in web-based materials provided by the teachers in their own website. The science and social science laboratories help the students for making their teaching and learning effective by utilizing necessary materials in the lab. The psychology lab is utilized by the students to familiarize with various psychological tools and its application. M.Ed and Research scholars use the psychology lab facility for their research work. Students are engaged in various activities such as working with technological equipments, supporting ICT enabled learning and teaching, practice languages, promoting use of languages etc.

Under **GSLIP** (Student Lead Innovative Programme) and **OCLP** (Online Collaborative Learning Platform) both the post -graduate and under graduate students are engaged in preparation of ppt, videos, and collaborative documents with the help of google docs, google sheets, google slides etc under the supervision of teacher educators. They are also engaged in conducting workshops on online teaching learning materials through online mode with the guidance of the teacher educators. Each and every learner records their pre-practice sessions, internship activities and workshop activities using appropriate audio-video editing tools with the assistance of teacher educators.

Attachments for the metrics
Upload any additional information Student Participatory Learning.pdf
Link for additional information https://drive.google.com/drive/folders/1eC4n4YB8I0SrUTZuD79esWuowWqPU-kv?usp=sharing
2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-Learning resources etc.(current year data)
2.3.2.1 Number of teachers using ICT
22
Attachments for the metrics
Upload any additional information ICT in Teaching-Learning Process.pdf
Provide link for webpage describing the “LMS/ Academic management system” https://drive.google.com/file/d/1g2szwqjOFrTlCacj5qWgU-o1MZk4fti8/view?usp=sharing
Upload list of teachers (using ICT for teaching) based on the Data Template List of ICT Resources.xlsx
Clarification SAAC, KSHEC :: 10-11-2021
2.3.3 Ratio of students to mentor for academic and stress related issues (current year data)
2.3.3.1 Number of Mentors
21
Attachments for the metrics
Upload year wise list of number of students, full time teachers and mentor/mentee ratio Mentor Mentee Last Five Years.docx
Clarification SAAC, KSHEC :: 10-11-2021
2.3.4 Innovation and Creativity in teaching-learning
2.3.4.1 Upload description of innovation and creativity in teaching-learning process not more than

Online Collaborative Learning Platform (Blended Learning) and Learning Management System (LMS)

As the teacher education curriculum is unique in nature compared to other academic programmes offered in arts and science colleges, the emphasis of the programme is more towards the practical side. This necessitated a need for constant teacher interaction with our 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. This demands a system that will provide necessary guidance and situation based instructions without compromising the teachers' personal freedom on round the clock support basis. This rationalizes the importance of Online Collaborative Learning Platform (**OCLP**) along with teacher websites and MOODLE platform which can always be accessed by students at any time and from any where across the globe. Faculty members post detailed notes with additional points for reference in addition to the class notes being dictated in the classroom. Teachers also publish tutorial videos for students to watch at home for extra support or to ensure that they do not miss an essential idea if they are away from class. Teachers may also give URL of important websites that they consider helpful for students in their **personal website** and **MOODLE platform**. The students make use of the notes, power point presentations, videos as well other resources uploaded by the teachers and posts their feedback and doubts through discussion forums and chats available in MOODLE. This two way virtual communication ensures continuity for classroom interactions. Thus, the institution encourages blended learning by making an integration of direct instruction, personal websites and Learning Management Systems. In addition to this, under Online Collaborative Learning Programme, the students have developed online materials for the entire courses in B.Ed and M.Ed programmes with the help of the teacher educators. LMS platforms such as Google Classroom, Gnomio, and Xeted are used to manage teaching-learning activities as well as monitor exam-related activities. The vast resources of the web are effectively highlighted for virtual discussions as the learning takes a new dimension on the e-platform. During Covid 19 Pandemic, the teaching-learning process of all programmes underwent smoothly with the help of above mentioned LMS platforms. In addition that, hand-on-experience on LMS through workshops were provided to students by OCLP.

Peer Teaching and Peer Assessment with rubrics developed by the college

As part of the curriculum, a mechanism of peer teaching is followed among Ph.D Scholars, post graduate and undergraduate students. The selected topics in teacher education are assigned to the prospective teacher educators according to their area of interest. Both the peers and teacher educators evaluate the teaching performance using a rubric. Feedback was given to the students accordingly. Peer assessment is also carried out during the criticism classes using specific rubric developed by the college. Various type of rubrics were used as per the situation demands. Advanced learners are assigned with peer tutor roles for enriching their classmates with recent trends in teaching-learning process, under **G-SLIP** (Student Lead Innovative Programme).

Attachments for the metrics

Any additional information [Innovation in Teaching Learning Process.pdf](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Attachments for the metrics

Any additional information [2.4.1. Faculty Additional Information.docx](#)

List of the faculty members authenticated by the Head of HEI [1629962649-523 List of Faculty Authenticated by HEI \(1\).docx](#)

Year wise full time teachers and sanctioned posts for 5years 1629910963-523_Details of TS from 16-21.xlsx					
Clarification					
SAAC, KSHEC :: 10-11-2021					
2.4.2 Average percentage of full time teachers with Ph. D. during the last five years					
2.4.2.1 Number of full time teachers with Ph. D. year wise during the last five years					
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
	15	17	17	14	13
Attachments for the metrics					
Any additional information 1629912034-523_List of Teachers with PHD from 16-21.xlsx					
List of number of full time teachers with Ph. D. and number of full time teachers for 5years 1629912034-523_Teachers with Ph.d.xlsx					
Clarification					
SAAC, KSHEC :: 10-11-2021					
2.4.3 Teaching experience of full time teachers in number of years(current year data)					
2.4.3.1 Total experience of full time teachers (sum of total experience)					
446					
Attachments for the metrics					
Any additional information Teaching Experience of Teachers.xlsx					
Clarification					
SAAC, KSHEC :: 10-11-2021					
2.4.4 Percentage of full time teachers who received awards, recognition, fellowship at State, National, International level from government, recognised bodies during last five years					
2.4.4.1 Number of full time teachers receiving awards from state/ national/ international level from Government recognised bodies year wise during last five years					
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
	2	1	2	00	00
Attachments for the metrics					
Any additional information 2.4.4.1. Award of Teachers.docx					
e-copies of award letters (scanned or softcopy) e-copy of award certificates-converted-compressed.pdf					
Institutional data in prescribed format Award details of all staff.xlsx					
Clarification					
SAAC, KSHEC :: 10-11-2021					
2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years					
2.4.5.1 Number of full time teachers from other states year wise during last five years					
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
	00	00	00	00	00
Attachments for the metrics					
Any additional information					

List of full time teachers from other states and state from which qualifying degree was obtained

Clarification

SAAC, KSHEC :: 10-11-2021

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation (CIE) System at the Institutional level

2.5.1.1 Reforms in Continuous Internal Evaluation (CIE) System at the Institutional level

The institution follows continuous and comprehensive evaluation through the practices given below-

- Internal Assessment is done by the faculty for all curricular activities like micro teaching, discussion lessons, criticism classes, observation report, field work with community-based programme, community living camp, Enhancing Professional Competency (EPC) etc.
- **Observation:** Internship programme is evaluated by the faculty at least five times during their internship period. The pre-practice sessions are observed by the concerned optional teachers and necessary modifications were suggested to the student teachers. Social skills and personality skills of student-teachers are assessed through observation during their community living camp, field work with community-based programme and other co-curricular activities.
- **Workshops:** Skills of student-teachers in preparing and handling teaching -learning materials, audio-visual materials and equipments, creating e-content and ICT materials are evaluated internally through workshops.
- Social, Personal and Communication skills of the learners are assessed through workshops on critical understanding of self, community-based programme, community living camp, etc
- Language ability is evaluated by providing opportunities to confront with use of language in different curricular context including text books, classrooms, and other formal and informal learning contexts through various activities of reading and reflecting on texts.
- Self-expression skills for enhancing creativity are assessed through workshop on drama and art in education
- **Debates and Discussions:** Social awareness, general knowledge, oratory skills, subject knowledge etc of the learners are assessed through discussions and debates.
- **Internship:** Classroom management skills, lesson planning skills, teaching skills, subject competency, punctuality, regularity, teaching-learning material preparation, test construction etc are evaluated by concerned teachers during internship.
- Mid-evaluation is made after 39 days of internship for sharing their experiences.
- **Self-assessment:** As a self-assessment practice, student teachers are evaluating their own performance using Rubrics and Reflective Journal.
- **Peer-assessment:** Peer-assessment is used for all programmes including Ph.D. Reflections made by the peers during criticism classes, micro teaching practices, peer teaching, research proposal presentation, Ph.D pre-submission seminars etc are incorporated for improving various skills of the learners.
- **Seminar:** The presentation skills, subject competency, organization of subject matter, communication skills, etc. of under-graduate students, post-graduate students and research scholars are evaluated by the teacher educators and peers through seminars on assigned topics related to the subject.
- **Task and assignments:** The practical knowledge acquired by learners for all programmes related to various theory papers are internally evaluated through task and assignments in concerned subject.
- **Internal Exam:** Learners are assessed through **periodic tests, digital test, online quizzes,**

open book examination, etc. for theory papers.

- Mid-term evaluation is conducted for theory papers and compensatory measures are adopted
- Model examinations are conducted for each theory paper at the end of the course
- **Question Bank**: Learners are provided with task of creating question bank for all the courses, thus the ability of students to develop quality questions are ensured. Also Questions banks are available in the personal websites of teachers.
- **Rubric** : Rubrics developed by the faculty are used for evaluating student performance for various practicals.
- **Google Classroom and MOODLE** : During Covid 19 pandemic, internal examinations were conducted through Google Classroom and LMS

Attachments for the metrics

Any additional information [2.5.1.1. Assessment Reforms.docx](#)

Link for additional information <https://drive.google.com/drive/folders/1G-9TKby-HxzhUpdzq5wyPdD7xo5Foy9I?usp=sharing>

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

2.5.2.1 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

The institution practices transparent assessment system in internal examination as well as for the practicals, tasks and assignment. Only with the cooperation of all stakeholders, we can ensure the efficient and smooth conduct of examinations and the timely announcement of the results of internal assessments. Since the nature of the teacher education programmes demands continuous refinement of professional competencies among the future teachers and teacher educators, there is provision for intermittent assessment practices which varied widely. Hence, periodic assessment is carried out for theory papers as well as for practical courses using variety of assessment techniques and tools.

- The principal convenes faculty meetings and directs them to guarantee that the internal assessment process is carried out effectively.
- Students are briefed through an induction meeting by the faculty members about the modus operandi of internal assessment. The students will be informed about internal examinations, practicals, tasks and assignments through the Academic Calendar also.
- Evaluation and Examination Committee (EEC) is constituted every year to coordinate and communicate the internal and external assessment to students and teachers.
- Any modifications in scheduled time and mode of assessment will be communicated to the students through notice board and classroom briefing by the concerned teacher.
- In addition to this, prior notice will be given to students regarding the procedure of conducting each and every activity and criteria for evaluation just before the commencement of each activity such as practicals, Enhancing Professional Competency (EPC), task and assignment etc.
- The weightage of internal marks varies with respect to the credits allotted for each course and the variation is informed well in advance.
- For making the assessment objective and transparent, the institution has developed Analytical and Task Specific Rubrics for Evaluating Teaching Performance for various subjects such as English, Malayalam, Mathematics, Natural Science, Physical Science, Social Science and Commerce
- Holistic and General Rubrics are also developed for evaluating various tasks and assignments as well as for workshops
- Structured observation schedule is used for assessing micro teaching skills and for peer teaching.

- Research proposal and Dissertations are evaluated with help of Likert Type Rating Scale.
- Rubrics and Observation Schedule are given to students in advance of each activity for making them aware about what the teacher is expecting from them, which enables the learners to work with a vision of success and to ensure deep learning
- The students' performance is displayed on the Notice board and communicated to them. Students who performed poor in examinations are given personal guidance.
- The college has a policy of giving back the answer scripts of internal examination to the students after evaluation for self-assessment.
- Students are free to approach their concerned teachers as well as the members of Evaluation and Examination Committee (EEC) for clarifying their doubts regarding internal assessment, if any.
- The confidentiality of question papers is maintained and kept under custody of Evaluation and Examination Committee.
- After the multi-level verification of results of internal assessment, verified marks are sent to the University through the college office at the right time itself.

Attachments for the metrics

Any additional information [2.5.2.1. Assessment Indicators.docx](#)

Link for additional information <https://drive.google.com/drive/folders/1G-9TKby-HxzhUpdzq5wyPdD7xo5Foy9I?usp=sharing>

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

2.5.3.1 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

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 referred 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. There is no grievance from the part of students regarding examination related matters is referred to Grievance Redressal Cell so far, as all the grievances related to internal marks are resolved by the Evaluation and Examination Committee itself.
- The results of internal assessment of theory and practical courses are displayed on the Notice board and communicated to them. The students have the provision to address their grievances to the concerned teachers and also before the Evaluation and Examination Committee.
- The corrected answer papers are distributed to the students for verification and the grievances, if any, are redressed immediately. Faculty members overhaul any errors in the total of marks or in the assessment of answer books that students have noticed.
- The grievances of the students with reference to internal assessment are made clear by showing his/her performance in the answer sheets and reports of concerned practicals. The answer sheet of such student is assessed by the faculty once again in the presence of the

student. Any, corrections in the total marks or assessment of answer sheets as identified by the students are immediately done by the faculty members.

- If a student is unable to appear for an internal examination for the theory papers, due to medical or other legitimate reasons, re-test is held for that student in accordance with the rules.
- Students' internal marks are informed to the parents.
- The marks obtained by the students for internal and external examinations are communicated to the concerned tutor. Necessary guidance will be given to the ward by the tutor.
- Any complaints about the university question paper, such as out-of-syllabus questions, repetition questions, incorrect question numbers, or improper weightage of content, are addressed to the Principal, who will take appropriate action immediately.
- The entire mechanism for dealing with examination-related grievances is time-bound, according to the University rules and regulations.
- If a student has a complaint about the evaluation of university answer scripts, will be reported to the subject handling faculty and, if necessary to the head of the institution. Necessary guidelines will be given by the faculty or by the Principal regarding the further procedures.

Attachments for the metrics

Any additional information [Examination related Grievance.docx](#)

Link for additional information

<https://drive.google.com/drive/folders/1ljXMWT93tiAU2F5BZRyiEt6rwCvFShBn?usp=sharing>

2.5.4 The Institution adheres to the academic calendar for the conduct of CIE

2.5.4.1 The Institution adheres to the academic calendar for the conduct of CIE (Upload a description not more than 500 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 academic calendar includes dates for the commencement and completion of the semesters, curricular activities, important days, co-curricular activities, as well as internal exam schedules. The academic calendar also includes tentative dates for practical exams, and University exams. The time-table is prepared in accordance with the academic calendar and University policies.

- The institution prepares Academic Calendar every year to keep students, teaching and non-teaching faculty reminded of important dates and events related to curricular and co-curricular activities throughout the academic semester and year.
- In the beginning of the academic session the students are familiarized with academic calendar and same is uploaded on college website and hard copy is provided to each student
- The comprehensive academic calendar helps the students to work and prepare for practicals and exams in tune with it.
- The Schedule of all Examinations, practicals and Enhancing Professional Competency (EPC) is given in academic calendar.
- In addition to Academic Calendar, semester plans covering curricular activities are prepared for each semester for all programmes. Copies of semester plan is displayed in the notice board and the same is sent to the class whats app group. It is updated and revised with respect to any changes suggested by the university.
- Evaluation and Examination Committee (EEC) announces exam dates, instructions for task and assignments, Enhancing Professional Competency (EPC) and practicals as per the academic calendar.

- Task and Assignments, Enhancing Professional Competency (EPC) documents, Records of practicals are submitted by students as per the dates given in Academic Calendar
- Date of Mid evaluation of internship is also provided in the Academic Calendar
- Academic Quality Assurance Cell (AQAC) monitors the uniform coverage of syllabus in each class. Due to any unforeseen causes or personal reasons of the concerned teacher or poor performance level of students of any class, the concerned teacher is unable to cover the portions in time, proper alternate arrangements are done for covering the syllabus in the form of extra classes.
- Students' academic progress is monitored regularly by adopting the strategy of continuous internal assessment – through seminars, project work, unit tests, digital tests, online tests, assignments, Enhancing Professional Competency courses, pre-practice sessions, internship and semester end examinations
- The Principal holds curricular and co-curricular review meetings on a regular basis to ensure that all activities on the academic calendar are being implemented and progressed. If necessary, changes to activity schedules are made based on these review meetings. Furthermore, additional lectures are planned to complete the syllabus before the university examination.

Attachments for the metrics

Any additional information [Details of Semester Plan.pdf](#)

Link for additional information <https://drive.google.com/drive/folders/1nCGOe8GK4DQyGKdNEj1xmqRDzWjRqAlw?usp=sharing>

2.6 Student Performance and Learning Outcomes

2.6.1 Average pass percentage of Students (Current year data)

2.6.1.1 Total number of final year students who passed the university examination

111

2.6.1.2 Total number of final year students who appeared for the university examination

117

Attachments for the metrics

Upload any additional information [2.6.1.2. Result Details.xlsx](#)

Paste link for the annual report <https://drive.google.com/drive/folders/18o1nyTiJ2gmIEFrnP-dgXd5FOpsUEXnD?usp=sharing>

Upload list of Programmes and number of students passed and appeared in the final year examination [Pass percentage.xlsx.xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

2.7 Student satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Attachments for the metrics

Upload any additional information

Upload database of all currently enrolled students [Student Survey \(1\).xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

3. Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by the government and non government sources such as industry, corporate houses, international bodies, endowment, Chairs in the institution during the last five years(INR in Lakhs)

3.1.1.1 Total Grants for research projects sponsored by the government and the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year wise during last five years (INR in Lakhs)

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
3	1	2	6	2

Attachments for the metrics

- Any additional information
- e-copies of the grant award letters for research projects sponsored by government and the non-government [link new project.docx](#)
- List of project and grant details [SAAC project Q1.xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

3.1.2 Percentage of teachers recognized as research guides at present

3.1.2.1 Number of teachers recognized as research guides

14

Attachments for the metrics

- Any additional information
- Institutional data in prescribed format [GUIDES LIST.docx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

University Orders in this regard shall be produced at the time of physical verification

Response of the Clarification :: 11-11-2021

Yes, It is available and shall be produced during verification

Attachments for Response

3.1.3 Number of research projects per teacher funded by government and non government agencies during the last five years

3.1.3.1 Number of research projects funded by government and non government agencies during last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
1	1	1	1	3

Attachments for the metrics

- List of research projects and funding details [SAAC project Q1.xlsx](#)
- Any additional information
- Supporting document from Funding Agency [link new project.docx](#)
- Paste Link for the funding agency website

Clarification

SAAC, KSHEC :: 10-11-2021

3.2 Innovation Ecosystem

3.2.1 Number of Workshops/ seminars conducted on Intellectual Property Rights (IPR) and Industry-

Academia Innovative practices during the last five years

3.2.1.1 Total number of workshops/ seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year wise during last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
10	12	1	1	1

Attachments for the metrics

Report of the event [RAC.docx](#)

Any additional information [list of workshops and seminars.docx](#)

List of workshops/ seminars during last 5 years [list of workshops and seminars.docx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

3.3.1.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Yes

Attachments for the metrics

Any additional information [1614776151-523 344 3 3 1 affiliated 1.xlsx \(2\) \(3\).xlsx](#)

Institutional data in prescribed format [research ethics 1.docx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/ awards

3.3.2.1 The institution provides incentives to teachers who receive state, national and international recognition/ awards

Yes

Attachments for the metrics

e-copies of the letters of awards [e-copy of awards.pdf](#)

Any additional information [e-copy award.docx](#)

List of Awardees and Award details [List of Awardees and details.docx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

3.3.3 Number of Ph.D's awarded per teacher during the last five years(Not applicable to UG college)

3.3.3.1 How many Ph.D's awarded within last five year

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
3	7	6	4	00

Attachments for the metrics

URL to the research page on HEI web site <https://farooktrainingcollege.ac.in/list-of-ph-d-awardees/>

Any additional information

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[SAAC Phd Awardees.xlsx](#)

Clarification**SAAC, KSHEC :: 10-11-2021**

3.3.4 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
22	20	24	15	18

Attachments for the metrics

Any additional information

List of research papers by title, author, department, name and year of publication [JOURNAL LATEST 1.xlsx](#)**Clarification****SAAC, KSHEC :: 10-11-2021**

Link for UGC recognition of majority of journals are missing. Please furnish the details. ISSN number is also missing for a few journals. Please furnish details

Response of the Clarification :: 14-11-2021

Links for UGC recognition is entered .The missed ISSN number is uploaded in the journal updated version attached

Attachments for Response

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/ international conference-proceedings per teacher during last five years

3.3.5.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
4	5	2	10	14

Attachments for the metrics

Any additional information

List books and chapters edited volumes/ books published [1630565810-523 1630398093-523 saac book2 \(3\).xlsx](#)**Clarification****SAAC, KSHEC :: 10-11-2021**

3.4 Extension Activities

3.4.1 Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years

3.4.1.1 Describe the impact of extension activities in sensitising students to social issues and holistic development within a maximum of 500 words

As a part of research extension activities scholars developed context integrated e-content package for tribal students. The extension activities of the college intended to develop sensitizing students and entire community of the institution towards social inclusion, multipronged social issues, economic inclusion, and gender sensitivity. Apart from these it also fosters altruistic motivation, legal sensitivity, cultural inclusion and education remediation as part of empowering the marginalized. The culture of

futuristic humane society could be instilled with the variety programmes through sharing of human and material resources of the institution. The programmes like *pothichoru* stands apart as a significant response to the zero hunger venture of the government. Most of the programmes have been organized in collaboration with other educational institutions, NGO's and community centres. The students could 'reach the unreached', in the true sense of the term. It helps inculcate 21st century life skills and values. The target group that we sensitize involves the future teachers, the riverberations of their experiences will get reflected in the generation to come.

The extension activities of the college were organized under the programmes- hridayapoorvam (charity forum for poor and destitutes), friend in need (Blood donors forum), *Aksharakoot – Aksharadeepam* (Learning support forum) and Natura (Environment forum). The *Hridayapoorvam* programmes provide financial support for construction of houses for the poor students in the neighbourhood. It also provides financial assistance to destitutes for repair of houses. Under this forum students get sensitized towards social issues of financial constraints faced by poor in our society. They get a first hand experience in helping the weaker sections and marginalized groups by collecting and distributing money for badly need people.

The friend in need blood donrs forum extend to the society through organizing in-house blood donor camp in campus . In addition the forum releases directory containing blood group and address of students and staff. This helps to identify the blood group and provide blood as and when required. On one hand the public gets benefitted on the other, the students get a direct experience of donating blood and understanding the significance of blood donation.

Under the banner *Aksharadeepam and aksharakoot*, students and staff of the college jointly provide learning and teaching support to the near by schools. Trained students help the school students to learn the three R's namely reading, writing and arithmetic for the selected weak students. Similarly the forum enriches the school library by providing books of educational importance. This is done in collaboration with current books, DC books and H & C books Calicut. The students learn how to solve social issues through collaboration and cooperation.

Under Natura environmental club programmes promoting environmental awareness, ecopedagogical aspects, sustainable development etc are emphasized. The campus is following green protocol under the auspices of natura. The forum carryout processions on world environmental day, water day and earth day. The forum organizes seminar pertaining to environmental issues and organizes debate by inviting social and environmental activists. The programmes are carried out in collaboration with Malabar natural history, Kozhikode.

Attachments for the metrics

Paste link for additional information

<https://drive.google.com/drive/folders/15zfdo3JsTI3yhEGFVWJk07OcTVU6kRnU?usp=sharing>

Upload any additional information [grid extention.docx](#)

3.4.2 Number of awards and recognitions received for extension activities from government/ recognised bodies during the last five years

3.4.2.1 Total number of awards and recognition receivedfor extension activities from Government/ recognised bodies year wise during the last five years.

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	00	00	1	00

Attachments for the metrics

Any additional information
e-copy of the award letters 1613971895-523_extention award letter - Copy.pdf
Number of awards for extension activities in last 5 year 1613971895-523_extention award details (3).xlsx

Clarification

SAAC, KSHEC :: 10-11-2021

3.5 Collaboration

3.5.1 Number of linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the-job training, research etc during the last five years

3.5.1.1 Number of linkages for facultyexchange, student exchange, internship, field trip, on-the-job training, research etc year wise during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
19	19	23	19	19

Attachments for the metrics

e-copies of linkage related Document [link for field trip.docx](#)

Any additional information [1630407031-523_FEILD TRIP LIST.docx](#)

Details of linkages with institutions/industries for internship

[1630567426-523_1630407031-523_internship \(1\) \(2\).xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

3.5.2 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (Only functional MoUs with ongoing activities to be considered)

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
3	2	1	1	00

Attachments for the metrics

e-Copies of the MoUs with institution./ industry/ corporate houses [file_compressed \(1\).pdf](#)

Any additional information [MoU UGC_compressed.pdf](#)

Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years

[mou templates.xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

4. Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.

4.1.1.1 Describe the adequacy of facilities for teaching –learning as per the minimum specified requirement by statutory bodies within a maximum 500 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 College has made systematic efforts in augmenting its infrastructure facilities. 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 4383 Sq. 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 1 Unit 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 lawn and gardening activities, pedagogic parks, multipurpose playfields, store rooms and two multi purpose Seminar halls. The college constantly endeavours to make challenged students feel comfortable in the college environment. The building and campus has become completely accessible to these students. Ramps and toilets have been constructed for challenged students. The college is providing the hostel facilities for girls. Apart from the facilities of farook training college, the college have been utilizing the facilities of our parantal institution, farook college such as the central library, Health centre, hostel for boys, play fields, indoor stadium, audio visual theatre, auditorium, staff quarters, canteen, cooperative store etc. There are Ten laboratories including language lab, Psychology laboratories and Computer Laboratories in the College which are listed here under:

Method Labs

Natural Science Education

Physical Science Education

Mathematics Education

Social science Education

Malayalam Education

English Education

Digital Technology Hub (Educational Technology Laboratory) with Recording studio

Language lab/ theatre

Computer Laboratory

Psychology Laboratory with Counselling chamber

Attachments for the metrics

Upload any additional information [Building Plan - FTC compressed-compressed.pdf](#)

Paste link for additional information <https://drive.google.com/file/d/0B7kQAxSsyyNtM2JkTUizM1RISE0/view?resourcekey=0-CZTjEVpLDUguXSHaH29I3A>

4.1.2 The Institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc.and cultural activities

4.1.2.1 Describe the of adequacy facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate within amaximum of 500 words

SPORTS FACILITIES:

The College encourages sports and games by enhancing its facilities and conducting events regularly. The campus provides number of fields for different sports and games. Which includes Multipurpose court for Volley ball, Football, Basket ball, Badminton courts, Kabaddi court, Cricket Ground, Track & Field, Gymnasium and Fitness center and Yoga hall.

Playing equipments and facilities available

Carrom Boards, Chess Boards, Kits for many games such as Cricket, Football, Basketball, Volleyball, Throwball, Softball, Handball, Turf Ball, TT Board, Body fitness equipments like Bicycle Ergometer, Push up bars, Dumbels, Gym Balls, Four station multi gym equipments etc. are made available for the students and teachers.

Fitness of all B.Ed and M.Ed students is ensured through sports and games, Yoga, Aerobics and Zumba dance. 30 hours workshop for two semesters and 25 marks are also assigned for B.Ed and M.Ed students as part of the curriculum itself.

Intramural competitions. Inter Collegiate State Badminton tournament, Football, hand ball, yoga competitions and Cricket tournaments for students and for teaching staff are conducted every year. An annual athletic sports meet is organised by the Department of Physical Education in every year. Apart from competitive sports activities the college ensures the physical fitness status of all students and all employees of the college through physical fitness assessment in every month.

CULTURAL ACTIVITIES: The College Student's Union organises many annual events such as Cultural programmes, Literary and Debating events and Theatre activities. Talents Day is organised in the beginning of each year to identify various talents and abilities of students. Theatre workshops is an extravagant and high-quality display of drama and theatre. Community Living Camp is a three day residential annual event organised by the College which is also an event of cultural fiesta. Each Hostel has its own specific cultural events conducted in every year. The college has various clubs like Friend in Need, Panorama, Natura which organizes many social welfare activities such as 'Blood Donation Camps', 'Campus-Cleaning Programmes', Film festival, Nature camps and collecting and distributing relief materials, during natural calamities like floods. Apart from the regular cultural activities the college organizes a harmony fest to promote oneness and integrity among students.

Facilities for Academic and Co-curricular activities:

Multi purpose hall (Auditorium) - (Non A/c) Capacity 300 (2295 Sq.ft)

Open Air stage- Capacity 300 (349.7 Sq.ft)

Multi Media Interactive Hall (A/c)- Capacity 75 (1226.64 Sq.ft)

Media Room- (Non A/c) Capacity 100 (300.63 Sq.ft)

FTCIA Game Hub- Multipurpose Playground (43055.64 Sq.ft)

Gymnasium and Yoga Hall - (Non A/c) Capacity 100 (4288.50 Sq.ft)

Attachments for the metrics					
Upload any additional information sports and games facilities.pdf					
Paste link for additional information https://drive.google.com/file/d/0B7kQAxSsSyNtM2JkTUizM1RISE0/view?resourcekey=0-CZTjEVpLDUguXSHaH29I3A					
4.1.3 Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS, etc. (current year data)					
4.1.3.1 Number of classrooms and seminar halls with ICT facilities					
16					
Attachments for the metrics					
Upload any additional information					
Paste link for additional information https://docs.google.com/spreadsheets/d/14BOvs6QZemMZLzlyfAH8ty1ZkRCWXvsU/edit?usp=sharing&ouid=113811444369836780923&rtpof=true&sd=true					
Upload Number of classrooms and seminar halls with ICT enabled facilities 4.1.3.1 FTC ROOMS.xlsx					
Clarification					
SAAC, KSHEC :: 10-11-2021					
4.1.4 Average percentage of budget allocations, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)					
4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year wise during last five years (INR in lakhs)					
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
	1.05200	8.38807	0.89441	1.71934	5.52768
Attachments for the metrics					
Upload any additional information					
Upload audited utilization statements Account Statment -SAAC compressed-1.pdf					
Upload Details of budget allocation, excluding salary during the last five years 355 4 1 4 affiliated 1.xlsx					
Clarification					
SAAC, KSHEC :: 10-11-2021					
4.2 Library as a Learning Resource					
4.2.1 Library is automated using Integrated Library Management System (ILMS)					
4.2.1.1 Library is automated using Integrated Library Management System (ILMS). Upload a description in not more than 500 words					
<p>The library works from 8.30 a.m. to 3.30 p.m. 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 of 96 books have been added to the main library. Currently the library has 17959 books (including textbooks and Reference books), educational videos (537 CD/DVDs), access to e-resources, Braille books (29 Nos). 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, 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, a Remedial library funded by UGC and Classroom Library</p>					

facilities are also available.

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

Cataloguing system

Circulation system (Issue, Return and Renewals)

OPAC (Online Public Access Catalogue) through cloud

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 eight computers have been brought under LAN (Local Area Network). The college is providing the cloud based library services to all the teachers, administrative staff, research scholars, UG and PG students.

Online access is given to Ph.D theses and abstracts, MEd Dissertations and abstracts, previous question papers of B.Ed and M.Ed programmes through 'D Space' open access software in the library for research scholars, B.Ed. and M.Ed students. Few open access journals are also providing through D space.

Attachments for the metrics
Paste link for Additional Information https://farooktrainingcollege.ac.in/library-and-knowledge-resources-centre/
Upload any additional information LIBRARY FTC.pdf
4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
Attachments for the metrics
Upload any additional information Rare Books.pdf
Paste link for additional information
4.2.3 Does the institution have the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga membership 4. e-books 5. Databases
4.2.3.1 Does the institution have the following: e-journals~e-ShodhSindhu~e-books~Databases~
Attachments for the metrics
Upload any additional information
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc SAAC 4.2.3 FTC.xlsx

Clarification

SAAC, KSHCEC :: 10-11-2021

[Response of the Clarification :: 11-11-2021](#)

The institution has the subscription for Inlibnet-NList from the year 2010 onwards

Attachments for Response

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1 Annual expenditure of purchase of books and journals year wise during last five years (INR in Lakhs)

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
0.38619	0.30046	0.36172	0.47338	0.65524

Attachments for the metrics

Any additional information

Audited statements of accounts [Account Statment -SAAC compressed-1.pdf](#)

Details of annual expenditure for purchase of books and journals during the last five years
[357_4_2_4_affiliated_1.xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

4.2.5 Availability of remote access to e-resources of the library

4.2.5.1 Availability of remote access to e-resources of the library

Yes

Attachments for the metrics

Any Additional Information

Details of remote access to e-resources of the library [4.2.5 Remote access Library.pdf](#)

4.2.6 Percentage per day usage of library by teachers and students (current year data)

4.2.6.1 Number of teachers and students using library per day over last one year

27

Attachments for the metrics

Any additional information [LIBRARY usage per day.pdf](#)

Details of library usage by teachers and students [Library per day usage Register\(1\) compressed.pdf](#)

Clarification

SAAC, KSHEC :: 10-11-2021

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

4.3.1.1 Describe IT facilities including Wi-Fi with date and nature of updation within a maximum of 500 words

Farook Training College (FTC) upgrades its IT infrastructure regularly to meet the current technical requirements. Computers are available for the students at computer lab, library, classrooms and digital technology hub. The college has adequate number of laptops for their technical needs. The staff rooms are either provided with LAN or Wi-Fi facility to enhance the teaching - learning process. 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 administrative office has adequate IT infrastructure to record and maintain the students and faculty database. The college campus became wifi campus from 2018 onwards. Bandwidth available of internet connection in the Institution (Leased line) 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 to all rooms of the college from the year 2010 and it is upgraded in the year 2018. For the reprographic services to the students and staff members, the college installed a multi tasking printer and a multifunction printer with the help of Alumni organisation. In the year 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 fibre connection and one BSNL Fibre connection with 100 MBPS speed.

Attachments for the metrics

Upload any additional information

Paste link for additional information

https://drive.google.com/drive/folders/1dtJxvQDCCxicmQq7_WzZz9w4BzAov-P9?usp=sharing

4.3.2 Student –Computer ratio (current year data)

4.3.2.1 Number of students : Number of Computers

5:1

Attachments for the metrics

Upload any additional information

Student –computer ratio [4.3.2 Student computer ratio.pdf](#)**Clarification****SAAC, KSHEC :: 10-11-2021**

4.3.3 Available bandwidth of internet connection in the Institution (Leased line)

4.3.3.1 Available bandwidth of internet connection in the Institution (Leased line)

100

Attachments for the metricsUpload any additional Information [internet bandwidth total-1 compressed.pdf](#)Details of available bandwidth of internet connection in the Institution [4.3.3 INTERNET](#)[CONNECTION WITH BANDWIDTH.pdf](#)**Clarification****SAAC, KSHEC :: 10-11-2021****[Response of the Clarification :: 11-11-2021](#)**

100mbps

Attachments for Response

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

4.3.4.1 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Yes

Attachments for the metrics

Upload any additional information

Links of photographs

<https://drive.google.com/drive/folders/1Nj7L6akRP5tPMj9Bh4YhkakVRPMdsmol?usp=sharing>Facilities for e-content development such as Media Centre, Recording facility, LCS [4.3.4.1 facilities for E-content development.xlsx](#)**Clarification**

SAAC, KSHEC :: 10-11-2021

Response of the Clarification :: 11-11-2021

Digital technology hub with audio and video recording facility available in the college

Attachments for Response

4.4 Maintenance of Campus Infrastructure

4.4.1 Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years(INR in Lakhs)

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
8.58648	16.846315	12.810655	8.17435	9.83962

Attachments for the metrics

Upload any additional information

Audited statements of accounts [Account Statment -SAAC_compressed-1.pdf](#)

Details about assigned budget and expenditure on physical facilities and academic facilities
[359_4_4_1_affiliated_1.xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities -laboratory, library, sports complex, computers, classrooms etc.

4.4.2.1 Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website within a maximum of 1000 words

The 2.016 acres College campus with a vast infrastructure, installations and equipment is maintained by the management office. The management has policies to carry out both preventive and post maintenance activities.Regular preventive maintenance is carried out through concerned personnels, and periodic checks of electrical, water installations, equipment, and sewage and garbage disposal. Emergencies are immediately attended to ensure a safe campus life. Normally Departments, staff and students register their maintenance requirement with the principal and office who in turn attends to all such requirements regularly.

The college extends its facilities for the welfare of the public by adhering to the following policies in concern with it:

1. Individuals and organizations are welcome to collaborate with the institution only to support the educational mission and strategic goals of the college.
2. All organizations are expected to follow the rules and regulations governing the particular facility or grounds being used. Political and religion based programmes will not be entertained at any cost.
3. The college is bound to the norms of all the apex bodies like Government, UGC and University always. Activities shall in no way violate their purposes, property, policies, procedures, or regulations
4. A nominal fund may have to be remitted as required by the Managing Committee for the facilities being used. This shall be based depending on the facilities being used, the expenses that may incur during its utilization and for maintenance. The amount shall be fixed

beforehand itself.

5. Required amenities need to be booked at least two days beforehand through an online or a written request to the Principal of the college.
6. Time and date of using the facilities should be strictly followed as per the earlier set conditions.
7. Sports facilities cannot be used during the college working hours.
8. In case of any conflict, the decision of the college management committee shall be the final.
9. Permission to use a facility does not imply endorsement, sponsorship, or support by the college of the views, opinions, or programs of the users or speakers.
10. As a general rule, once space has been reserved and confirmed, it will not be rescheduled or moved. However, the college reserves the right, at its discretion, to move the concerned individual or organization to another facility or reschedule an event to accommodate the needs and assign a higher use priority by this policy or to maintain venue-specific needs or due to safety and/or security reasons.
11. Outdoor events with amplification must comply with the local sound ordinance and college policy.
12. All groups are responsible for cleaning up the space after use. Responsible individuals or organizations must ensure that the facility is ready for the next users, including proper disposal of papers, left-over food, drinks, and other trash. A clean-up fee will be assessed if this is not properly accomplished.

This policy applies to all groups using the college's facilities or grounds.

Attachments for the metrics

- Upload any additional information [4.4.2.1 policy details.docx](#)
- Paste link for additional information [4.4.2 policy details.docx](#)

5. Student Support and Progression

5.1 Student Support

5.1.1 Number of capability enhancement and development schemes

5.1.1.1 Number of capability enhancement and development schemes

8

Attachments for the metrics

- Link to Institutional website <https://docs.google.com/document/d/1-YXL8uSNeOV0Fskziw-v6y77GwXox7Yy/edit?usp=sharing&oid=108636899294556659232&rtpof=true&sd=true>
- Any additional information [5.1.1.1 capability enhancement schemes.docx](#)
- Details of capability enhancement and development schemes [5.1.1.xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

5.1.2 Average percentage of student benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
82	131	178	149	135

Attachments for the metrics

Any additional information 5.1.2.1 guidance competitive exam.docx
Number of students benefited by guidance for competitive examinations and career counselling during the last five years 5.1.2.1.xlsx (2).xlsx

Clarification

SAAC, KSHEC :: 10-11-2021

5.1.3 Average percentage of students benefitted by Vocational Education and training (VET) during the last five years

5.1.3.1 Number of students attending VET year wise during last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
100	100	100	100	100

Attachments for the metrics

Details of the students benefitted by VET [5.1.3.1.xlsx](#)

Any additional information [adtl infrmtn 5131.docx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases(Yes/ No)

5.1.4.1 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Yes

Attachments for the metrics

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee [5141 minutes.pdf](#)

Upload any additional information [5141 additional information.docx](#)

Details of student grievances including sexual harassment and ragging cases [5.1.4.1 xlx.xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1 Number of outgoing students placed year wise during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
16	36	31	34	17

Attachments for the metrics

Self attested list of students placed [PLACEMENT LIST compressed.pdf](#)

Upload any additional information [adtnl infrmtn 5211.docx](#)

Details of student placement during the last five years [5 2 1. 1.xlsx \(1\).xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

The list is not satisfactory as the details of employer is not mentioned properly. Provide the details of students with the employer and designation.

Response of the Clarification :: 12-11-2021

The details of employer is not included in the template because about 98% of the students placed are teachers in various schools and colleges. Hence, the employer will be either the manager or government. Name of the institution they are working and the designations held are given in the attached self attested list of students placed.

Attachments for Response

5.2.2 Percentage of student progression to higher education (previous graduating batch) (current year data)

5.2.2.1 Number of outgoing student progression to higher education

49

Attachments for the metrics

Upload supporting data for student/alumni [document 5221.docx](#)

Any additional information [5.2.2.1.docx](#)

Details of student progression to higher education [HE_5_2_2_affiliated_1.xlsx \(1\).xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) year wise during the last five year

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
1	00	1	00	00

Attachments for the metrics

e-copies of award letters and certificates [5.3.1.1 nusaibath mational participation.pdf](#)

Any additional information [addtl5.3.1.1 doc.docx](#)

Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five year [5_3_1_1.xlsx \(4\).xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

5.3.2 Average number of sports and cultural activities/competitions organised at the institution level per year

5.3.2.1 Number of sports and cultural activities/competitions organised at the institution level year wise during last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
6	10	8	8	6

Attachments for the metrics

Report of the event [report of the events 5321 \(wecompress.com\).docx](#)

Upload any additional information [adtl infrmtn 5321.docx](#)

Number of sports and cultural activities / competitions organized per year [sports and cultural activities.xlsx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters(registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

5.4.1.1 Describe contribution of alumni association to the institution within a maximum of 500 words

The alumni association of a teacher education has its own scope and limitations. As a good number of the alumni are employed in government/ private salaried sectors most of their contributions are in service sectors. Alumni support school development programmes, coaching for competitive exams, remedial teaching, frontier lectures, blood donor's forum, social service programs and extension activities which makes the Farook Training College Alumni Association a different one. Alumni whole heartedly support the various extension activities of the college. They include charity programmes, social services and social support activities literacy mission etc. Alumni function as goodwill ambassadors of the college. They function as a bridge between the institution and the society. A good number of alumni members extend their expertise and experience in giving training for competitive exams. The institution has an open approach in providing venue for periodic batch wise alumni gatherings. Alumni association in collaboration with extension cell of the institution constructed a home for economically backward student in the year 2019 and supported the maintenance, repair and renovation of houses of few students. The multipurpose game hub and pedagogic park are examples for fund in aid support for infrastructure development by the alumni.

Attachments for the metricsPaste link for additional information <https://farooktrainingcollege.ac.in/alumni-contribution/>Upload any additional information [5411 addntl infrn.docx](#)

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

5.4.2.1 Alumni contribution during the last five years (INR in Lakhs)

43

Attachments for the metricsUpload any additional information [5.4.2.1 addntl infrmn.docx](#)Alumni association audited statements [alumni xlx.xlsx](#)**Clarification**

SAAC, KSHEC :: 10-11-2021

5.4.3 Number of Alumni Association / Chapters meetings held during last five years

5.4.3.1 Number of Alumni Association / Chapters meetings held year wise during last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
2	4	00	1	2

Attachments for the metricsReport of the event [minuites 5431.pdf](#)Upload any additional information [adtln infrmn 5431.docx](#)

Number of Alumni Association / Chapters meetings conducted during the last five years

[alumni meetings template 5431.xlsx](#)**Clarification**

SAAC, KSHEC :: 10-11-2021

6. Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

6.1.1.1 Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the institution within a maximum of 500 words

VISION

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

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

MISSION

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

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

- To be an excellent educational hub providing the students with outstanding opportunities, empowering them to tackle the complex realities of the post-modern world.
- To provide exemplary opportunities in education, training and research for the professional development of teacher educators and teacher trainees.

To offer a dynamic and innovative teaching space catering to the needs of a diverse population with a student-centered, inclusive, and personalized learning approach.

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

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

The induction meet, parents meet, College website, College handbook, Information Bulletins, Display boards are being designed in so as to transfer the essence of our vision and mission to the stakeholders.

All the Academic and Non-academic activities organized in the Institution have the back support of the Vision and Mission of the Institution. This blend accelerates the journey to the fulfillment of the vision of the Institution.

This approach imbibes the Vision, Mission and Values of the Institution to the nature of governance,

perspective plans and participation of the teachers in the decision making bodies of the institution

Attachments for the metrics
Paste link for additional information https://farooktrainingcollege.ac.in/#
Upload any additional information Vision & Mission links.docx

6.1.2 The institution practices decentralization and participative management

6.1.2.1 Describe a case study showing decentralization and participative management in the institution in practice within a maximum of 500 words

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

The 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 the single Authoritarian administration, we have created Non-statutory posts of Programme Coordinators for all the Programmes Viz. B.Ed. Coordinator, M.Ed., Coordinator & Research Coordinator to look after the Academic and Non- Academic activities of the particular programmes. They Coordinate all curricular, Co-Curricular & Extracurricular activities in consultation with other Statutory, Non-statutory authorities and the Principal.

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

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

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

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

Attachments for the metrics
Upload any additional information 6.1.2.1 decentralization.docx
Paste link for additional information https://farooktrainingcollege.ac.in/

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

6.2.1.1 Describe one activity successfully implemented based on the strategic plan within a maximum of 500 words

SCHOOL ADOPTION PROJECT

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

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

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

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

In phase 3,efforts were taken for bringing academic excellence. Special training on various subjects were given by our students to them in team teaching mode. Preprimary English medium classes were also began in this phase. We have started two projects namely Vidhytheeram and Navaprabha to strengthen this phase. The first step of Nvaphabha was to improve the learning facilities of the school. Painting of the KG class room, decoration of the walls with pictures and arrangement of furniture for preschool classes were also done in this phase. As the part of Vidhya Theeram our students were selected to give classes for all pre school students in the school for three days a week to promote school's learning activites.

The Project is driven by the monthly donations received from teachers and non teaching staff. We

aim to make this School an independent School with excellence in all aspects by 2025.

Attachments for the metrics

Paste link for additional information <https://farooktrainingcollege.ac.in/school-adoption-programme/>

Strategic Plan and deployment documents on the website [6.2.1.1 school adoption.docx](#)

Upload any additional information [School adoption report.docx](#)

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

6.2.2.1 Describe the Organogram of the Institution within a maximum 500 words

Farook Training College is one among the 10 Institutions under its Parent body Roulathul Uloom Association. The multi institutional campus follows a decentralized system of administration Viz. The Parent body, Governing body of stand alone Institution, Principal, Teaching staff & Administrative staff. There is separate governing bodies for each Institution to make the administration smooth. The governing body consists of 13 members including the Principal as an ex-officio Member. The Secretary of the Institution, represents the Managing committee to look after day to day administrative matters. Principal Coordinates and leads the administrative and academic matters inside the campus. Different statutory & non statutory bodies and committees help the Principal in the 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 rules of both 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 time to time.

Placement and promotion of the faculty members are being carried out as per Career Advancement Scheme set by UGC. Directions of the 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.

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

Organogram of the administrative setup is attached herewith

Attachments for the metrics

Upload any additional information [Organizational structure.docx](#)

Paste link for additional information <https://drive.google.com/file/d/1oRQTqKnWjgmNfIQG0NAG3MN9iTdk2XsG/view?usp=sharing>

Link to Organogram of the Institution webpage <https://farooktrainingcollege.ac.in/management/>

6.2.3 Implementation of e-governance in areas of operation

6.2.3.1 Implementation of e-governance in areas of operation

5

Attachments for the metrics

Enterprise Resource Planning Document

Screen shots of user interfaces	User interface screen shot.docx
Any additional information	
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	
	E-governance.docx
6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions	
6.2.4.1 Describe one activity successfully implemented based on the Minutes of the meetings of various Bodies/ Cells and Committees within a maximum of 500 words	
FINISHING SCHOOL PROJECT	
<p>Finishing School is the concept that reaches its horizon beyond 4E's-Education, Employment, Entrepreneurship & Empowerment. Our Finishing School, launched in 2015, works on an agenda towards empowering the inner potential of our student teachers for equipping them with essential skills to meet with the demands of emerging student community. It has a unique training methodology that incorporates learning, skills and self-development with a curriculum that is entertaining, stimulating and rewarding. We utilize the expertise of our teachers, content, infrastructure, systems and digital technology aids that enhance better learning outcomes, outstanding personal development and effective social skills among our student teachers developed in over five decades of experience in the education field; it finely blends into modern and futuristic professional set up and demand.</p> <p>The project levels up students' confidence and self-esteem so that they are able to face unusual and difficult situations with ease during their future career. Under this project, teachers are constantly imparting training in the areas of general knowledge, communication skills and life skills to the students as per the prescribed syllabus. Classes are organized one day a week under the supervision of expert faculties as the part of regular time table based on prescribed syllabus. Each session includes theoretical orientation on the topic and demonstration by the expert faculty, practical task for skill development and assessment of students' performance. As a culmination of our efforts to make it fully fledged course efforts are in progress to have official collaboration with Central University of Kerala. Transformation of this course to an Add-on Course with award of Degree is also on progress.</p>	
Attachments for the metrics	
Paste link for additional information	https://farooktrainingcollege.ac.in/finishing-school/
Upload any additional information	finishing school.pdf
6.3 Faculty Empowerment Strategies	
6.3.1 The institution has effective welfare measures for teaching and non-teaching staff	
6.3.1.1 Provide the list of existing welfare measures for teaching and non-teaching staff within a maximum of 500 words	
<p>The Parent body Roulathul Uloom Association and constituent Managing committees of each institution in the Multi Institutional campus is always eager to set up various projects and amenities for the welfare of the employees. The management and the employees themselves have established many welfare measures to meet the personal needs of the employees. Adequate infrastructural facilities are provided in the campus for the staff members. The major welfare measures are as follows,</p> <ul style="list-style-type: none"> The management is providing spacious Staff quarters for both teaching and non teaching staff with all amenities in it. It was allotted upon request by the employees. Water supply and electricity have been ensured in each residence. Each house has been built with ample space in the plot so as to promote the culture of agriculture in the employees. Periodical 	

maintenance of the residences has been carried out by the management.

- The cooperative society established in the campus serves various needs of the employees. The society offers interest free loans to overcome the financial crises of the employees. Personal loans up to Rs.2 Lakhs have been issued to the members with flexible installment schemes.
- The cooperative store set up in the campus provides necessary consumables and other household items at a reasonable rate and on credit.
- The chit fund managed by IQAC is a great solace for all the employees of this Institution. Employees can join for as many shares they can. The plan period is one year from April to March. The most attractive feature of the chit fund is that, Any type of Service charge or interest is not being levied from the members.
- In order to develop a model work culture in the campus, The management matters the physical and mental well being of its employees. Jubilee Health Centre inside the campus satisfies the primary medical and health needs of the Teaching staff, Non Teaching staff , Students and the local people. The campus community is proud to say about the Dialysis centre in the health centre offering Dialysis for its employees, students and for the poor at no or subsidized cost. Ours will be the one & only Institution in the nation which have a Dialysis Centre in the campus. The Physiotherapy centre is also a solace for many staff members and students.
- All faculty members are accommodated in spacious cubicles with facilities for computers, printers, high speed internet connectivity and ample storage space. Non teaching staff too accommodated in well furnished work spaces with all amenities.
- Management provides advance cash payment to the staff whose appointment approval is pending with the university.
- Central Cafeteria set up in the campus offers quality food at nominal rate
- Adequate recreation facilities are provided in the campus including Physical Fitness Centre, FTC game hub, various courts, Main stadium & Indoor stadium.
- Grievance redressal for staff members also entertained by the institution through various programmes.

Banking and ATM facility is provided inside the campus for both students and staff members.

Attachments for the metrics

Upload any additional information [6.3.1.1.welfare measures.docx](#)

Paste link for additional information

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

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

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	2	00	00	3

Attachments for the metrics

Upload any additional information [6.3.2.1 financial support.docx](#)

Details of teachers provided with financial support to attend [6.3.2.1. Financial support Details.docx](#)

Clarification

SAAC, KSHEC :: 07-11-2021

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

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

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
32	16	10	8	9

Attachments for the metrics

Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)

Reports of Academic Staff College or similar centers

Upload any additional information

Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff [Prof Devpt-Admin training programmes.xlsx](#)

Clarification

SAAC, KSHEC :: 07-11-2021

6.3.4 Average percentage of teachers attending professional development Programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the last five years

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
15	18	12	19	15

Attachments for the metrics

IQAC report summary [Table of Prof dev pgm attended.docx](#)

Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)

Upload any additional information

Details of teachers attending professional development Programmes during the last five years [6.3.4.1. Prof devpt pgm attended.docx](#)

Clarification

SAAC, KSHEC :: 07-11-2021

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

6.3.5.1 Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 500 words

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

More over , 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 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.

The Management and Principal always takes initiatives 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 serious discussion about their capacity building. Frequent shuffling of portfolios equip 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.

Attachments for the metrics
Paste link for additional information https://drive.google.com/drive/folders/1ZnLue6oZPPBJW1cPBMrtxecyb9V91RAU?usp=sharing
Upload any additional information 6.3.5 PAR.docx

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

6.4.1.1 Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 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 General is also audits the account as per their norms periodically.

Since Account keeping mechanism is perfect and transparent , No or only a few objections were pointed in each audits. The audit objections pointed out were settled immediately.

Details of the audits held during the last 5 years have been attached

- Internal audits take place every year. Internal audit for the duration 2020-2021 has 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 01-06-2018 to 31-03-2020 has 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

Attachments for the metrics
Upload any additional information 6.4.1. Internal & External audits.docx
Paste link for additional information

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

6.4.2.1 TotalGrants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
9.55	0.375	2.45	7.95	7

Attachments for the metrics
Annual statements of accounts 6.4.2.1 Annual statement of Accounts.docx
Any additional information
Details of Funds / Grants received from non-government bodies during the last five years Funds received.xlsx

Clarification

SAAC, KSHEC :: 10-11-2021

Details of funds not given properly. Please furnish the details.

Response of the Clarification :: 11-11-2021

Audit report by chartered accountant for the years 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021 has been attached with the SSR. Funds received from philanthropers comes under the head ,Donations in the income details of the report.

Attachments for Response

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

6.4.3.1 Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

The college utilizes its resources at maximum level to yield maximum outcome. Our resources comes under Human resources, Infrastructural resources & Financial resources. Strategic utilization of these resources brings excellence in 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 Potential for Excellence. Expertise of constituent Human resources are 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 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.

Attachments for the metrics

Paste link for additional information [6.4.3.1 Resource Mobilization.docx](#)

Upload any additional information

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

6.5.1.1 Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

IQAC has always played vital role in the Academic and physical development of the Institution. From the beginning of the academic year to the end, IQAC is striving to design and implement various quality improvement projects and strategies. Many projects have been institutionalized as a result of IQAC initiatives. Two among them are mentioned below

PTEP (Professional Teacher Empowerment Programme)

Qualifying Teacher eligibility test is the first ladder the prospective teachers have to climb after completion of their B.Ed. Programme. PTEP is a project started in 2015 with the aim that all students who complete B.Ed. Programme from our college should qualify various Teacher qualifying exams such as SET, NET and KTET. The initial goal of the project was to prepare all our students to qualify for such exams through specialized training modules. Gradually students from other colleges who are seriously preparing for such exams could be accommodated in the project. Later, as part of extension of the project to the community, we were able to organize training programs for candidates appearing for HSA, UPSA & LPSA examinations. After the introduction of this project we could achieve outstanding results in the competitive exams that all of our students could qualify for any of the Teacher eligibility tests before leaving the college. The unique methodology of the project has three phases viz. **Pre-Coaching Phase** which includes general orientation after the notification, help desk for application and financial assistance for deserving students, **The Coaching Phase** - syllabus based classes by the selected faculty and **Post Coaching Phase** which includes consolidation and mock tests. Our specifically designed methodology involves distribution of materials in advance of each session and students will attend the session after reading those simple but comprehensive notes. Regular supervision through frequent consultation and periodic assessment will also be made to keep students alive till the examination.

FTCIA - DPLP Coursera

Online learning platforms gained new momentum due to the lockdown scenario all over the world. Massive online open learning facilities are widely utilized not only by academia but by ordinary people also. In this context, Farook Training College Innovative Academia (FTCIA) explored the scope of beginning a Massive Open Online learning platform. After a systematic discussion and dedicated work, FTC successfully affiliated with "Coursera," free of cost and the expert group finalized the project title as: FTCIA DPLP (Digital Public Learning Platform)

The FTCIA-DPLP platform has nearly 3911 learners across the globe led over 20 WhatsApp groups. Learners have benefited by completing nearly 20000 courses from International Universities through our platform so far.

The platform which began with 500 online learners has now reached 4896 learners hailing from a spectrum of backgrounds. Our learners across the globe has completed 17155 world class courses, 47260 instructional hours from International Universities which is worth Rs 8,57,75,000 (Eight Crore, Fifty Seven Lakhs Seventy Five Thousand) approximately.

The first phase of the project was started in May 2020 and continued till December 2020. Actions or on progress to continue this project in the future too.

Attachments for the metrics	
Upload any additional information	6.5.1.1 PTEP& Coursera.docx
Paste link for additional information	

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

6.5.2.1 Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each

Growing in tandem with the changing scenario is a significant attribute of FTC family. 'Sharpening the Axe' is the motto we keep to abreast with the paradigm shifts. Many existing projects have been reviewed and redesigned along with establishment of new projects to fulfill the above objective. Two among these are described below

FTC G-FLIP (Gurudarsan Faculty Led Innovative Programme) & G-SLIP (Gurudarsan Students Led Innovative Programme)

In par with the recent developments in online teaching learning process, Farook Training college has began an exclusive Youtube channel named Gurudarsan. The channel is being utilized for both Curricular and Co-Curricular activities. Under the G-FLIP Programme, faculty members are expected to created educational videos based on the curriculum and off the curriculum. Apart from the face to face classes, LMS's & Net meeting the learners can access those videos anywhere anytime and hence cut the geographic barriers. We see this project as the first step towards the design of Individual MOOC courses by all faculty members. The aim of the project G-SLIP is to impart knowledge to all through the use of YouTube media. Gurudarshan-led project Gurudarsan-Student lead innovative programs (G-SLIP) benefit the general public, teachers, students and parents by using the expertise of students.

Rubrics Development

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

Attachments for the metrics	
Paste link for additional information	https://farooktrainingcollege.ac.in/gurudarshan/
Upload any additional information	G-FLIP& Rubrics.docx

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year wise for the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
103	101	70	60	65

Attachments for the metrics	
Upload any additional information	
IQAC link	https://drive.google.com/drive/folders/15zfdo3JsTI3yhEGFVWJk07OcTVU6kRnU?usp=sharing
Number of quality initiatives by IQAC per year for promoting quality culture	6.5.3.1 Quality Initiatives by IQAC.xlsx

Clarification

SAAC, KSHEC :: 10-11-2021

Provide ONLY those programmes that is for quality culture

[Response of the Clarification :: 11-11-2021](#)

IQAC of this Institution values the quality of its stakeholders highly in all respects. All the programmes organized in Institution are meant for improving the quality of any of its stakeholders viz. Teachers, Administrative staff, students, parents, etc.

Attachments for Response

6.5.4 Quality assurance initiatives of the institution

6.5.4.1 Quality assurance initiatives of the institution include

Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements~Academic Administrative Audit (AAA) and initiation of follow up action~

Attachments for the metrics

Paste web link of Annual reports of Institution <https://farooktrainingcollege.ac.in/naac-aqar-iqac-minutes-action-taken-reports/>

Upload e-copies of the accreditations and certifications [NAAC accreditation certificate.pdf](#)

Upload any additional information

Upload details of Quality assurance initiatives of the institution [6.5.4. Quality assurance Initiatives.xlsx](#)

6.5.5 Incremental improvements made for the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

6.5.5.1 Describe quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years within a maximum of 500 words each

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

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

FTCIA DPLP (FTCIA Digital 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 Lead Innovative Programme) - Students lead video production

FTC PTEP (FTC Professional Teacher Empowerment Programme) - Extends Teacher empowerment activities through this platform

FTC Finishing School - Offers add on skill development Programme for our students.

Launching of Gurudarsan YouTube Channel - Exclusive video channel of FTC

Launching of Guruvaani Radio - Radio for edutainment purpose

Various training programmes on Edutools and Edu Apps. - continuous training programmes are being organized for both students and faculty members on Edu tools and apps

Envision Digitalk system for visually challenged - Implementation of blind-friendly learning support system

2nd and 3rd phase of School adoption Project

MOU with various Institutions and organizations - for curricular and extracurricular empowerment.

Implementation of Plagiarism checking software - beneficial for our research scholars and faculty members

Various offline & online faculty development programmes

Administration

Introduction of Online user interface for Faculty members and students

Implementation of Library software

Online student database

Decentralization of administration through the formation of various committees other than statutory committees

Implementation of Emergency Management cell

Edusupport Project for extending financial assistance to the needy.

Attachments for the metrics
Paste link for additional information https://drive.google.com/drive/folders/15zfdo3JsTI3yhEGFVWJk07OcTVU6kRnU?usp=sharing
Upload any additional information

7. Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Alternate Energy initiatives such as:Percentage of annual power requirement of the Institution met by the renewable energy sources (current year data)

7.1.1.1 Annual power requirement met by renewable energy sources (in KWH)

11.68

Attachments for the metrics
Upload any additional information Power Consumption.docx
Upload details of power requirement ofthe institutionmet by renewable energy sources solar.xlsx

Clarification
SAAC, KSHEC :: 07-11-2021

Response of the Clarification :: 09-11-2021

kindly read 11.68 as 1.168.(clerical error)

Attachments for Response

7.1.2 Percentage of annual power requirements met through LED bulbs (Current year data)

7.1.2.1 Annual power requirement met through LED bulbs(in KWH)

3906

7.1.2.2 Annual power requirement of the institution (in KWH)

12433

Attachments for the metrics

Upload any additional Information [Power Requirement.docx](#)

Upload details of lighting power requirement met through LED bulbs [LED.xlsx](#)

Clarification

SAAC, KSHEC :: 07-11-2021

7.1.3 Waste Management steps including: • Solid waste management • Liquid waste management
• E-waste management

7.1.3.1 Describe efforts towards waste management on campus within a maximum of 500 words each

The most systematic and advanced method for waste management is being adopted by the college from its very inception. Since the college is announced as a plastic waste free campus extremely careful efforts have been taken to segregate all the types of waste and manage them properly. Waste management system of the college begins with segregation of wastes before its disposal, as its first step. Collection points are arranged at particular areas like classrooms, office, staffroom cubicles, verandha, etc. Dr Afeef Tharavattath, co-ordinator of the nature club has been given the special charge of supervising the process of waste management systematically. The wastes from the collection points are thus segregated as bio- degradable and non bio- degradable wastes twice in a week. The non- biodegradable wastes are transferred to recycling unit and bio- degradable wastes to special pits which normally gets disintegrated at high temperature. For the management of food wastes pipe composting mechanism is adopted by the college and it is managed by the staff. In turn, it is made useful to plants as manure. For the bio-degradable sanitary pad disposal a magic hole is set in the ladies wash room. The sanitary pads disposed through the hole are collected in a pit in the ground which gets burned at regular intervals. The process is being strictly monitored by a non teaching lady staff regularly. Senior faculty members of the college strictly give directions to the students during the induction programme about the proper management of all types of wastes and the measures to be taken to keep the campus clean and neat. The main liquid waste is water from the hand washing area, and from wash rooms for both gents and ladies. At some points the water from hand wash area is made useful to water plants and the water from wash rooms are driven to the specially made pit in the earth. E wastes are the wastes of the time. Electronic gadgets which are used earlier as a learning aid like overhead projector, epidiascope, and computers are kept in the audio visual room of the college and they are used effectively to make our student teachers aware of the earlier development in the field of educational technology. The college encourages buy-back policy with respect to electronic gadgets to reduce wastes. The unusable gadgets are transferred to recycling point. The computers which cannot be updated and are not useful to the college will be given to our feeding schools for their purpose. In short, a fruitful mechanism is adopted to manage with all kind of wastes and it is properly managed by the joint efforts taken by our students and both teaching and non teaching faculty. The college has well dedicated and hard working waste management team to its credit under its nature club to gather data, analyze current

practices and make recommendation for improvements. In order to promote proper waste disposal among the students the college offers small rewards and incentives for waste reduction achievements.

Attachments for the metrics

Upload any additional information [Survey form for waste management.docx](#)

Paste link for additional information

<https://drive.google.com/drive/folders/1JcJI9OrlufzfBWoPyn4V2dW-HrONugcn?usp=sharing>

7.1.4 Rain water harvesting structures and utilization in the campus

7.1.4.1 Describe efforts towards rain water harvesting on the campus within a maximum 500 words

As the college is situated in an area where scarcity of water is more, measures are taken to harvest rain water properly. We mainly depend on a natural well and a Bore well as the major sources for drinking water and for other purposes. The well gets recharged with rain water from the roof. During March, April and May we face water scarcity. Pits are very essential to log water in the soil. Hence two pits are maintained in the campus which have a capacity of 30,000 litre water. The college has a plan for new project in collaboration with the parent institution to recharge wells regularly and properly, through the specifically kept channels from terrace and to collect water through pipes in order to allow the water to flow freely to the pits made near the well and to increase the water logging capacity of the soil. The college is also planning for a new project of constructing underground storage of water in the area before the open air auditorium with the help of our parent institution. Every year college is auditing the vegetation of the campus for storing the water everywhere. The artificial pond taken in front of the main block has also been used to store rain water and to water the plants and trees.

Attachments for the metrics

Paste link for additional information

<https://drive.google.com/drive/folders/1JcJI9OrlufzfBWoPyn4V2dW-HrONugcn>

Upload any additional information [source of water.docx](#)

7.1.5 Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants

7.1.5.1 Describe efforts towards green practices on the campus within a maximum of 500 words

The college follows a green protocol very early itself and make strenuous efforts to green the campus always through celebrating the relevant days with planting saplings and its caring. Thus the college plans all of its activities in tune with green protocol. Even in the first day at the college, our students will be given a detailed orientation on the importance of keeping the campus green and plastic waste free. In order to initiate green endeavour in the college we have formed a nature club- Natura- and it has been organizing lot of activities both inside and outside of the college. 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. In order to sensitize the students about environmental issues field trips have frequently been organized to relevant area under nature club. In 2015, our students undertook an innovative project to cultivate vegetables for tribes in Nilambur. In collaboration with Kadalundi Grama Panchayat Krishi Bhavan, special training in organic farming was arranged to the B.Ed students of the college in 2015. The plan was to give a support to the mid day meal programme of the adopted school. Boards have been displayed inside and outside the college to inform others that the college is plastic waste free. All induction programmes are enriched with the message of greening of the campus. The classrooms, office, staffrooms and library is provided with a specified collection points for wastes. The college organizes programmes on days like world Environment Day, Gandhijayanthi to plant saplings and to clean the campus respectively. The college provides eco friendly products to students and staff members like bag, cup, etc. During the community Living Camp programme one activity is cleaning and greening the campus. The students are grouped first and are given a particular area to clean up. Along with that the plants are

given much care and protected. The staff and students of the institution cleaned the flood affected Kadalundi community reserve in a tie up with Kadalundi Gramapanchayath . The college provides bicycles(three) for the movement of students within the campus. Majority of the students are from Calicut and Malappuram districts and they are adopting public transport to the college. In 2013 and 2017 the college organized UGC sponsored national seminars on environmental issues and in which eminent environmentalists led different sessions. A discussion was held on the issue of Manro Thuruth that day. The college promotes Ph.D and M.Ed dissertation works on environment related concepts like sustainability, disaster management etc. The students from other districts are the inmates of the hostel provided by the college. All the campus roads are with trees on the both sides which make the campus green and ecofriendly to all. Recently the college has initiated the activity of documentation of the flora of the campus by identified the plants and trees of the college which improved the scientific knowledge also.

Attachments for the metrics

Upload any additional information

Paste link for additional information

<https://drive.google.com/drive/folders/1JcJI9OrlufzfbWpYn4V2dW-HrONugcn?usp=sharing>

7.1.6 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

7.1.6.1 Totalexpenditure on green initiatives and waste management excluding salary component year wise during the last five years (INR in Lakhs)

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
.1	.08	.08	.07	.1

Attachments for the metrics

Any additional information [Documentation of trees and plants.docx](#)

Green audit report [Green Audit Report final.pdf](#)

Details of expenditure on green initiatives and waste management during the last five years [Green.xlsx](#)

Clarification

SAAC, KSHEC :: 07-11-2021

Please mention whether there are any external member in the Green audit committee? If so, pls provide details of the same.

Response of the Clarification :: 09-11-2021

Yes. Dr. Kishore Kumar K, Assistant Professor & Head, Department of Botany, Farook College . Kozhikode. Mob: 9895339755

Attachments for Response

7.1.7 Resources available in the institution

7.1.7.1 Resources available in the institution

Physical facilities~Ramp / Rails~Braille Software/facilities~Rest Rooms~Scribes for examination~Special skill development for differently abled students~Any other similar facility (Specify)~

Attachments for the metrics

Upload any additional information [Inclusive Practices.docx](#)

Link to photos and videos of facilities for Divyangjan

<https://farooktrainingcollege.ac.in/divyangan-resources/>

Upload resources available in the institution for Divyangjan [Resources for differently abled.docx](#)

7.1.8 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

7.1.8.1 Number of Specific initiatives to address locational advantages and disadvantages year wise during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
30	30	30	30	30

Attachments for the metrics	
Upload any additional information	Programmes conducted 29 Jan 2021 to 4 August 2021.docx
Number of Specific initiatives to address locational advantages and disadvantages	List of Programmes.pdf

Clarification

SAAC, KSHEC :: 10-11-2021

All programmes listed are not meant to address the locational advantages and disadvantages. Eg: programmes like Open Defense cannot be included.

[Response of the Clarification :: 09-11-2021](#)

Usually the college conducts 40 to 50 programmes each academic year and all the programmes are systematically documented. Extreme care has been taken to include at least 20 initiatives to address locational advantages and disadvantages while planning these programmes. A separate list of such initiatives has already been uploaded under the title ' List of programmes ' (The revised list with 24 programmes is attached herewith). As additional information an INDEX of all the programmes , which includes initiatives to address locational advantages and disadvantages and all curricular and co curricular activities like open defense is also uploaded. As per your direction the list is updated with 24 programmes excluding some programmes mentioned in the next question.

Attachments for Response

7.1.9 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.9.1 Number of initiatives taken to engage with and contribute to local community during year wise during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
8	8	8	8	8

Attachments for the metrics	
Upload any additional information	Programmes conducted 29 Jan 2021 to 4 August 2021-.docx
Upload the report of the event	Extention - report .pdf
Details of initiatives taken to engage with local community during the last five years	community programmes.xlsx

Clarification

SAAC, KSHEC :: 10-11-2021

Most of the programmes listed here are already given in the previous question. Please revise the list.

[Response of the Clarification :: 09-11-2021](#)

This initiatives mentioned here to engage with local community are excluded from the previous

question . As additional information list of all the programmes of the current year is also uploaded here by mistake.

Attachments for Response

7.1.10 Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

7.1.10.1 Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Yes

Attachments for the metrics

Upload any additional Information [_hand book.docx](#)

URL to handbook on code of conduct for students and teachers, manuals and brochures on human values and professional ethics <https://drive.google.com/drive/folders/1nCGOe8GK4DQyGKdNEj1xmqRDzWjRqAlw?usp=sharing>

Clarification

SAAC, KSHEC :: 07-11-2021

Response of the Clarification :: 09-11-2021

All the teachers, students, principal and other officials are duty bounded to obey the Code of Conduct set by the Apex body. For the college an Academic Calendar with Code of Conduct is published at the beginning of each academic year.

Attachments for Response

7.1.11 Display of core values in the institution and on its website

7.1.11.1 Display of core values in the institution and on its website

Yes

Attachments for the metrics

Any additional Information [core values.docx](#)

Provide URL of website that displays core values <https://farooktrainingcollege.ac.in/core-values/>

Clarification

SAAC, KSHEC :: 07-11-2021

7.1.12 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

7.1.12.1 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional ob

Yes

Attachments for the metrics

Upload any additional Information

Details of activities organized to increase consciousness about national identities and symbols [universal values.docx](#)

Clarification

SAAC, KSHEC :: 07-11-2021

7.1.13 The institution offers a course on Human Values and professional ethics

7.1.13.1 The institution offers a course on Human Values and professional ethics

Yes

Attachments for the metrics

Upload any additional information [course on human values.docx](#)

Provide link to Courses on Human Values and professional ethics on Institutional website
https://drive.google.com/file/d/1WVX7WmZbliDEcJ_ncO3Y51bedBqAH-VP/view?usp=sharing

Clarification

SAAC, KSHEC :: 10-11-2021

Please provide the title of course and credits allotted for it

Response of the Clarification :: 09-11-2021

B.Ed Programme EDU 13.12 Professionalising English/Malayalam/Mathematics/Natural Science/Physical Science/ Social Science Education. (Credit 50) M.Ed Programme MED 15.3. Human Rights and Value Education (Credits 100)

Attachments for Response

7.1.14 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

7.1.14.1 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Yes

Attachments for the metrics

Upload any additional information [Functions as per professional code.docx](#)

Provide URL of supporting documents to prove institution functions as per professional code
<https://drive.google.com/drive/folders/1slwIZunlReQ1LuMaJEb0PpPefcke6RKS?usp=sharing>

Clarification

SAAC, KSHEC :: 07-11-2021

Response of the Clarification :: 09-11-2021

As an aided institution affiliated to University of Calicut and approved by UGC and NCTE we strictly function as per the professional code prescribed by our Apex bodies. Some of the documents are uploaded to establish our affiliation.

Attachments for Response

7.1.15 Number of activities conducted for promotion of universal values(Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.15.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise during the last five years

2020-2021

2019-2020

2018-2019

2017-2018

2016-2017

13	12	10	12	11
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Attachments for the metrics

Upload any additional information [constitution.docx](#)

List of activities conducted for promotion of universal value [value based programme.docx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

13 programmes are given in the list. but, in some years its only 11 or 12. Discrepancy shall be addressed.

Response of the Clarification :: 09-11-2021

Every year the college conducts all the 13 programmes given in the list. But in some years some of the given programme couldnt be conducted due to unexpected emergencies . The details of programmes not conducted are given below. 2019- 20 Hiroshima Nagasaki Day 2018-19 Hiroshima Nagasaki Day, Anti child labour Day, Aids Day 2017-18 Anti child labour Day 2016-17 Hiroshima Nagasaki Day, Anti child labour Day

Attachments for Response

7.1.16 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

7.1.16.1 Describe efforts of the Institution in organizing national festivals and birth / death anniversaries of the great Indian personalities within a maximum of 500 words

The B.Ed and M.Ed courses start at the month of July. The college organises national festivals every year spectacularly. National festivals like Onam, Christmas, Eid are celebrated in the college auspiciously with the participation of all students and staff. The one day programme for each festival includes colourful programmes of students and staff members, messages related to the festival, cultural activities and minor games and the ethnic programmes related to the event. In connection with these festivals special attention has been paid to distribute food, clothes and financial supports to needy people from the neighbouring areas and to the security staff of the college and sister institutions.

As a teacher training center, our college considers celebration of every important day as part of the curriculum . The student union and the college have been jointly celebrating the important days from June 1 to March 31 of the academic year. June 5 , Environment Day is celebrated by different programmes for the conservation of the nature and to cultivate values. June 21 Yoga Day is also observed with programmes to promote mental and physical health. In August the days like Hiroshima and Nagasaki Day, Quit India Day and Independence Day are celebrated in a befitting manner. The independence day celebration includes morning assembly and flag hoisting, message of the principal, competitions , exhibitions and screening patriotic films and documentaries. In September Ozone Day, in November Diabetes Day and in December AIDS day have also been observed to sensitize students on various life disease and importance of practicing good food habits and healthy life styles. Human Rights Day in December and Republic Day in January have also been celebrated with programmes to cultivate democratic values, to sensitize the students about their rights and duties and equip them to fight for justice, equality and against discrimination. If any of these day falls on holiday care must be taken to observe it on following working day. September 5 Teachers' Day is celebrated with educational seminars, expert talks, honoring outstanding teachers, quizzes and a variety of student programs and competitions. October 2 Gandhi Jayanti is observed with talks of the respectable persons of the community, cleaning the campus, and public places, seminars and Quiz. November 11 ,the birthday of Maulana Abul Kalam Azad, India's first Minister of Education is celebrated as National Education Day. As part of this, the college conducts

national seminar, a book discussion, panel discussion for students and an educational quiz. November 14th Children's Day is celebrated with various programs at the Adopted School. November 11 National Education Day celebrates in the college with eminent talks on education, quiz competitions etc. November 14 Children's day celebrates in our adopted school with small children. Co-curricular activities will be organized among the children and sweets will be given to them. Special committees will be formed for each programme and accordingly each student gets a chance to organize at least one programme and as they are prospective teachers we take this to train their leadership qualities.

7.1.17 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

7.1.17.1 Describe efforts of the Institution towards maintenance of complete transparency in its financial, academic, administrative and auxiliary functions within a maximum of 500 words

The institution maintains transparency in its academic, administrative, financial and auxiliary functions. The Planning Board functions as the body that takes major steps in deriving plans for the future and executing them in a time-bound manner in consultation with the concerned authority. They take initiative for frequent and regular supervision and monitoring of all the activities to ensure timely completion of the project undertaken by different sub-committees. The Library Advisory Committee makes policies to govern the management and programme of the library, assesses the needs of the library in relation to the academic community and secures adequate funds to carry on the library's activities including purchase of latest books and resources. It also takes sincere efforts to carry out library audit to take stock of the books. The Administrative bodies of the college have well-defined roles to play in the co-ordination and monitoring of administrative activities. College has a Financial Budgetary Committee which mobilizes and allocates funds to different committees. Systematic evaluation and utilization of the fund is carried out through both internal and external audit.

Quality sustenance and improvement are ensured through regular, systematic continued analysis of the programmes organized in the college. The institution has a systematic and scientific academic planning process which is meticulously carried out. The institution has various academic bodies and the duties and responsibilities are divided among teachers. These academic bodies and IQAC meet periodically to review the academic activities and discuss possible improvements and decide on the measures to be taken. Brainstorming sessions are conducted for ensuring the relevance of research topics selected by M.Ed. students. IT-based teaching-learning mechanism has been set up to meet the needs of the present age and for ensuring the quality of all academic programmes. The curriculum is implemented as per the guidelines of the NCTE, and affiliated University. Internal examinations are conducted as per the semester plan. Prior to the submission of internal marks to the university it is published in the notice board and attend the grievances if any. A grievance cell is working in the college to hear the grievances of students. There is an Examination and Evaluation Committee in the college to conduct exams in time and transparently. As per the directions from the university every year college election will be conducted democratically. The respective coordinators, college union and all office bearers of staff jointly plan and conduct all programmes and thus make transparent. Staff council and Students council have regularly been convened to discuss various academic programmes.

The institution collects feedback from students twice a year regarding the institutional practices through a structured feedback form. Performance of teachers is evaluated by students at the end of the course. After the internship programme feedback from mentors are collected about the teacher preparation programme. Feedback on academic programmes is collected from academic peers through structured feedback form. Feedback and suggestions on the institutional practices are collected during the PTA meeting. Suggestions for improvement of the institutional programme from

alumni members are collected regularly.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices

7.2.1.1 Describe two best practices successfully implemented by the institution

PTEP- Professional Teacher Enrichment Project

Qualifying teacher eligibility test is the first ladder the prospective teachers have to climb after completion of their BEd course. PTEP, the project started in 2015, aims to empower our students to qualify various teacher eligibility tests such as SET, NET and KTET before the completion of their B.Ed and M.Ed courses. The initial goal of the project was to prepare all our students to qualify for such exams through specialized training modules. Gradually the students from other colleges could be accommodated in the project. At present, as part of extension of the project to the community, special training programs have been arranged for candidates appearing for PSC examinations HSA, LPSA and UPSA examinations to justify our mission. After the introduction of this project, we could achieve outstanding results in the competitive exams that all of our students could qualify any of teacher eligibility tests before leaving the college. The unique methodology of the project has three phases viz **pre-coaching phase** which includes general orientation after the notification, help desk for application and financial assistance for deserving students, **the coaching phase** - syllabus based classes by the selected faculty and **post coaching phase** which includes consolidation and mock tests. The methodology involves distribution of materials in advance of each session enabling the students to attend the session after reading those comprehensive notes. Regular supervision through frequent consultation and periodic assessment will also be made and extreme care has been taken to honour all the winners.

OCLP(Online Collaborative Learning Platform)

Online Collaborative Learning Platform is, in fact, the extension of the best practice namely Web Based Learning introduced in 2010 as an attempt to develop the most advanced and interactive online support system. The platform could also be utilized as our important mode for online learning during this pandemic. The platform, supported with teacher websites and MOODLE creates most advanced and collaborative online learning environment which can always be accessed by students at any time and anywhere. The programmes like GSLIP to students and GFLIP for faculties, by Guru Darsan, the YouTube channel of the college, helps to encourage innovative researches among the teachers as well as students. In addition to this, the students have developed online materials for the entire courses in B.Ed and M.Ed programmes with the help of the teacher educators. Faculty members regularly post detailed notes on MOODLE with additional points for reference and also publish tutorial videos for students to watch at home for extra support or to ensure that they do not miss an essential idea if they are away from class. Teachers may also give URL of important websites that they consider helpful for students in their **personal website** and **MOODLE platform**. Guruvani, the radio of the college helps students to stay live and updated and to engage in creative activities. During this lockdown, efforts were taken by the project team to organize series of online programmes of well known resource persons named FTCIA Web Talk Series.

Attachments for the metrics

Link for any additional information

https://drive.google.com/folderview?id=1K9mJILdMrZpEMMTJEv-U_VE7-OLZHutE

Upload any additional information [Best Practices.pdf](#)

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

7.3.1.1 Describe the institutional performance in one area distinctive to its vision, priority and thrust within a maximum of 1000 words

School Adoption Project (2010-2021)

Farook Training College has been striving for excellence from its very inception and has kept a consistent record of growth both vertically and horizontally. The Government Lower Primary School located in a rented building near to Farook Training College in Karinkallayi ward of Ramamnattukara municipality, where the students from backward classes are studying, was in the verge of a natural death by dragging its wheels among the many English medium and aided schools where children from financially sound backgrounds are studying. Farook Training College adopted the school in 2010 to uplift the school and the college has been providing financial, academic and materials support for the school for the last 11 years.

The project helped to revitalize the school, and to grow in a way that is comparable to other schools in terms of learning standards and physical conditions. The Project is driven by the monthly donations received from teachers and other non teaching staff. Totally an amount of 12 lakhs was spent by the college till January 2021 to provide financial, material, educational, and social support to the school. Initially efforts were taken to improve the miserable physical condition of the school and ensure a conducive environment for the students to study, and play. The school's walls were painted and the surrounding area was made clean and neat. Since 2010 we have been providing special meals to students on the first working day of every month. The school's opening ceremony, and other important days and festivals, are celebrated in a befitting manner by distributing learning materials and organizing variety of events for students.

The second phase of school adoption project got launched in 2015 by contributing a multipurpose stage cum class room to the school. In second phase, in addition to the activities taken in first phase, due attention has been paid to improve academic environment in the school. Accordingly, the college donated a laptop to set up a smart classroom at the school. Special ICT training sessions were arranged for both students and teachers. Attempts were also made to organize parenting classes frequently as parental support is essential to the students to keep them motivated.

In 3 phase which began in 2019 efforts were taken to begin preprimary English medium classes. This helped to attract the students in to the school and the number of students began to increase gradually. It necessitated to initiate efforts to improve academic standard and two projects namely **Vidhyatheeram and Navaprabha** got launched. The first step of Navaprabha was to improve the learning facilities of the school, paint the class room, decorate the walls with pictures, and arrange furniture for preschool classes. After ensuring child friendly class rooms with quality infra structure facilities, attempts have also been taken to enhance quality of instruction. Hence college students were selected to give classes for preschool students for three days a week to support school's learning activities. **Home library and Home lab** projects were introduced to enrich online learning during lockdown.

Attachments for the metrics

Upload any additional information [School Adoption Project.pdf](#)

Link for additional information

8. Social Inclusiveness

8.1 Social Diversity

8.1.1 Scholarships, endowments and freeships

8.1.1.1 Total number of students getting scholarships, freeships etc. under government schemes during the last five years.

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
156	131	129	148	124

8.1.1.2 Total number of students benefited by scholarships, freeships, etc (year wise) provided by the institution besides government schemes during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
26	26	24	26	24

8.1.1.3 Total number of students availing Kerala State Higher Education Scholarships during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	00	00	00	00

8.1.1.4 Total amount waived or shared as fee and other expenses of students by the institution during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
66000	75000	55000	52000	52000

Attachments for the metrics

Any other information [1630742254-523 SCHOLARSHIPDETAILS \(2\).docx](#)

Clarification

SAAC, KSHEC :: 07-11-2021

8.1.2 Percentage of students in socially backward classes enjoying scholarships, endowments and freeships (year wise)

8.1.2.1 Number of students in socially backward classes (SC, ST, OBC) enjoying scholarships, endowments and freeships during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
149	127	125	144	121

8.1.2.2 Number of students in economically backward classes enjoying scholarships, endowments and freeships during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	00	00	00	00

Attachments for the metrics

Any other information [SCHOLARSHIP -SC, ST, OBC& TOTAL.pdf](#)

Clarification

SAAC, KSHEC :: 07-11-2021

8.1.3 Programmes organized by institution for the empowerment of socially and economically backward sections

8.1.3.1 Initiatives / programmes conducted for empowerment of socially and economically backward students in the institution over the last five years.

Though a minority institution, all the programs conducted at the college are for the socially and financially backward students. The College provides study facilities and books for all students under the Remedial coaching scheme. The following programs are being conducted in the college for such

students.

Remedial coaching

Remedial coaching is meant for SC/ST, OBC and students from backward sectors of the society. A list of such students is prepared from the very beginning of the academic year. A motivation class to boost their morale is given as a beginning session.

Remedial coaching library provides books which are to be returned only after the exams. Special attention and individual tutoring are given utilizing mentor teachers. Special coaching for competitive exams and orientation to admission for higher education is also provided. A staff in charge maintains the documentary details of remedial coaching cell.

Counselling cell

A counselling cell functions in the college under qualified and experienced faculty. Counselling service is extended to the students in the college in general, especially giving special attention to socially and financially backward students as well as outsiders. A separate room attached to psychology lab is set for this. Expert talks are also organized by the cell. Personal, educational and vocational guidance and counselling are provided by the cell. An effective tutor-ward system is established to provide personal counselling to each student. The tutor ward system is very much helpful for identifying the personal problems and grievances. The institution has a mechanism to redress the grievances to solve the personal problems to a good extend.

Guidance for competitive examinations

Qualifying teacher eligibility test is the first ladder the prospective teachers have to climb after completion of their B.Ed. course. PTEP is a project started in 2015 with aim that all students who complete B.Ed. course from our college should qualify various teacher qualifying exams such as SET, NET and KTET. The initial goal of the project was to prepare all our students to qualify for such exams through specialized training modules, especially giving special attention to socially and financially backward students. Gradually the students from other colleges who are seriously preparing for such exams and those students who are financially and socially backward are also accommodated in the project examinations.

Edu Support Program.

EDUSUPPORT is an initiative of Farook Training College in 2016. Edu support aims to support students of the college financially to those needed as a single window system. The funds are collected from college staff, parents, alumni and voluntary contributions. A committee comprising of Principal, Staff Secretary, Senior Teacher, Staff representative from PTA and Staff Convenor of Hridayapoorvam. Students and parents are informed of the EDUSUPPORT functioning in the college and are directed to submit a request to any member of the committee stating the need and estimated amount.

This is further put before all the members of the committee during the meeting of the EDUSUPPORT committee, after thorough discussion with authorized members, a final decision is taken and fund passed accordingly.

8.1.3.2 Steps taken to increase the proportion of socially and economically backward categories in academic and non academic staff in the institution

In accordance with Government of Kerala regulations , the college maintains the community quota of 50 percent in

its appointment. its reserved for socially and economically backward candidates adhering to rotational system of general

and community quotas. Special consideration is given to meritorious candidates is appointing non teaching staff from the

nearby residence of the college. Compassionate employment scheme is followed in appointment wherever possible though

the rule does not apply to aided colleges appointment.

Attachments for the metrics

Any other information [FTC TS& NTS DATE OF JOINING.docx](#)

8.1.4 Regional Diversity

8.1.4.1 Number of students from outside the district during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
64	63	65	61	67

8.1.4.2 Number of students from outside the state during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	00	00	01	2

8.1.4.3 Number of students from other countries during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	00	00	00	00

8.1.4.4 Number of students from Rural area during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
66	65	65	59	61

8.1.4.5 Number of students from Urban area during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
54	56	54	55	51

Attachments for the metrics

Any other information [STUDENTS-RESIDENCE DETAILS.xlsx](#)

Clarification

SAAC, KSHEC :: 07-11-2021

8.2 Minority – Non Minority Representation

8.2.1 Percentage of Minority and Non Minority students admitted to the institution over last five years

8.2.1.1 Number of Minority students admitted to the institution over the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
87	64	70	60	63

8.2.1.2 Number of Non Minority students admitted to the institution over the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
63	57	52	54	53

Attachments for the metrics

Any other information students category.xlsx				
Clarification				
SAAC, KSHEC :: 07-11-2021				
8.2.2 Percentage of Minority and Non Minority staff admitted to the institution over last five years				
8.2.2.1 Number of Minority academic staff recruited to the institution over the last five years.				
2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	2	1	00	1
8.2.2.2 Number of Non Minority academic staff recruited to the institution over the last five years.				
2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	00	00	1	00
8.2.2.3 Number of Minority non-teaching staff recruited in the institution over the last five years				
2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	00	00	00	00
8.2.2.4 Number of Non Minority non-teaching staff recruited in the institution over the last five years.				
2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	00	00	00	00
Attachments for the metrics				
Any other information FTC TS& NTS CATEGORY.docx				
Clarification				
SAAC, KSHEC :: 07-11-2021				
8.3 Gender Distribution				
8.3.1 Percentage of Women and Transgenders				
8.3.1.1 Number of women students admitted in the institution over the last five years.				
2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
134	108	111	104	103
8.3.1.2 Number of transgender students admitted in the institution over the last five years				
2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	00	00	00	00
8.3.1.3 Number of women faculty recruited in the institution over the last five years				
2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
1	1	00	1	1
8.3.1.4 Number of transgender faculty recruited in the institution over the last five years				
2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	00	00	00	00
8.3.1.5 Number of women members in senior administrative positions such as Head of Departments, Deans, Chairpersons of BoS or Heads of Institutions over the last five years				
2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
1	1	1	1	1
8.3.1.6 Number of transgender members in senior administrative positions such as Head of Departments, Deans, Chairpersons of BoS or Heads of Institutions over the last five years				
2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	00	00	00	00
Attachments for the metrics				
Any other information womenfacly.docx				

Clarification

SAAC, KSHEC :: 07-11-2021

8.4 Representation of Differently abled/PwD

8.4.1 Facilities for the Differently abled

8.4.1.1 Number of differently abled students on rolls in the current academic year

4

8.4.1.2 Facilities available for meeting the special needs of the differently abled . 1. Physical facilities 2. Lift 3. Ramp/Rails 4. Braille Software 5. Rest rooms 6. Scribes for examination 7. Special skill development 8. Any other

104

Attachments for the metrics

Any additional Information [fclty-dsblld.docx](#)

Institutional data in prescribed format [certifcs.docx](#)

Clarification

SAAC, KSHEC :: 10-11-2021

Google drive not opening

[Response of the Clarification :: 08-11-2021](#)

File uploaded

Attachments for Response

8.5 First Generation Learners(FGL)

8.5.1 Problems of First Generation Learners

8.5.1.1 Number of First Generation Learners over the last five years

	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
	90	110	115	120	122

8.5.1.2 Measures taken by the institution for attracting First Generation learners

Orientation programmes and Coaching Classes are arranged free of cost for those who need help in any purpose. Mentors guide them in all aspects. The college has common admission procedures which is set up by university to admit students, by following merit seats. However while considering vacancies in the management quota, the college management committee adheres to value principles and give preference to students from lower-socio economic status. Once the students admitted in the college, we provide facilities like Finishing school, SET, NET coaching, Edusupport, Remedial coaching, PTEP, OCLP, Youtube channel and different programmes etc. All these informations are uploaded in the college website & prospectus. Social media platform are also supporting for this purpose. We have a strong Tutor -Ward system assist their ward to give guidance in all way for this, teacher prepare a group by adding allotted students and started to meet them occasionally, provide solutions for their problems and through personal counselling. The college union appreciates the achievers by awarding prize & momentos. The placement cell is supporting to choose a job in a better way. Career Guidance cell is there to assisting students. It is functioning in the college under the headship of a faculty. The centre offers career and guidance services for students. It conducts NET, SET and K TET coaching classes for the students. The placement cell of the college renders commendable services as a feeder centre by providing teachers at various levels for the needy institutions. Campus recruitment facility is arranged in the college for recruiting teachers to various schools and teacher education institutions. A ledger detailing the data is maintained by the teacher in charge of the cell.

The College encourages sports and games by enhancing its facilities and conducting events regularly. The campus provides number of courts for different sports and games. Which includes Multipurpose court for Volley ball, Football, Basket ball, Badminton court, Kabaddi court, Cricket Ground, etc. Remedial coaching provides books which are to be returned only after the exams. Special attention and individual tutoring is given utilising mentor teachers. Special coaching for competitive exams and orientation to admission for higher education is also provided. A staff in charge maintains the documents& details of remedial coaching cell. Induction meeting is arranged for updating, which is very necessary to a teacher training course like B.Ed and M.Ed. As the newly enrolled students are from various academic streams like languages, humanities, science and maths a streaming to the nature of a teacher education programme is important. The induction course is a one week duration beginning with an induction meeting is the opening programme of the all courses. The course includes the sessions for self expression, understanding the curriculum, specialities of the course etc. The system of Class -Library also help to promote reading habit among students. It is working through the contribution of each students by donating books&materials. The duty is assigned as rotation. The programme Ignite, aim students to conduct various competition based on major events. Thus college ensure that students are comfortable with prevailing ambience in the college and feel one with the main stream students who is studying in college.

8.5.1.3 Support systems provided by the institution for First Generation Learners: 1. Remedial coaching 2. Timely disbursement of grants 3. Hostel facilities 4. Transportation facilities 5. Book banks 6. Library

108

Attachments for the metrics

Any additional Information [First generation learners.docx](#)

8.6 Gender Sensitization Programmes / Campaigns

8.6.1 Gender empowerment programmes

8.6.1.1 Number of gender sensitization (awareness) and empowerment (action oriented) programmes organized by the institution year wise during the last five years.

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
2	3	3	2	2

Attachments for the metrics

Any additional Information [womens day prgrm-nw-comp.pdf](#)

Clarification

SAAC, KSHEC :: 29-10-2021

Response of the Clarification :: 09-11-2021

Mail send..

Attachments for Response

8.6.2 Gender empowerment measures

8.6.2.1 Describe gender sensitivity facilities provided by the institution in areas like a) Safety and Security b) Counselling c) Common Room and other amenities

- **Safety and Security**

The institute aims to maintain gender equity and Social equity in imparting education. As a result, we create awareness about the gender imbalance in science, technology and innovation. Educate the students on the gender imbalance that prevails worldwide for reasons of safety and security.

Our institution pays special attention to the safety and wellbeing of students especially women students. Classrooms are built with security consciousness in mind with doors and gates that can be operated to ensure the safety of incumbents, in the events of night stays during Camp or similar occasions. We have 24 x 7 security surveillance facilitated with CCTV along with security guards deployed at the entrance. One lady staff always escorts the students during tour, camp and any travelling for college purposes.

And also college is protected with, a boundary wall with barbed galvanized iron wire surmounted on top of the wall encompassing the campus, which cannot be scaled easily. Security guards are deployed at the entrance to check and register unknown entrants/visitors with their ID cards.

- **Counselling**

The college has a counselling centre with qualified teachers. They are always there to assist any needy one for assistance. There is provision for coffee and snacks for refreshment. Since many of the students are married and mothers, the counselling facility gave social attention towards addressing the marital roles of students including issues of dowry and postpartum depression. Institute and administration understand the stressful daily routine of married students and students with children. It has always been made sure that they are being excused from possible situations. College counselling facility also conducts orientation sessions for students on a variety of topics. Moreover, institutions run a very efficient grievance Redressal cell that handles multiple complainants with special consideration to gender-sensitive matters. The cell help students to clear their issues, problems with solid conclusion to face challenges.

- **Common Room and other amenities**

For the safety and comfort of women students in the campus, College houses a Girl's Room which consists of three beds, an adjustable medical bed, hygienic toilets, a first aid kit, and a sanitary pad machine among many amenities. We have a spacious separate, hostel facility for girls with a full-time Warden, reading room and telephone facility. In addition separate prayer room facility for girls, so that girls can do their religious matters easily, readings rooms are provided within the group on campus with variety of reading materials & magazines. The institution arranges special spaces for feeding mothers and all the support for a friendly environment for them so that students can attend exam, viva without tension. For students and staff with toddlers, the campus is equipped with a Lower primary school, crèche and day-care, here they get facility of ayas, food, playing items, sleeping area. The center provide timely, hygiene care and protection to kids at a lower cost. Institution has arranged a Health -Center for the medical emergency of the wards. So students can meet any kind of medical need at the door steps. A full time doctor is avail to meet the emergencies.

8.6.2.2 Mechanism for resolving gender related issues

Institute always makes ensures the comfort for working of our students during the internship period. So that, it has been always brought it into point to allocate them with the nearest school to their preferred location. Various cells and committees functioning in the colleges look after the wellbeing of students with special emphasis concerning gender-related matters. And the administration makes sure that students participate in Gender sensitivity programmes conducted within and off-campus for creating awareness regarding gender sensitivity issues. College provide any kind of relaxation in all matters related to the issue with gender in case of admission, exam, & other curricular activities.

The college has a Grievance Redressal Cell with expert faculties. They provide any assistance to resolve any kind of issues regarding gender we have an officially constituted WOMEN CELL with

director & co-directors as Postgraduate in psychology, adept in handling grievances and problems of girls. We ensure that important activities of the college are planned and executed giving considerable representations for Gender issues. All the programme committees have women in key positions which ensure that every programme is planned, executed evaluated and strengthened for the welfare of Gender considerations. There is a strong Tutor -Ward system to care for each student under each faculty. They give consideration to the issues of all students. This system provide a opportunity to every gilrs to reveal any kind of issues in their life.

EPC-Engaging with Professional Commitment, is a academic programme in college to facilitate -curricular activities also look into gender-related affairs. Faculties provide due support and guidance in all these activities. EPC programme allows the students to hare their problems and personal issues to exerts and also through group sessions. These interactive sessions serve both short term and long term goals. It can directly help the concerned students with their issues and in the long run, this programme which has the potential to generate numerous research inputs enable the counsellors and institute committees to set their vision and mission more comprehensively and exclusively. A programe, Gender Quest has been conducted in classwise rich in discussion and participation having occasions for presenting many topics in concernd area that illuminate different views of Gender issues . And seminars are conducted in the contexts of mental health, physical health and gender sensitisation. In addition to seminars, workshops and other activity oriented actions for creating gender sensitivity, the institute made sure of research oriented action plans. The dissertation works of M.Ed. students handled multidimensional gender related topics in their research which bring the changed version of future gen. Edusupport programme funded by the institute especially attends to the need of women students. It covers the academic expenses of economically least advantaged students with special reservations for women students. Faculties provide due support and guidance in all these activities. Institution promotes flexibility in choosing school for their Internship for avoding any risk in daily travell. It took 6 months period to complete the programme. The counselling sections help to empower girls for the agents of transformation and equip to face the local&global challenges.

8.6.2.3 Describe gender empowerment (action oriented) measures carried out in your institution over last five years

The college has a Women Cell with energetic members. The cell conducted many programmes in connection to Women's day. It covers many activities to empower girls. It provides a detailed class for girls on Women empowerment & Mental Health issues conducted in collaboration with Kerala Vanitha Vikasana Corporation. Then cell conducted a survey on problems of adolescent girls and a talk was given to energize them. The Cell has initiated personal counselling section for those who have issues in married life. There was Marathon Run by students with regard to Girls Rights and violation in collaboration with JCI Ramanatukara. A Flash Mob was conducted in connection with child right abuse. The cell resolved many students familial issue by providing personal counselling. The prime motto is to strengthen physical fitness for girls. Physical training was given during camp like vuzhu & kallari. A programme of self-defence technique was given in another occasion. Regular badminton training was given to girl students as a result they won in Intercollagiate girl's badminton tournament once.

Women's cell conducts different programmes annually in order to enable our students to explore various opportunities. In connection with this , Edu- Fest was organised a film show consisting of movies with women empowerment as the central theme. It was done followed by a discussion regarding the same. Seminars and workshops are being conducted every year for students. A number of subjects experts and resource persons were invited for the programmes and the topic of seminars and workshops included family planning, home management and entrepreneur skills.

For every aspect of campus life, academic and non-academic activities, constant feedback was collected from students. The areas include curricular,co-curricular,learning,evaluation and travelling facilities for the students. Women’s cell periodically conducts activities like film festivals & seminars. These creative and variety of activities are intended to create life skills, creativity and management skill among students. The institute has a media cell called, PANORAMA. Through panorama, various movies emphasising the idea of women empowerment has been screened.

FTCIA functioning in the campus conducts various discussions and sessions mainly on the topics of Home management, financial planning and health awareness. It has been ensured that each Girl is getting enough guidance and motivation through these activities and programmes. Edusupport programme, funded by the college supports economically disadvantaged students to fund their academic fees and expenses. A webinar, called Solace was organised in the campus by various experts as resource persons. And like all the seminars and conferences happening on the campus, provide various opportunities for an interactive session with students. Theory and practice sessions are merges together to develop soft skills of learner . This also functions as a platform to explore new generation ideas. A prescribed syllabus is followed for the activities of the Finishing School. 'Ignite The Mind' is a weekly debate programme to discuss contemporary social issues. This programme discussed many recent gender related issues for revealing the hidden tensions of girls to face the challenges of 2021. It provide time to share their worries, atrocities etc.

8.6.2.4 Feedback from students and staff on the gender sensitization/empowerment programmes

The college has an effective Feed back cell working for many years. The students are encouraged to give Feedback in the prescribed form. Students can submit the same to the office or use the suggestion box to return the same. Filling the feedback form is voluntary. The feedback information received shall be used to improve the overall standards in the college both on academic and non-academic facilities. It collects feedback on Institution, Academic activities & Gender empowerment, Evaluation, etc. The tool consists some aspects with regard to women empowerment activities in the college. The students performa was aimed to collect reviews about many aspects. Every year based on the feedback collected necessary modifications are made according to the decisions taken by the committee. The modifications are made in accordance with the priorities for empowering girls. Many new modaliteis are planned to implement for equipping with self-defence techniques .

Attachments for the metrics

Any additional Information [Feedback.docx](#)

9. Equity and Excellence

9.1 Qualifications and salary of teaching/ non-teaching staff

9.1.1 Qualifications of teaching and non teaching staff

9.1.1.1 Total number of academic staff with UGC / AICTE qualifications

22

9.1.1.2 Total number of non teaching staff with government specified qualifications

11

Attachments for the metrics

Any additional Information [9.1.1.docx](#)

Clarification

SAAC, KSHEC :: 29-10-2021

9.1.2 Salary of teaching and non teaching staff

9.1.2.1 Total number of academic staff receiving UGC/AICTE pay and allowances

22

9.1.2.2 Total number of non-teaching staff on state pay and allowances

11

Attachments for the metrics

Any additional Information [9.1.2.docx](#)

Clarification

SAAC, KSHEC :: 29-10-2021

9.2 Adversity Factors and Achievement Gap

9.2.1 Adversity Factors (Institutional)

9.2.1.1 Location: Rural / Urban

114

9.2.1.2 Name of the local body in which institution is situated

[Ramanatukara Municipality](#)

9.2.1.3 Location: backward / aspirational district

117

9.2.1.4 Was the institution affected by any natural calamity over the last five years

No

9.2.1.5 Whether the institution is situated in natural calamity prone area (coastal /hilly/other)

No

9.2.1.6 Is the institution easily accessible by public transport system?

Yes

Attachments for the metrics

Any additional Information [9.2.1.docx](#)

9.2.2 Achievement Gap

9.2.2.1 Grades (CGPA/CCPA) achieved by different categories of students(Gen/SC/ST/OBC) in the final semester/annual examination in UG/PG Programmes over the last five years

BEd Programme:

General

Class	2016-17	2017-18	2018-19	2019-20	2020-21
First	4	8	8	13	9
Second	0	0	0	0	0
Third	0	0	0	0	0

SC

Grade	2016-17	2017-18	2018-19	2019-20	2020-21
First	9	17	15	14	14
Second	0	0	0	0	0
Third	0	0	0	0	0

ST

Grade	2016-17	2017-18	2018-19	2019-20	2020-21
First	0	2	5	7	2
Second	0	0	0	0	0
Third	0	0	0	0	0

OBC

Class	2016-17	2017-18	2018-19	2019-20	2020-21
First	26	64	54	58	67
Second	0	0	0	0	0
Third	0	0	0	0	0

MEd Programme:

General

Class	2016-17	2017-18	2018-19	2019-20	2020-21
First	6	1	4	0	Result not published
Second	0	0	0	0	
Third	0	0	0	0	

SC

Class	2016-17	2017-18	2018-19	2019-20	2020-21
First	2	0	2	0	Result not published
Second	0	0	0	0	
Third	0	0	0	0	

ST

Class	2016-17	2017-18	2018-19	2019-20	2020-21
First	0	1	0	0	Result not published
Second	0	0	0	0	
Third	0	0	0	0	

OBC

Class	2016-17	2017-18	2018-19	2019-20	2020-21
First	11	10	7	18	Result not published
Second	0	0	0	0	
Third	0	0	0	0	

9.2.2.2 Programme selection of different categories of students in UG/PG programmes

B.Ed. Programme

Bachelor of Education (B. Ed.) programme is a professional programme meant for preparing teachers for upper primary or middle level, secondary level and senior secondary level.

The programme structure offers a comprehensive coverage of theories and field engagement with

the child, school and community. The programme is comprised of three broad inter-related curricular areas Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers.

The programme consists of four semesters. In each semester, there are two types of courses. i.e., core courses and optional courses. The core courses are same for all the students. The optional courses are based on the main subject that the students studied for graduation. In the fourth semester, there are seven additional optional course that the students can choose according to their interests.

The courses are:

1. Child Rights Education
2. Environmental Education
3. Education for Differentially Abled
4. Guidance and Counselling
5. Health and Physical Education
6. Management in School Education
7. Value Education and Peace Education

M.Ed. Programme

Master of Education (M. Ed) is a professional and research oriented post graduate level teacher education programme. It is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas, and develop research capacities. The M.Ed. Programme was conceived as a professional programme for advanced study of the discipline of Education.

The programme consists of four semesters. The structure of the course is in tune with the pattern suggested by NCTE. It consists of eight (8) courses under Perspective courses and Tool courses, two (2) Teacher education courses including Optional course and five (5) Specialization Courses.

In semester III, there are two specialization courses, i.e., Elementary Education and Secondary Education, which students can choose according to their interests. In semester IV, there are three courses, each consists of four elective papers.

Group A – Current Practices in Education:

Electives:

1. Guidance and Counselling
2. Educational Evaluation
3. Advanced Educational Technology
4. Educational Management, Planning and Financing

Group B – Levels of Education:

Electives:

1. Early Childhood Care and Education
2. Higher Education
3. Non-formal Education
4. Alternative Education

Group C – Emerging issues in Education:

Electives:

1. Inclusive Education
2. Environmental Education
3. Human rights and Value Education
4. Comparative Education

DECCE Programme

The college is also offering a one year diploma programme in early childhood care and education under UGC-NSQF in self financing mode. The programme offers a comprehensive coverage of themes and field engagement with early childhood care and education. The minimum qualification for joining the course is higher secondary or equivalent. T

9.2.2.3 Drop-out rates of different categories of students in UG/PG programmes

BEd Programme

General

2016-17	2017-18	2018-19	2019-20	2020-21
1	1	4	1	0

OBC

2016-17	2017-18	2018-19	2019-20	2020-21
5	3	2	2	2

SC

2016-17	2017-18	2018-19	2019-20	2020-21
1	0	0	0	2

ST

2016-17	2017-18	2018-19	2019-20	2020-21
0	0	0	0	0

MEd Programme

General

2016-17	2017-18	2018-19	2019-20	2020-21
1	1	1	1	0

OBC

2016-17	2017-18	2018-19	2019-20	2020-21
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3	0	2	2	6
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SC

2016-17	2017-18	2018-19	2019-20	2020-21
0	0	0	0	0

ST

2016-17	2017-18	2018-19	2019-20	2020-21
0	0	0	0	0

9.2.2.4 Successful completion of programmes across the different categories in UG/PG Programmes over the last five years

BEd Programme

General

2016-17	2017-18	2018-19	2019-20	2020-21
4	8	8	13	9

OBC

2016-17	2017-18	2018-19	2019-20	2020-21
26	64	54	58	67

SC

2016-17	2017-18	2018-19	2019-20	2020-21
9	17	15	14	14

ST

2016-17	2017-18	2018-19	2019-20	2020-21
0	2	5	7	2

MEd Programme

General

2016-17	2017-18	2018-19	2019-20	2020-21
6	1	4	0	Result not published

OBC

2016-17	2017-18	2018-19	2019-20	2020-21
11	10	7	18	Result not published

SC

2016-17	2017-18	2018-19	2019-20	2020-21
2	0	2	0	Result not published

ST

2016-17	2017-18	2018-19	2019-20	2020-21
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0 1 0 0 Result not published

9.2.2.5 Measures taken by institutions to bridge the achievement gap of students

Many effective measures are undertaken by the institution to bridge achievement gap of students. UGC Remedial Coaching Centre under the coordinatorship of Dr. Anees Mohammed C, Assistant Professor of the college, contributes much in this direction. Under this, remedial coaching is providing for students from SC, ST, OBC and other minority classes. Problems in the study area are identified and special classes are conducted as remedial teaching for the students. As a professional college, many students are appearing for national and state wise qualifying examinations. The Remedial Coaching Centre identifies students those are not qualified in such examinations and gives special remedial sessions. Also books in the related area are given to the students by the center on a rent manner.

Tutor-Ward system is another important element in this regard. Students feel free to discuss the areas they feel difficult with their tutor. The tutor plan and execute remedial measures by discussing the issue with the subject teacher concerned. Tutors also contact parents of their wards in order to identify any special problems faced by the wards. Special assistance is given for weaker students.

In addition to the above, each faculty member carefully identifies difficult topics in the syllabus related with their subject area and conducts remedial sessions for their students. Also every faculty member has their own website. Faculty members upload notes of the session they handled in their website. Students can access the notes and post any queries and clarification required. This is contributing much for remedial teaching.

There are class wise libraries in each class. The class library contains most of the books prescribed in the syllabus. Students can refer related books when they face any difficulties in their academic topics.

Also, PTA is working effectively in this regards

The number of remedial classes per semester

B.Ed Programme: More than ten

M.Ed Programme: More than ten

The progression of the students who attended remedial classes

The remedial classes helped the students to bridge the achievement gap. Some students showed difficulty in theory part of the syllabus where as some other students were practicals works. The remedial classes provided powerpoint presentation as self learning materials. Students could easily understand complicated ideas and concepts. Printed note of the class helped to reduce anxiety and study load of students. Students who faced difficulties in practicals were provided with peer tutoring as a part of remedial classes. Students showed remarkable progress after remedial classes in both theory and practicals.

9.2.2.6 No. of students benefitted from Scholar Support Program (SSP) ?

00

9.2.2.7 No. of students benefitted from Walk With Scholar Programme (WWS)?

00

9.2.2.8 No. of students benefitted from Additional Skill Acquisition Programme(ASAP)?

00

9.2.2.9 Funds received from government/UGC and other agencies for bridging the achievement gap over last five years

	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
	nil	nil	nil	nil	nil

9.2.2.10 Funds utilized by the institution for bridging achievement gap over last five years

	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
	nil	nil	nil	nil	nil

9.3 Cultural Heritage

9.3.1 Institutional Legacy and Practices

9.3.1.1 Year of establishment of the institution

1961

9.3.1.2 List the repositories of intellectual heritage resources including building, library, museum, herbarium, scientific instruments of yesteryears etc. by the institution [Only for institutions with 70 years or above]

Not applicable

9.3.1.3 Measures taken for the conservation and maintenance of repositories of intellectual heritage resources including ecology, building, library, museum, herbarium, scientific instruments of yesteryears etc. by the institution [Only for institutions with 70 years or above]

Not applicable

9.3.1.4 Describe steps taken and technologies used for the conservation of rare collections and specimens etc

Our college has a good collection of rare technological equipment and psychological tools used for educational field. All old age technological equipment are preserved and displayed with description in an attractive corner of the college. Appropriate labelling and description are provided for each item. Students as well as visitors can easily understand their importance from this attractive display.

9.3.1.5 Describe the heritage of the institution towards cultural, social and moral fabric of society

Vision:

"To become a center par excellence of Teacher Education, unique in Experience, Value based in approach and Pioneering in efforts for enriching and fulfilling life of all."

Mission:

"To impart state-of-art knowledge in to 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."

Right from the beginning, the institution upholds a cosmopolitan culture. The institution consists of a mix of faculty from different religions and geographical locations. Both genders are well represented among the faculty. Students are admitted through a transparent and official procedure.

Farook Training College, established in 1961 by Rauzathul Uloom Association, is the first teacher

training college managed by Muslim Minority in Kerala state to promote and provide quality teacher education to all classes of people in Malabar area. One of the objectives of the institution is to attract and encourage talented students towards teaching profession, especially from among financially and educationally backward Muslim minority students and the other marginalized sections of the society. One of the mottos of the institution is 'enter to learn and exit to serve' and so it caters to all sections of society and the mission statement of the institution is the education of the marginalized especially Muslim minorities. Many programmes are conducted to make the teacher students aware of the need to cultivate secular thoughts and become responsible teachers. The alumni of the institution serve society with many programmes. The college provides quality teachers to the society, especially from socially and financially backward classes. The founder of Rauzathul Uloom Association, the parent management body, was Moulavi Abussabah, he was a religious person who was an upholder of morality and truth and because of that the entire institution under the parent body was still trying to uphold moral values and ethics. The institution has been doing a commendable job through years in this direction upholding its mission and vision.

College assigns various extension activities for UG, PG as well as Research students of various departments to give unique experience to become a center of par excellence of teacher education. Socio Economic intervention in the local area is conducted and tries to help the needy people under a project named 'Hridayapoorvam'. The students visit nearby schools and distribute note books and other learning equipment for poor students, the programme is known as as 'Akshara dheepam'. A nature club named 'Natura' conducts many field visits to give real experience for students about the nature. College has a blood donation forum named 'friend in need' and every year they publish a blood donor's diary also. Almost all students fulfil the responsibility to other humans by donating their blood at least once in a year. All such programmes inculcate a value based approach and pioneering efforts for enriching and fulfilling life of all.

9.3.1.6 Describe the various cultural heritage schemes /other government schemes in the institutions

The college initiates many schemes that preserve the cultural heritage of the institution. Some are as listed here

1. Campus heritage walk
2. Heritage book corner
3. Heritage magazine corner
4. Heritage lectures
5. Heritage trials
6. Cultural heritage visits

Campus heritage walk is given to newcomers in the college. many historical and heritage places like old buildings that were built in 1948, ALM hostel which is named with the respect given to A. Lakshmanaswami Muthaliar, who was the chairman of Secondary education commission, house of the founder Moulavi Abusabbah etc are situated at the Farook college campus.

There is a heritage book corner in the college library where books of former teachers of the institution are exhibited and a small description of the authors is also attached for reference.

College is conducting heritage lectures and heritage trials in collaboration with Calicut Heart and Heritage Foundation. They are working to give knowledge about the heritage, history and culture of Calicut city. Every year the foundation conducts a Calicut heritage trail that is a walk in and around Calicut city and gives the opportunity to explore the heritage, history and culture of Calicut city. College ensures participation in the programme every year.

There are many cultural heritage places within a 50 kilometer area, and those places are culturally and historically relevant. Every year college gives an opportunity to visit these places. Students visit places like Feroke, Chaliyam bird Sanctuary, Tirur Thunjan paramb, Thirunavaya etc.

9.3.1.7 Describe the extension work related to sensitization of the community in general and students in particular of: the significance and historic / cultural implication of heritage structures in the region; survey of unidentified heritage sites in the region, bring out/ document/ disseminating the cultural heritage of the different social groups in the region

As part of their projects UG, PG as well as Research students of various departments is assigned extension activities. Being a teacher student, each student is taken to heritage sites and they apply the knowledge gained in classrooms to conduct surveys and collect statistics. For that every year college conducts heritage walk in two dimensions, first a walk in and around the college to understand the historical importance of the college campus, another heritage walk is conducted to create an awareness about local history and cultural practices that mould students to think in an inclusive manner.

Socio Economic intervention in the local area is conducted and tries to help the needy people under the project named 'Hridayapoorvam'. The college adopted a school which is backward one in all aspects. Our students are conducting programmes like 'Akshrasree' and 'Navaprabha' to enhance the academic quality of their children. The students visit nearby schools and distribute note books and other learning equipments for poor students, the programme is known as as 'Aksharadheepam'. The nature club named 'Natura' conducts many field visits to sensitise students about the nature.

All these extension activities have given the participants exposure to cases of unjust deprivation and have created strong motivation for alleviation of injustice. Apart from this the significance of clean surrounding, hygiene, sanitation in the neighbourhood, garbage disposal, and sensitizing the community at large to these vital issues. All these initiatives have gone a long way in holistic development personality of the participants of these programmes.

College has a blood donation forum named 'friend in need' and every year they publish a blood donor's diary also. Almost all students fulfil the responsibility to other humans by donating their blood at least once in a year. Blood donation camp strengthens the sense of empathy and compassion among donors and also instills in them a sense of commitment and ethical responsibility. Programmes on women empowerment creates awareness among girl students of their condition and their rights, and among boys a sensitivity towards problems of women, leading to lessening of gender bias and patriarchal prejudices. All this leads to informed, balanced and responsible citizenship. The activities listed above are indicators of the manner in which multiple issues of social, political and economic significance are discussed and dealt with in order to create sensitivity and understanding among students and contribute to balanced development of their personality, so that committed and ethically informed citizenship is created.

Attachments for the metrics

Any additional Information [9.3.1.7.docx](#)

9.3.2 Distinguished alumni

9.3.2.1 Distinguished alumni of the institution (Names and areas of prominence)

- Dr. Khadar Mangad - Former Vice Chancellor, Kannur University
- Abdul Nasar - IAS, Former District Collector, Kollam
- P.C. Jafer IAS, Director of Public Instruction, Kerala
- Abdul Razak, former Registrar, University of Calicut
- Dr. K.M., Naseer - Principal, Farook College
- Dr. Mohamedunni Alias Musthafa M.N - Professor and Dean, Department of Education,

Central University of Kerala

- Gireesh Cholayil- Deputy Director of Collegiate Education
- P. Safarullah, Retired DDE, Malappuram, Kerala
- Dr. U Saidalavi, Principal, Malabar College of Advanced Studies, Vengara
- Abdul Azeez - Principal, PSMO College, Tirurangadi
- Dr. Abdul Gafoor, HoD, Department of Education, University of Calicut
- Dr. C. Naseema, Professor, Department of Education, University of Calicut
- Dr. K.P. Meera - Professor, Department of Education
- Gopalakrishnan - DIET , Kannur
- Dr. Kishore Kumar, HoD, Department of Botany, Farook College
- Dr. Habeeba Pasha, Former HoD, Department of Arabic, PSMO College
- Fousan Rasheed A.K.,IB, NewDelhi
- Mohammed Shafeek P. Intelligence Officer, Anti Narcotic Cell, Kerala
- Mohammed Basheer K., Retired Joint Director, General Education, Kerala
- Deedi Damodaran - screen writer in Malayalam film industry
- Muhammad Yasir - Regional Head and Director, National statistical office, Kozhikode
- Banna Chennamangallur, Actor, Director, Dubbing Artist
- U. Kalanadan Vallikkunnu, Social Activist

Attachments for the metrics

Any additional Information

9.4 Nature of admission

9.4.1 Admission procedure

9.4.1.1 Describe the admission process carried out for student enrolment

The college is a single department institution which is offering Graduation (B.Ed), Post Graduation (M.Ed), and Research in Education (Ph.D). Being a government aided institution, the college follows the general rules and instructions for its admission as prescribed by the affiliated university, i.e. University of Calicut. Affiliated university decides everything related to admission. College strictly follows the rules and regulations of NCTE as academic standards for admission, course of study, scheme of examination, instructional hours, practice teaching requirements, attendance of students, etc. The graduation and post graduation programme extends for a period of two year with four semesters. The general criteria for the admission to graduation course (B.Ed) is B.A or B.Sc. Degree of the University of Calicut or a degree recognized as equivalent thereto under 10+2+3 pattern with 50 percent marks in Part I + II + III together or 50 percent Marks for Part- III alone or Masters Degree with minimum 50 percent marks or 10+2+5 pattern for Integrated M.A or M.Sc. The general criteria for the admission to Post Graduation course (M.Ed) is B.Ed Degree of the University of Calicut or a degree recognized as equivalent thereto. For the admission to Research (Ph.D), affiliated university conducts entrance examination and the candidates can choose the college as a centre for research. The College is offering a Diploma course in Early Childhood Care and Education in Self financing mode also.

College strictly follows reservation criteria at the time of admission, five percent Reservation is ensured for eligible candidates under persons with disabilities (minimum 40% disability). Being a teacher training college deaf or dumb candidates are not eligible for admission to the college. One seat each for defence and sports quota. 15 percent of seats for Scheduled Caste (SC), 5 percent seats for Scheduled Tribes (ST) and 20 percent for OBC/Community quota are reserved . These procedures ensure the equality in opportunity for all types of students and it ensures inclusion in the field of teacher education.

9.4.1.2 Details of the website and mandatory disclosure

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

Attachments for the metrics

Any additional Information

9.4.2 Admission Profile

9.4.2.1 Number of actual students admitted from the reserved categories year wise during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
86	106	102	92	100

9.4.2.2 Percentage of total seats vacant in the government / aided and self financing programmes in the institution over the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
nil	nil	nil	nil	nil

9.4.2.3 Intra and Inter Institutional mobility of students over the last five years

NOT APPLICABLE

9.4.2.4 Number of students benefited from Institutional credit transfer over the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	00	00	00	00

9.4.2.5 Number of students benefited from Programme wise credit transfer over the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	00	00	00	00

Attachments for the metrics

Any additional Information [9.4.2.xlsx](#)

Clarification

SAAC, KSHEC :: 29-10-2021

9.5 Democratic Practices

9.5.1 Student Union formation/ Staff union

9.5.1.1 Describe the student union formation process in the institution

A body of students' representatives is formed every year as per the guidelines issued by the University of Calicut and Lyngdoh Commission Report. The College has a democratically elected Student Union which looks after student welfare through its various programmes. The College Union comprises of a Chairman, Vice Chairman, General Secretary, Joint Secretary, Fine Arts Secretary, Student Editor, General Captain and Student Representatives from six UG optional subjects and PG subjects. Besides, there is a University Union Councilor (UUC) who represents the College students in the Calicut University Union.

The followings steps are taken for the purpose of the formation of college union:

Notification of election for college union

Publication of electoral roll

Publication of final corrected electoral roll

Inviting nomination

Scrutiny of nomination

Final list of candidates after scrutiny and withdrawal

Election if needed

Publication of results

Oath taking of office bearers

The first step of the student union formation process is to select two staff representatives by the staff union viz, returning officer and staff advisor for the student union. After the direction given by the affiliated university Returning officer will notify college union election date and rules for the conduct of election to college unions, that an election will be held to elect the office bearers and Student representatives. The returning officer will publish the Preliminary electoral roll and gave date for correction / addition / deletion in the preliminary electoral roll and publish final electoral roll. After that the returning officer will announce the Last date and time for filing nominations and after the Scrutiny of nominations and withdrawal returning officer will publish final list of nominations. After a democratic polling procedure and counting of votes returning officer will publish the results. After taking oath in front of the Principal the college union came in to power. The tenure of the college union is one academic year. The Principal is the ex-officio patron and honorary treasurer of the college union. The executive of the college union normally formulates the general policy of the union. All union meetings and stage programmes are conducted under the guidance and presence of the staff advisor deputed by the Principal. The Parliamentary mode of election is followed.

The objectives of the Student's Union are to promote and coordinate social and cultural activities of students, and to create in them an awareness of civil duties and rights.

The major activities of the Union include organizing discussions and talks on relevant issues involving students, staff, and dignitaries from the literary and social and cultural fabric. Union also organizes Arts Fest that give opportunities to students to express their talents, Sports Day and College Day. Principal, Staff Advisor and other faculty members assist students in the holding of competitions. College union receives funds for its various programmes from the donations from students as well as from the college and PTA.

9.5.1.2 Describe the staff union activities in the institution

The college has a strong staff union that has been elected every year. The Staff union is formed to facilitate positive interaction between the teachers of the college. All teaching staff are members of the union. The union organises programmes for recreation and talks on the topic of educational importance.

At the beginning of every academic year a staff secretary has been elected by the staff union through a staff meeting presided by the principal. The election is a democratic process. The activities organised by the staff union aim with an intention to develop leadership qualities and academic growth. For this staff union organises seminars, training programmes, discussions exclusively for the staff. A student aid fund was instituted by the staff members with a view to help poor students who are brilliant in their studies. The staff union discusses academic and non academic activities of the college and take decisions democratically. Staff union helps principal for trouble-free administration also. Each teacher contributes an amount every month as a staff fund to meet unforeseen expenses.

9.5.1.3 Student representation in decision making bodies – Syndicate, Senate, Academic Council, College Council, Governing Body and Grievance Redressal Bodies

Students of Farook Training College democratically elect a University Union Counsellor (UUC) as a

representative to university union. The college is affiliated to University of Calicut. University council elects representatives to Syndicate, Senate and Academic Council.

The College Grievance Cell is constituted for the redressal of the problems reported by the Students of the College. Union Chairperson and Joint Secretary represent the meetings of Student Grievance Redressal Cell as Student representatives. The important objectives of the body are to uphold the dignity of the College by ensuring strife free atmosphere in the College through promoting cordial Student-Student relationship and Student-teacher relationship and encouraging students to express their grievances or problems freely and frankly, without any fear of being victimized.

9.5.1.4 Elected representation of staff in decision making bodies – Syndicate, Senate, Academic Council, College council , Governing Body and Grievance Redressal Bodies

Details of participation of teachers in various bodies

Teachers of Farook Training College are members of various academic and administrative bodies at University and state levels. Dr. T. Mohamed Saleem , Principal, Farook Training College is a member of Senate, University of Calicut, CUSS PG Regulation, PG Steering committee,KSHEC, Business Advisory Committee and CBSS PG Academic Committee, BoS (PG), University of Calicut for the year 2020-21. Other six faculty members are serving their expertise in various academic bodies like BoS (UG & PG), Faculty of Education and Academic Council. Year wise orders are submitted in the folders with the following link.

https://drive.google.com/drive/folders/1o2g1mQq6TPLYPokjjJpxD-Z_s-WXMdOt?usp=sharing

9.5.1.5 Describe the nature and composition of student and staff Grievance Redressal Bodies

A Grievance Cell is constituted for the redressal of the problems reported by the Students of the College with the following objectives:

- Upholding the dignity of the College by ensuring strife free atmosphere in the College through promoting cordial Student-Student relationship and Student-teacher relationship etc.
- Encouraging the Students to express their grievances / problems freely and frankly, without any fear of being victimized.

The students may feel free to submit a grievance in writing/or in the format available. The Grievance Cell will act upon those cases which have been forwarded along with the necessary documents. The Grievance Cell will assure that the grievance has been properly solved in a stipulated time limit provided by the cell. The provisions of the Act of the Central Government and the State Governments if enacted will consider ragging as a cognizable offence under the law on a par with rape and other atrocities against women and ill-treatment of persons belonging to SC/ ST.

Members of Students Grievances Redressal Cell are:

1. Chiarman: Dr. T. Mohamed Saleem (Principal)
2. Convener: Mr. Nowfal C. (Staff Advisor)
3. Members: Dr. M. Jesa, Dr. Afeef Tharavattath, Dr. T.K. Umer Farooque, Dr. Niranjana. KP, Mrs. Rajitha K V
4. PTA Vice President
5. College Union Chairman and Joint Secretary (Student Representatives)
6. Ward member of the local body

A permanent mechanism is working for timely redressal of grievances including sexual harassment and ragging. Separate statutory committees are constituted to do these functions. Minutes book and register is maintained by each committee. Grievance redressal cell is an appellate body to hear and redress various type of grievances. It is a statutory committee chaired by Principal.

Ragging in any form is strictly prohibited in and outside the institution. Any violation of ragging and disciplinary rules should be urgently brought to the notice of the Principal / teachers. Two bodies, viz., Anti Ragging Committee and Anti Ragging Squad monitoring and handling ragging related issues. Anti-ragging committee functions under the chairmanship of Principal takes measures to follow the directions of Hon. Supreme Court of India and UGC. Anti-sexual harassment cell is named as internal complaint committee which is working under women cell deals with issues of gender based violence.

Internal Complaint Committee

As per the recommendations of UGC 2019, Internal Complaint Committee is constituted under the auspicious of women cell to deal with the issue of gender based violence and to conduct gender sensitization programmes. It also aims to provide healthy and secure atmosphere for all women at all the places and facilities on the campus. The members are:

Presiding Officer: Dr. N.S. Mumtas, Associate Professor

Faculty Members: Dr. K.P. Niranjana, Dr. Hasan Koya M.P., Mrs. Irshana Shahnaz Ulladan (Director, Women Cell)

Administrative Staff: Mrs. P.M. Rubeena, Mr. Aslam N.

Student Representatives: Miss Nila P. Shanti (Student Coordinator, Women Cell), Miss. Afeefa T. (M.Ed), Mr. Anoop (Research Scholar)

NGO Representative: Mr. C.P. Jabir (President. Jagratha Samithi)

9.5.1.6 Describe the Student Council activity and role of students in academic and administrative bodies

All the students of the college shall be the members of the college Union. The College Union Office bearers are elected through College Union Election, as per the rules of University of Calicut.

The objectives of the College Union are:

To promote

(a) Discipline and decorum in the college

(b) Mutual contact, democratic outlook, and spirit of oneness among students of the college

(c) Social harmony among all students and to work towards their cultural and academic development

(d) Close and cordial relations between students and teachers of the college;

(e) Leadership quality among students and a consciousness of the university, to equip them for becoming responsible citizens

(f) Self-reliance, service to the people and duty towards development of the nation

Student Council Activities

According to the Statutes the Students' Union may assist the college in organizing following activities related to students

a) Debates, discussions, lectures, study circle, essay competition;

b) Cultural performance and contests;

c) Indoor and outdoor games

d) Publication of magazines

e) Field Trips and Study Tours

f) Social Service and Social Relief activities

The video of various programmes conducted by the college union is available in the official youtube channel of the college - Gurudarsan Farook Training College. The link is given below:

<https://www.youtube.com/c/GurudarsanFarookTrainingCollegeKozhikode>

Role of students in academic and administrative bodies

- General Captain and Fine Arts Secretary of the Union are ex-officio members of the Sports board and the Cultural board respectively.
- Representatives of the Students' Union are given invitation for attending programmes/functions held in departments / Institutes / Colleges
- The elected members Chair person and General Secretary of the Students' Union are invited to attend the meetings of the governing council.
- Chair person is a member of the IQAC
- All academic and non academic programmes of the college are planned and conducted with a democratic discussion with student union members.
- The student union acts as a liaison between the authority and students.
- The feedback from the students are taken with due seriousness.

9.5.1.7 Recognition or awards received for the Institution Magazine

Nil

Attachments for the metrics

Any additional Information [grievance minuites.pdf](#)

9.5.2 Student Feedback system	
9.5.2.1 What are the steps taken to get feedbacks from students and describe the outcome after taking feedback?	
The various measures taken to get the feedback from students are described below:	
<ol style="list-style-type: none"> 1. Student feedback box 2. Feedback from students by the principal 3. Student feedback through college website 4. Periodic feedback taken from students by course co-ordinators 	
The students are encouraged to give the Feedback in the prescribed form. Students can download the feedback form from the College Website and submit the same to the office or use the suggestion box to return the same. Filling the feedback form is voluntary. The feedback information received shall be used to improve the overall standards in the college both on academic and non-academic facilities.	
Outcome after taking feedback	
The feedback form to be scrutinized and specific suggestions can be discussed and incorporated by the respective committees.	
9.5.2.2 Structured feedbacks received from 1. Students 2. Teachers 3 . Employers 4. Alumini 5. Parents for design and review of syllabus – Semester wise / year wise	
93	
9.5.2.3 Classification of the feedback processing by the institution	
121	
Attachments for the metrics	
URL for stakeholder feedback report	
Action taken report of the Institutionon feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	
9.5.3 Academic Mobility of Students	
9.5.3.1 Number of outgoing student progression to higher education	
23	
9.5.3.2 Number of students opting for Post Graduate Programme in the same institution after completion of UG	
6	
9.5.3.3 Number of students opting for Doctoral Programme(M.Phil/Ph.D/PDF) in the same institution after completion of PG	
3	
Attachments for the metrics	
Category wise student progression	
Any other information	
Clarification	
SAAC, KSHEC :: 07-11-2021	
Details not attached.	
9.6 Outcome based Education	

9.6.1 Student Achievement

9.6.1.1 Number of students appearing in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
92	168	225	196	180

9.6.1.2 Number of students qualifying in state/national/ international level examinations (eg: NET/ SLET/GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) during the last five years

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
82	131	178	149	135

9.6.1.3 Number of students securing admission for higher studies in reputed national institutions

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	13	8	14	6

Attachments for the metrics

Any additional Information [9.6.1.docx](#)

9.6.2 Outcome Based Education(OBE)

9.6.2.1 Describe Course Outcomes (COs) for all courses and mechanism of communication within a minimum of 500 characters and maximum of 500 words

The course outcomes of BEd course are as follows:

The student will be able to

- Explain and explore the meaning, need and significance of education
- Describe the various perspectives on education.
- Explain education in the socio-cultural context.
- Facilitate student teachers' understanding of the psychological basis of teaching and learning.
- Describe the developmental processes and needs of children and adolescents and role of teachers in facilitating developments.
- Explain the various theories of personality, factors affecting individual differences and the special problems of exceptional children.
- Develop a comprehensive and critical understanding on disability, marginalization and inclusive education.
- Describe basic assumptions of ICT and its scope in the area of teaching and learning.
- Develop interest in facilitating learning and development and enjoys teaching and organizing curricular and co-curricular activities.
- Elucidate the need of integrating and inculcating life skills and values in school Curriculum and its implementation.
- Describe skills in planning, transacting and evaluating curricular contents of secondary and higher secondary classes.
- Explain various sub skills and competencies in teaching and classroom management through microteaching.
- Acquire skills in developing and using audiovisual devices and ICT for classroom teaching.
- Develop an artistic and aesthetic sense in children through art education
- Enable student teachers to generate an understanding of the principles of yogic practices so as to improve quality of life.

The course outcomes of MEd course are as follows:

The student will be able to

- Elucidate the nature of education as a discipline
- Explain how concepts/ theories/issues drawn from disciplines cognate to education
- Acquire specialized knowledge and understanding of the bases of education
- Elucidate national and international perspectives on educational theory and practice
- Explain human behavior and personality for guiding efficient and effective learning
- Acquire skills required to take up leadership roles in the areas of education
- Acquire rational conceptualization of educational research
- Apply essential ICT skills required for educational practice and professional empowerment
- Investigate and compare specialized areas such as Elementary and Secondary Education
- Explain and Interpret epistemological, axiological and ontological perspectives of school education and teacher education for enhancing conceptual understanding of education
- Appraise the multiple contexts in which the schools and teacher education institutions are working
- Integrate information and communication technology to teaching-learning and training transaction
- Apply skills to manage internships, practical and field attachment
- Enhance competency in the development of curriculum, syllabus, textbooks, and instructional materials, evaluation and assessment
- Develop ability to analyze and reflect upon one's professional experience
- Appreciate the challenge of theorizing education and identify relationship between theory and practices
- Apply skills required for leadership role in different areas of school education

Mechanism of communication

- Lecturing
- Discussions
- Practicals
- EPC Sessions
- Field visits
- Field survey
- Seminars
- Projects and Dissertations

9.6.2.2 Describe the method of measuring attainment of POs in not more than 500 words and the level of attainment of POs

Our college is affiliated to University of Calicut. We offer B.Ed, M.Ed and Research programmes. For these programmes, the college strictly follow the curriculum designed by the affiliated university. The Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the University and the college and the same are communicated to the students in a formal way.

Umost care is taken to measure the level of attainment of POs, PSOs and COs and follows formal as well as informal mechanism for the measurement of attainment of the outcomes. The College take care of the attainment to measure the POs, PSOs and COs and implements the mechanism as follows: -

- The college adheres to the Academic Calendar of the affiliated university.

- Internal examination committee analyzes evaluation reports of results.
- Institute collects Feedback from the Stakeholders for the attainment of PO, PSO and CO.
- Placement committee took the review of the Students' Progression to Higher Studies and their Placement.

9.6.2.3 Describe the method of measuring attainment of PSOs in not more than 500 words and the level of attainment of PSOs

- Written Examinations
- Process and Product Evaluation
- EPC Evaluation
- Evaluation Rubrics
- Viva-voce

9.6.2.4 Describe the method of measuring attainment of COs in not more than 500 words and the level of attainment of COs

Method of measuring attainment of COs

Assessment of students for each subject is done by internal continuous assessment and end semester examinations. Internal assessment is conducted throughout the semester.

- Continuous assessment is based on internal examinations, assignments (such as Tasks and assignments that run through all courses.) as specified in the syllabus.
- To ensure transparency of the evaluation process, the students are made aware of the criteria / indicators of assessment well in advance and the internal assessment marks awarded to the students in each course (theory and practical) and published on the notice board at least one week before the commencement of external examination so as to enable the students to report any corrections.

Detailed description for the method of measuring attainment of COs for B.Ed and M.Ed given in the link below:

<https://docs.google.com/document/d/1JGdJQIAXi37Bbf6lLHIV44pbemlFW5Pj/edit?usp=sharing&ouid=103919521687241263568&rtpof=true&sd=true>

9.6.2.5 Number of Faculty who were trained in OBE workshops conducted by KSHEC

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
4	00	00	00	00

9.6.2.6 Number of OBE workshops organized by the institution

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
00	00	00	00	00

Attachments for the metrics

Any additional Information [9.6.2.5.docx](#)

9.6.3 Cost of Education

9.6.3.1 Unit cost of Education (total annual recurring expenditure (actual) divided by total number of students enrolled) including salary component

93,191

9.6.3.2 Unit cost of Education (total annual recurring expenditure (actual) divided by total number of students enrolled) excluding salary component

8374

Attachments for the metrics
Any additional Information
Audited accounts and budget of the institution 9.6.3 (wecompress.com).docx
Clarification SAAC, KSHEC :: 29-10-2021
10. Scientific temper and Secular outlook
10.1 Knowledge assimilation and dissemination process
10.1.1 Knowledge assimilation process
10.1.1.1 Steps taken by the institution for knowledge assimilation in your institution such as response to disaster management, Social Angle in Research and Knowledge Production(SARC), Knowledge Dissemination Response(KDR), Knowledge Action Decision Framework(KAD)
The institution being a hub of professional teacher training programmes ensures that sufficient mechanisms for knowledge assimilation takes place.
Focus on Research: The college allocates due importance to research being conducted in areas relevant to meet the educational challenges of the time which includes studies on innovative teaching pedagogy , gender sensitization, sustainability development, environmental protection, inclusiveness, life skills, innovative teaching pedagogy, disaster management, first aid and marginalization.
Projects and Surveys: Teachers have been taking up a number of projects and surveys funded under various agencies like UGC, ICSSR and PMMMNMTT and thus extending their expertise outside the college for the common cause.
Collaboration with Coursera: The college has been a centre to collaborate and conduct a number of online courses through the affiliation with Coursera for learners of diversified backgrounds and interests from 12th May to 31st December with nearly 5000 learners who completed 17155 courses comprising of 47260 instructional hours and worth Rs 85775000/-.
Faculty Resource Expertise: Faculty are also resource experts in courses conducted by NPTEL and MOOC platforms and have developed e content for SWAYAM platforms in collaboration with the EMMRC, University of Calicut.
Emergency Management Training: An Emergency Management Cell has been functioning to address and tackle issues that relate to unprecedented calamities such as the flood and Covid pandemic.Hands on experience and training to students and teachers at relief camp have been organised specially in dealing with emotional crisis of the affected. Home cleaning by students and providing vital resources to our neighbouring homes and homes of the affected students of the college are implemented.
Module Preparation: Module preparation for Madrasa teachers in collaboration with KSHEC have been organised.
Newsletter: A newsletter Bird's Eye View released annually by the Research Scholars Association gives the Research Scholars the opportunity to conduct and study various themes related to their research and thus inform the public about the various areas of research undertaken by publishing it.

Association with NGOs: The college is also associated with many Non Government Organizations- Friends of nature, Resilience Foundation, Pain and Palliative, Happy Genius, Spic Macay, Malabar Cultural Heritage Centre and Five star green farming, which is helpful for the production of knowledge in one way or the other.

National Seminar conducted on Integrated Teacher Education Programme in collaboration with KSHEC.

Invited Talks: The Research Scholars have been organizing a series of invited talks under the initiative Avenues by Fulltime Research Scholar and Forschung by Part time Research Scholar to remain abreast.

Faculty Development Programmes: Faculty members consistently keep themselves updated by engaging in academic discussions on topics of relevance such as the NEP 2020, OBE and syllabus reforms in connection with it at University Level. All teachers take the opportunity to update the rest of the faculty atleast once in a year based on their recent studies or areas of expertise and interest.

Project conducted by MEd students on Critical Analysis of pre primary curriculum of various education boards.

Attachments for the metrics
Any additional information 1.Assimilation.pdf

10.1.2 Knowledge dissemination

10.1.2.1 Describe mechanisms of knowledge transfers and approach for collaborative research with government, research funding agencies or any community

School Adoption Project: The institution being a teacher training centre is committed to the cause of education to the needy. In order to realize this vision, a number of activities have been implemented at our adopted school, GLPS Karinkallai to support and foster the values of education to the children and family who represent the most backward section of the society. This includes regular remedial classes for the primary students of the school by our students, celebration of significant days at the school and arranging for high class physical infrastructure and teaching learning resources in the most scientific manner. The School which was on the verge of shutting down continues as a centre of education due to the consistent mentorship efforts of the college.

FTC Radio Broadcast: Guruvani, the voice of FTC, broadcasts radio programmes on all working days at 8.30 am. The programmes include talks with eminent personalities working in the diverse fields of education, psychology, social work, army and medical field besides prayer, newsreading, quiz programmes and other vocal performances of the students.

Internship Practicals at Schools: As part of the secondary teacher training programme, our students are deputed to nearly 35 schools in Malabar area every year for 80 working days in upper primary, secondary and senior secondary level. Mentorship and feedback of peers and teachers, both from school and college ensures that students are active in the process of teaching learning in the most updated and innovative manner.

Internship Practicals at Training Colleges: Post graduate students conduct their Internship programmes at nearly 10 teacher education institutions in Kozhikode and Malappuram twice during their programme. The college is collaborated with 10 sister institutions as a centre of in service teacher training and professional development.

Academic MoUs:

The college has Memorandums of understanding with Integrated Child Development Centre, Kozhikode. The students and faculty impart their expertise and gain experience in working with special children of Prashanti, Kaniv (Sargasparsham) and Buds School and also with the homeless children at Vellimadkunnu, Calicut. Students of the college are given opportunities to interact and teach these children on a voluntary and regular basis.

Orientation Programmes: Orientation to teacher educators of teacher training colleges affiliated to University of Calicut are conducted by Farook Training College to discuss and effectively implement the curriculum in light of revision to 2 year BEd course from 1 year.

Research: Knowledge gained as a result of undergoing course on Research Methodology is transferred to research based dissertation/thesis work as part of the MEd and PhD programmes. Teachers also conduct research in collaboration with various funding agencies.

Association with GOs by conducting educational programmes in collaboration with ICSSR, KSHEC, UGC, PMMMMPT, EMMRC and CUK.

10.1.2.2 Details of Prabudhata/ Prabudhata model society – institution linkage

The programmes conducted by Farook Training College as part of the Prabudhata model society-institution linkage are:

Activity	Linkage	Objective
School Adoption	Ramanatukara Municipality	To develop social values and inculcate constitutional rights and duties with regards to education.
Adopted School	GMLPS Karinkallai	To equip prospective teachers on various teaching learning initiatives that facilitate students from marginalized section of the society to enjoy the best fruits of education.
	1. Praveshanolsavam 2. Padanolsavam 3. Vidyatheeram	
Women's Day Celebration	JCI Ramanattukara	To gender sensitise future teachers and enable students to be aware of women's rights.
Pothichor	Kudumbasree	To distribute lunch prepared by Kudumbasree to the needy in and around public places at Kozhikode streets, bus stand and railway station by our students to experience the gratification of giving and feeding the hungry.
Community Yoga practice	Kudumbasree	To enhance physical and spiritual health by providing yoga training to women of Kudumbasree units of Farook College is

given as part of Edufest, March 2017.

Sanitizer Production and Distribution	Chemistry Department, Farook College	To produce sanitizer and distribute to students and residents during the initial days of Covid pandemic
Wheel Chair distribution	Pain and Palliative	To distribute wheel chair to the needy patients
Bedsheet distribution	Pain and Palliative	To distribute bedsheets to the needy patients
International Blind Day Celebration	Institute of Destitute Blind, Kizhuparamb, Areacode	To celebrate International Blind Day with the blinds and also to distribute Peddaling Cycle for Exercise
Hridayapoorvam Project	Prashanti Special School	To visit special school and aid students in the learning teaching process
Blood donation camp	Perinthalmanna Taluk Hospital	To develop awareness on blood donation
Women's Day Celebration	Kerala Women's Development Council	To create facilities for students and staff to donate blood for a public cause To create legal awareness on women's rights and issues
'Kilikkood'	Government Children Home, Calicut and Hridayapoorvam	To exhibit short film in connection with Women's Day To visit Government Children home and develop empathy and share resources.
Students Initiative in PalliativeCare	Pain and Palliative Unit Care, Farook College	To provide free tuition by the student teachers during the summer holidays. To train student teachers to deal with emergency medical conditions and acquaint with first aid treatment. To train student teachers to give palliative care to bed ridden patients .

'Kaliyarang'	Spic Macay International North Chapter	To promote interest to acquaint and perform traditional artforms in the coming generation.
'Hridayam kond oru Kood'	Hridayapoorvam	To create a helping mentality of supporting fellow students in financial assistance

10.1.2.3 Details of special learner ecosystems created in the institution

The college is committed to provide inclusive teacher training to categories of students. Special learner ecosystems exist in the institution to ease access to specially abled students, female students and all students in general.

Infrastructure: Ramp is prevalent at all sites in the campus for the physically disabled and classes for them are arranged in the ground floor.

IT Facilities: Visually challenged students have the facility to access computers in the library through special softwares installed. They are also provided provisions for mobile recording of classes.

Academic Relaxations: Deserving students are given extension dates in submitting assignments and relaxation in doing practical works.

Braille Texts: The library has 29 braille texts for the visually challenged students covering school textbooks in English and Social Science..

Hostel Facilities: Special allotments and facilities are arranged in hostel also by providing rooms in the nearby hostel buildings. Single rooms are provided to blind students.

Gender Friendly Campus : The campus is gender sensitive and caters to the special needs of males and females. Seperate rest rooms for girls and boys are arranged. Girls toilet is equipped with an incinerator. Women students who are carrying are provided provisions of classrooms in the ground floor.

Refreshment Facilities: Exclusive tea corner for the campus has been arranged for the college students and staff besides the college canteen facilities.

Academic Enrichment Facilities: wifi facilities are available in all classrooms. Repographic facility, and pedagogic parks are in function.

Emergency Management Cell: An Emergency Mangement Cell functions in the college to manage to the emergency situations inside the campus. Deserving students are given financial assitance through Edusupport scheme as and when needed.

Medical Support: The Jubilee Health Centre run by our institution with support from other sister institutions gives first aid treatment to our students in times of medical emergency.

Financial Support: RUA Scholarship, Edusupport are given to deserving students in addition to government scholarships.

Special Provisions to Gifted Students : Enrichment tasks are assigned to gifted students. Placement recruitment to reputed institutions are conducted to benefit the gifted students. These students are favoured to conduct their practicals such as practice teaching in standard institutions Nadakkav International School. They are motivated to handle english medium classes. Those students who have completed post graduation are given the provision to handle higher secondary classes for practice teaching.

10.1.2.4 Lifelong learning initiative/ programmes in the institution

The college is a venue for a number of lifelong learners.

Online courses: The college has been a centre to collaborate and conduct a number of online courses through the affiliation with Coursera for learners of diversified backgrounds and interests from 12th May to 31st December 2020 with nearly 5000 learners who completed 17155 courses comprising of 47260 instructional hours and worth Rs 85775000/-. Faculty are also resource experts in MOOC courses conducted by SWAYAM platforms and have developed e content for the SWAYAM platforms in collaboration with the EMMRC, University of Calicut. Faculties and students at the college are also enrolled to courses conducted by SWAYAM.

IGNOU Centre: The college has been a centre for BEd, MEd and PGDET of IGNOU. The college has a PTEP cell (Professional Teacher Enhancement Project) which conducts coaching for PSC , KTET (Categories 1, 2 and 3), SET and NET both for its students and other aspirants. This assures that students move up the ladder of being a professional after having completed professional courses.

Finishing School: The college conducts a course on Finishing School to enable learners to acquire additional skills and competencies, enabling each student to be a professional in their life who is equally capable of being updated through life long learning. The Finishing School course covers Computer Literacy, Academic Writing Skills, Life Skills, Scientific temper and leadership development.,

Faculty Development Programme: Faculty Development Programme is conducted regularly by the faculty to remain updated and to share experiences after completion of refresher and short term courses.

Evening Sessions: Sessions on fitness training, communicative English and remedial classes are conducted in the evening.

10.1.2.5 Knowledge books prepared and translated into Malayalam

Teaching faculty of the college have prepared books and published articles in popular journals in both English and Malayalam languages.

A **Book on National Education Policy 2020** is published by the faculty of the institution as an outcome of discussion on the NEP 2020 in Malayalam to benefit all stakeholders of education.

Learning resources prepared by students- Online Collaboration Learning Platform has prepared resource materials in general papers and Malayalam optional paper to increase accessibility among students. The team has also initiated translation of the learning resources of all the courses in Malayalam.

Following is the list of **books prepared by faculty in Malayalam** language:

A. Author: Mohammed Sareef K, Assistant Professor, Farook Training College

1. Padikkendath Kuttikal Mathramo, Malayalam article about parenting, published in the Daily 'Suprabhatham Daily' – June 1, 2015
2. Paranjal Kuttikal Manassilakum, Malayalam Article about parenting, published in Daily 'Thalsamayam Daily' – Weekend Special – November 2, 2018
3. Snehathinte Vivarthana Bhashakal, Malayalam Article about Family management, published in Daily 'Thalsamayam Daily'– Weekend Special – December 14, 2018
4. Kuttikal Lokathe Pranayikkatte, Malayalam Article about parenting, published in Daily 'Thalsamayam Daily'– Weekend Special –March 8 , 2019
5. Janadhipathyam Kayyozhiyunna Madhyamangal, Malayalam Article about Media Activism, Published in ' Adhyapaka Lokam Monthly' , Published by well known School Teachers Organaisation KSTA(Kerala School Teachers Association) , Volume 52 Issue 4 April 2019
6. Techno pedagogy Kalathe Patanam, Malayalam Article about Techno Pedagogy, Published in Madhyamam Weekly, Volume 27, Issue 29, August 2020
7. Techno pedagogiyum School Vidhyabhysavum, Malayalam article published in Edited book Onlinile school Patanam (Book Edited By Dr. A.K. Abdul Hakkim) DC Books, Kottayam Kerala 2020.

B. Author: Rajitha K.V

1. Bhasha Bodhanathinoru Kaithang- Turn Books (2017)

C. Author Prof. CM Bindu

1. Mathru Bhasha Bodhanam - Scorpio Publishers (2011)

D. Author- Dr. P.P.Noushad

1. Saamoohya Pada Bodhanam Pravanathakalum Reethikalum - Scorpio Publishers (2007, 2011)

10.1.2.6 Ecosystem developed by the institution for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

The college has been providing training to teachers of all the sister institutions to upgrade their professional skills and remain updated.

Distribution of Teaching Learning Aids

Creation of Videos

Psychological Counselling

Volunteer training

Remedial classes

Research tools development

e-content resource development

10.1.2.7 Describe the details of incubation centre and evidence of its usage (activity) within a maximum of 500 words

Entrepreneurship training is provided to all students as part of the Finishing School curriculum. Students are made aware of the various avenues available after the completion of the teacher training course. Special training is provided to teacher students on developing teaching-learning programmes, online teaching, video recording and uploading in social media.

Self financed course Diploma in Early Childhood Care and Education has been initiated as part of the NSQF approved by the UGC in November 2020.

Teaching Learning aids, craft works and albums prepared by our students are distributed to schools collaborated with the college as part of the Practice Teaching Internship annually. As part of the **Aksara Deepam** project, general reading books are handed over to these schools.

Student Teachers of **Physical Science** have **created and uploaded videos on Bee TV Youtube channel** based on the designing and utilization of improvised aids for science teaching learning process.

The You Tube channel of Farook Training College, **Gurudarshan** delivers video classes of the faculties and expert resource persons for the benefit of the common people.

A **Psychological Counselling cell and Psychology Lab** are active in the college to support students and the general public.

The college has a **volunteer team to serve the Pain and Palliative and Disaster Crisis Management** wing. Students are provided training to deal with the emergency and the adverse circumstances, by the pain and palliative unit of Farook College. This empowers our students to serve in their family, locality and work place.

Free remedial classes are given to underprivileged school students at GMLPS Karinkallai and Prashanti special school in a scheduled manner.

A number of **Research tools** have been developed as part of Dissertation work at MEd level and Research work at PhD and these data collection tools have been used for various educational studies at various levels.

Student teachers of BEd (Final Year) and MEd handle classes and **develop e-content resources in association with Master Vidya**, Learning App through the placement cell of Farook Training College. They receive remuneration for their services from Master Vidya.

Tea corner established in the college initiated by the PTA has been a source of employment to the local labour force and beneficial to students and staff of Farook Training College and the nearby colleges like FITE.

Projects **Hope and Edusupport** has been keen on providing financial support to deserving students by raising funds through collection from college staff, PTA and Alumni.

In association with the Government of India initiative, **Spic Macay International, North Chapter** various programmes to promote the traditional art forms of India like Kathakali and Odysia have

been conducted in both online and offline mode.

10.1.2.8 Measures taken for promoting cross disciplinary literacy

The **curriculum of BEd and MEd** are **multidisciplinary in nature** comprising of Educational Psychology, Sociology, Philosophy and Pedagogy of Teaching as their core focus areas. Besides these, the BEd curriculum involves theoretical courses on Understanding School Disciplines, Gender, School and Society, Health and Physical Education and a series of Practical activities on Language Across Curriculum which require students to read and reflect on multiple disciplines. The MEd curriculum also includes courses on Research Methodology, Environment, Early Childhood Care, philosophy, psychology, sociology and so on.

Besides the initiatives in the curriculum, the college is keen on **celebration of significant days**, organizing talks, discussions and workshops across disciplines. Team teaching of certain selected topics in the curriculum and mixed classes are promoted to enhance cross disciplinary literacy.

The **Research** undertaken by the Research scholars and MEd students are of vivid nature ensuring cross disciplinary literacy.

Members Teaching faculties have undertaken **Projects** and a number of **seminars and workshops** organized to explore various disciplines. Teachers have been promoted to submit Multidisciplinary Project proposals such as the UGC STRIDE .

The **Panorama** contains a collection of films and documentaries on a wide range of topics. They are displayed to students regularly and discussions conducted.

Attachments for the metrics

Any additional information [2.Dissemination.pdf](#)

10.1.3 Promoting Scientific temper

10.1.3.1 Programmes organised for the fostering of scientific temper by the institutions. Details of syllabi prepared with a view to promote scientific temper

The college is keen on maintaining the spirit of scientific temper and considers it as one of the underlying principles to be adhered to, while organizing any programme for students and staff. The Finishing School curriculum to enhance professionalism of the BEd students gives special mention to courses which help to develop scientific temper. The BEd curriculum for Physical Science and Natural Science also emphasises the significance of Scientific temper and outlook for prospective science teachers in particular.

All the activities organised by the college ensures to promote scientific temper. A few activities are:

- Promoting learners across the globe to participate in courses of the Coursera online certificate learning platform
- A number of child centred activities and learning aids preparation are carried out during the practice teaching internship sessions at school in the most organized and scientific manner. This ensures a spirit of scientific temper both among the student teachers and students of the school.
- The practical sessions on Socially Useful Productive Works provide students with an insight to be more observant, critical in thinking process and encourages reuse and recycle.
- Student teachers have been an integral element in organizing science exhibitions in schools during practice teaching interships and also otherwise in and around the premises of the college.
- Practical Sessions on Community based Field work help students realize the value of nature and biodiversity, drastic effects of human intervention and an opportunity to be a part of the

solution through cleaning and planting saplings.

- Student teachers engage in workshop sessions on art and drama and science students exhibit a subject related stage performance which fosters scientific temper.
- Field visits to Botanical garden at University of Calicut and Planetarium at Calicut are organised to all students annually which also nourish scientific temper in the students.
- Programmes such as Knowing the Plant World around us (Dr. Kishore Kumar), a first hand experience with snakes and Celebration of Pi day are conducted.
- Science related significant days are celebrated and talks on various science related topics by renowned faculties are organised regularly.
- Rally is organised on ozone day, Pledge taken on Hiroshima and Nagasaki days
- Ignite the minds and Thought of the day sessions are conducted every week to discuss contemporary emerging issues like Role of science in dealing with Superstitions.
- Invited talks on science related themes by eminent personalities on nature, space, science, maths for all are organised regularly for all students of the campus to ignite the appreciation and taste for science in all daily endeavours.

10.1.3.2 Use of texts, books, Journals and articles reflective of scientific temper

The college publishes a biannual research journal 'Endeavours in Education' since 2009 which covers a lot of articles reflective of scientific temper.

The college published a newsletter Educo and the research scholars published Birds Eyeview newsletter annually, reflecting of their research works.

The teaching faculty of the college has published various academic resources including books and articles. The students have also published their works reflective of scientific temper in the college magazines.

The students, as part of their curricular practicals on Enhancing Professional Competency, engage in a series of tasks related to reading and reflecting on non fiction scientific books and journal articles which help develop scientific temper.

Assignments are given in order to foster their scientific temper. They need to refer books either from college library or central library or the remedial coaching centre. Our library system is well established and consists of large number of books to revamp the teachers with scientific temper.

The library houses more than 2000 books on science and science education.

As part of the Enhancing Professional Competency Practical work of BEd curriculum, Reading and Reflecting on Texts of educative nature is compulsory. The reading is an individual activity and reflection is organised as a group activity. This leads to sharing of many reading experiences and developing interest in further reading.

10.1.3.3 What are the steps taken to use Malayalam as a medium for knowledge dissemination for inculcating scientific temper in the institution/community/society

All the activities mentioned are conducted with preference to Malayalam language (except the newsletters and college journal).

Teacher training programmes both for the students and faculties of sister institutions are in Malayalam.

The college library is a reservoir of Malayalam journals, books and a number of newspapers.

Participation of students are encouraged in state level programmes. Mr. Assif and Sreehari (BEd students 2019-21) won 1st prize in Thunjan Literacy Quiz Competition held as part of Tirur Thunjan Literary Festival on 6th to 9th Feb 2020.

Kerala Piravi day is celebrated. Sessions to appreciate the language and culture of Kerala are conducted annually.

Though the medium of instruction is English, due consideration is given to Malayalam to empower them with meaningful learning. Students are also given first hand training session on improving Malayalam writing in connection with teaching aids preparation workshop.

Thought for the day, Survey forms for community (fieldwork) and research are also conducted in Malayalam

Guruvani, the daily radiobroadcast of FTC, is in Malayalam. The audience of Guruvani comprises students and Alumni of the college.

10.1.3.4 Participation of students and faculty in programmes outside the institution for promoting scientific temper

Inter training college programmes and competitions including sports events are organized by the college in a just and transparent manner. Faculty of the college serve as resource persons for a number of academic programmes outside the institution in various modalities including chairing seminar sessions, conducting invited talks serving as subject experts to conduct interview, as judges in the science exhibits at schools around the college, setting question papers for various universities and so on.

MEd students Sonima V and Amrutha T, with faculty Dr. Manoj Praveen G conducted a study on *Covid Vaccination- Vidyasambhannavarayarude Kazhchapadukal* (Covid Vaccination- Outlook of the educated Elite) and produced some interesting findings. (Link to the Complete Study- <https://docs.google.com/document/d/1Da-Dg4SlvmdNToqrC57dPWyBIOXPWZI9flQiyvJo66s/edit?usp=drivesdk>)

All the students and faculties are a part of the School Adoption Project and render their mandatory service. Project for Science Labs at Home for the school students have been inaugurated and implemented.

The college promotes student participation and has won laurels in events outside the institution.

The college also celebrates days in collaboration with students of the sister institutions.

10.1.3.5 Articles published by students and faculty for promoting scientific temper

Faculty members have published 23 articles in relation to scientific temper in various journals.

Students and faculty have published 9 articles in relation to scientific temper in college magazine from 2016 onwards.

The biannual journal published by the college 'Endeavours in Education' and the magazine, newsletters (Educo and Birds Eye view) publishes articles promoting scientific temper.

Students have also published articles in other journals which promote scientific temper.

Rasha TV (BEd English):

1. The 33 Year Old Girl: A reading of the feminine psyche in Orphan - MESMAC INTERNATIONAL CONFERENCE (Special Volume, Issue 2)

2. Singularities: a transdisciplinary biannual research journal - ISSN 2348-3369 - May 2017, 252-256.

Fazila Kamal CG (B.Ed English)

"Liberating the Women: Reading Titanic from a Feministic Perspective"

* Published in : Second Thoughts: An Anthology of Thoughts, Dreams and Memoirs

First edition: August 2020

Page no. : 100-108

Attachments for the metrics	
Any additional information 3.ScientificTemper.pdf	

10.2 Social Participation

10.2.1 Socialization of knowledge and linkage with society

10.2.1.1 Measures taken for the socialization of knowledge and linkage with society and local self governments (LSG)

The college is keen on socialization of knowledge and considers service as the essence of all its learning activities . The college has adopted GLPS Karinkallai school since 2010 to support the learning process of elementary school students who come from a deprived background. A number of initiatives have been successfully implemented at the school till date with the complete funding and support by the teachers and students of the college.

The college has also signed MoU with a number of institutions including Integrated Education Council India, and Friends of Nature to share faculty resources and services among the institutions.

The college promotes awareness on blood donation and acts as a centre for blood collection in collaboration with the NGO Friend in Need, Calicut annually with its staff and students as the donors.

The college organizes a number of programmes under the Hridayapoorvam, an initiative to let our students experience the joy of giving and caring. As part of this, a number of activities including feeding the poor and destitute, distribution of cloths during flood and festive times, distribution of learning materials to needy study students, visit to Old age home and special schools are conducted.

The college has been collecting funds through PTA , alumni, staff, students and other voluntary donations as Edusupport to financially support the students of the college and ensure their wholehearted participation in all the curricular and co curricular activities.

The college has a Pain and Palliative wing which is supported by financial aid from the staff (teaching and non teaching). A distribution of 13 wheel chair and 33 bedsheets to needy people was organised under the leadership of the college PTA.

Visit to the Destitute Blinds at Keezhparamb, Areacode was organised in collaboration with

Resilience Foundation.

All the students take turns in small batches to engage the learners in their learning process at the Special Schools Prashanti and Kaniv.

Fund collection and charity are carried out in collaboration with the NGOs Friends of Nature and Resilience Foundation

The college financially supports the dialysis center running by our management in the campus.

A talk on Breast cancer awareness has been conducted at the institution for the students and public in collaboration with Malabar Hospital, Eranhipalam.

A certified online quiz on Covid awareness has been conducted for all students of teacher training institutions in Kerala.

10.2.1.2 Details of Social entrepreneurship developed to resolve the problems of the state/local community

A number of social entrepreneurship initiatives have been undertaken by the institution to address the educational needs of the both the state and the local community. The Professional Teacher Enhancement Programme (PTEP) aims to equip academically qualified candidates with sufficient proficiency in tackling teacher eligibility tests of all levels, NET (General Papers and Education), KTET (Level 2 and Level 3), CTET and exams of selection by the Kerala Public Service Commission (UPSA and HSA). Both the students and otherwise benefit from the two week Project conducted annually . The faculties of the college are the Resource Persons for most of the sessions and experts from other institutions including sister institutions and members of alumni are also invited to engage in the classes.

The Gurudarshan You Tube channel team has been conducting GFLIP (Gurudarshan- Faculty Lead Innovation Programme) and GSLIP (Gurudarshan - Student Lead Innovation Programme) where faculties and students can share resources globally by uploading videos on relevant topics.

The college has adopted GLPS Karinkallai school since 2010 to support the learning process of elementary school students who come from a deprived background. A number of initiatives have been successfully implemented at the school till date with the complete funding and support by the teachers and students of the college.

Attachments for the metrics

Any additional information [4.SocialParticipation.pdf](#)

10.2.2 Fostering Social responsibility and community engagement

10.2.2.1 Describe the details of course provided in community engagement for appreciation of rural field realities (examples of community engagement), a new compulsory course

The BEd and MEd curriculum has many courses which enhance community engagement. Environmental Education, Early Childhood Care Education, Gender and Society are amongst them.

BEd and MEd students have to undergo compulsory internship at schools and colleges respectively. Students are expected to discharge their duties in full responsibility and commitment just as a fulltime regular teacher would do. Curricular activities also include field trip, visit to educational institutions to study about their history (as part of EPC practicals), conduct of case study and action research.

Field work with community based programme is a compulsory practical work of the BEd students wherein students engage in a diverse collection of socially committed activities such as cleaning of mangrove forests by the Chaliyar river at Chaliyam to maintain their ecosystem, visit to special schools and engaging the special learners, engaging in pain and palliative works, and so on.

The practicals on Initiatory School Experience involves students engaged in Schools for a duration of one week so as to study the various aspects of schools such as administration, linkage with society, infrastructure and so on. Also a compulsory task and assignment to study the history and impact of educational institutions around the students residence locality helps them to be socially and historically aware of the role of various educational and social institutions.

BEd students are engaged in a practical of making products in SUPW (Socially Useful Productive Work) which are then exhibited and sold through the initiatives of the local Kudumbasree units.

The MEd students are expected to visit educational institutions such as DIET and BRCs to be acquainted with their roles. Also many of the MEd level research works are conducted in collaboration with various communities.

10.2.2.2 Modification of existing course and curriculum for fostering community engagement and social responsibility

In order to enable students to be better responsible and professional teachers, a Finishing School program is implemented in the college for all students to sharpen their skills. The program consists of a number of courses including Life Skills Training, Soft Skills, Computer Technology, Effective Communication, Democratic values and Entrepreneurship.

In order to address the difficulties faced by blind students in having to depend on a scribe to record lesson plans and other assignments, the Academic Council member from our college brought up a resolution in the academic council meeting and the Board of Studies have considered the issue and favourable changes incorporated in the course.

A weekly hour on 'Ignite the minds' and daily 'Thought for day' sessions provide students the venue to openly discuss issues of global, national, state level and local importance, share their perspectives and reflect on how student teachers may engage in them.

Mandatory Residential Camp at college and Field work with community engagement programs are provided with an additional inputs so that the students have an opportunity to experience the pulse of the community and address them.

As part of the curricular activity of producing Socially Useful Productive Works, students prepare recycled organic products. The exhibition itself is a motivating factor to students and the local residents to innovate techniques for reuse and recycle.

Teaching Learning aids prepared and books are distributed to schools which are a part of the school internship programmes.

To develop an appreciation to environment, Green farming is carried out in the college in collaboration with Five Star Green Farming and the vegetables so harvested are donated to the adopted school to aid in their noon meal preparation and also for the community living camp of the BEd students in the college.

Ice breaking trip for BEd and MEd are conducted to places of social and historical significance.

10.2.2.3 Examples of new audit courses

Finishing School program is implemented in the college for all students to sharpen their skills. The program consists of a number of courses including Life Skills Training, Soft Skills, Computer Technology, Effective Communication, Democratic values and Entrepreneurship, Leadership Development and Suicide Prevention.

As part of the BEd and MEd curriculum, a number of elective courses like Guidance and counselling, Early Childhood Care and Education, Health and Physical Education, Environmental Education and so on are allowed to attend for all the students who have chosen the other.

GK, basic science, Constitutional Values, Teaching Aptitude and Research Methodology are taught to B.Ed and MEd students as a course of study to help them to compete them in the NET, SET and TET coaching.

Child Right, Women Empowerment and Sustainability Science are taught as a course in their Community Living Camp.

A course on website development has been conducted for all students.

10.2.2.4 Research in partnership with local community

The college being a research centre in education conducts research at both **doctoral and post graduate level**. Experimental studies are conducted as part of research in schools in and around the college campus.

Attachments for the metrics

Any additional information [5. SOCIAL RESPONSIBILITY.pdf](#)

10.2.3 Participation in National and State level Missions

10.2.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non-Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years (year wise)

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
105	93	89	81	83

10.2.3.2 Total number of Students participating in extension activities with Government Organization, Non-Government Organizations and Programmes in the areas of Cleanliness, AIDs awareness, Gender issue, Environmental stability etc. during last five years (year wise)

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
307	208	193	192	160

10.2.3.3 Contribution of students and staff to attain Sustainable Development Goals (SDG) over the last five years. Describe in maximum 500 words

Course Objectives: Sustainable Development Goals are taught as part of the curriculum at both BEd and MEd level.

Research: A number of doctoral studies are being done in connection to the various dimensions of SDG.

All programmes conducted in the college as part of **curricular and cocurricular** cover strive to uphold the various aspects of SDG ensuring that students have a hands on experience on safeguarding the SDGs.

Student teachers and student teacher educators teach these values at school and college level

respectively as part of the **practice teaching internship program**.

A two day **National Level UGC sponsored Seminar on Mapping new terrain of Environmental Psychology in 21st century teacher education** has been conducted at the college.

The **Natura** of the college has been conducting Nature camp every year in the lap of nature at various places.

Under the Hridayapoorvam project, the college **distributes food kit** to the needy residents in the college locality as part of the celebration of festivals, and during flood times.

'**Pothichoru**' is distributed by the students annually in collaboration with Kudumbasree to the destitue.

Poster making and **collage** making competitions and their display is organised on the various themes of sustainable development goals.

The **Mangrove forest at Kadalundi is visited and cleaned** as part of the field work by the college students and staff.

Various activities for **campus beautification** like gardening and tree planting at college and in the adopted school are organised.

Paper Files, seed pens and **bags** are prepared by the students using ecofriendly raw materials and are distributed among the community.

The college promotes **online platforms and minimised usage of paper for administrative works** by introducing automization in office.

10.2.3.4 Participation of students/teachers in archaeological excavation sites or any other relevant and similar activities. Describe in maximum 500 words

The students and staff of the college participate in the **Calicut cultural heritage movement** which is an attempt to study and explore the historical heritage of Calicut and nearby places.

Attachments for the metrics

Any additional information [6.National & State Level Missions.pdf](#)

10.2.4 Participation in Environmental Management/Disaster Management/Other Related Activities

10.2.4.1 - Institutional response to natural disaster / calamities over the last five years. Describe in maximum 500 words

The institution has been able to respond effectively to natural disasters and calamities in the following ways:

- In the wake of flood, students have taken up the cleaning of the affected homes of the peers and also for the residents of the affected area, initiated by Hridayapoorvam.
- The college in collaboration with the NGO Resillience Foundation, organised a workshop on module preparation on Counselling affected people and organised sessions for the same in which students and staff participated and also many other professional volunteers were involved.
- Distribution of food items, dress, etc to relief camps in Ramanttukara Municipality during the

flood.

- Sanitizer has been produced and distributed in collaboration with the Chemistry department of Farook College in the wake of the Covid pandemic.
- In order to synchronize and effectively transact curriculum in online mode during the wake of the Covid pandemic, the OCLP (Online Collaborative Learning Platform) team lead by expert staffs of the college trained the students and staff on the various online modalities and also initiated the MOODLE platform for FTC.
- Teaching and non teaching staff contribute monthly to Edusupport which is also funded by PTA and alumni. Also students contribute voluntarily to Hridayapoorvam. These funds are disbursed to deserving students for academic purposes and also in overcoming the after effects of natural disasters and calamities.

10.2.4.2 Participation of students and staff in mitigating natural calamities over the last five years. Describe in maximum 500 words

The institution has been able to respond effectively to natural disasters and calamities in the following ways:

- An Emergency Management Cell operates in the college in which trained student representatives and staff collaborate to intervene in all possible and responsible ways in the wake of any disaster.
- Through proper channeling of fund from Edusupport, financial support to affected students have been timely disbursed depending on the damage incurred.
- Data is collected immediately from students regarding their extend of safety and preventive measures taken and to be informed of the need for any assistance during the wake of any emergency, based on which the matter is discussed and steps to solve is put to action.
- The college has taken all precautionary measures like proper disinfecting, use of thermal scanner, sanitizers, masks, gloves and faceshield to effectively conduct University exams and offline classes during the Covid pandemic period.
- The guidance and counselling cell of our college extends its online service to the needy persons in the affected areas. The number through which they need to contact is outed through social media.
- Staff of the college has contributed fairly to Chief Minister's Drought Relief Funds and other local bodies in the wake of Okhi, Floods and Covid pandemic.
- The students and staff of the college has actively taken part in many disaster relief activities both at institutional level and in the local social service initiates.

10.2.4.3 Participation of staff and students in preserving the environmental resources such as rivers/lakes/ponds rejuvenation, preserving bio-diversity (preservation of mangroves), water shed management etc. over the last five years. Describe in maximum 500 words

Our students are the volunteers of Natura, which is working in the area of environmental protection. They have been conducting many awareness program among our students, parents and public. The importance of sustainability science have been taught them through curricular and co-curricular activities. In classroom seminars and discussions are conducted. BEd students of 2017-19 batch have cleaned the Kadalundy river, bird sanctuary and mangrove forest. The place is chosen because of its importance as an ideal place where mangroves and winged creatures can be observed.

Our Natural Science students have been visiting the botanical garden at University of Calicut every year as a part of their study on preserving bio-diversity.

Attachments for the metrics

Any additional information [7.RESPONSE TO DISASTERS.pdf](#)

10.3 Strengthening and Promoting Secular Outlook/Constitutional values

10.3.1 Promoting Secular Outlook Values

10.3.1.1 Programmes organised for the promotion of secular outlook by the institutions. Details of syllabi prepared with a view to promote secular outlook.

The institution is keen on maintaining a secular outlook by following a number of initiatives detailed below:

- Eenam, celebration of Onam, Eid and Christmas with special focus on imparting the message of secular outlook is organized by students.
- Remedial coaching for students from the backward communities are provided- SC/ST/minorities
- Financial help to all deserving students are given without any discrimination.
- Admission to management seats is purely based on merit without any discrimination.
- Though the institution is a minority institute, the reservation policies of the state government are preserved in admissions process.
- A universal prayer of all students harmonising all religions, 'Asathoma Sathgamaya' is conducted as part of Community Living Camp for BEd students

10.3.1.2 Use of texts, books, Journals and articles reflective of secular outlook.

As part of the practicals on Enhancing Professional Competencies reading and reflection of journals and books reflective of secular outlook is promoted. The details of the practicals are as follows:

No	Title of Activity	Details of Activity
1	Engaging with journalistic writing	Select an article from newspaper or magazine of contemporary interest. After reading the article, it is to be analysed, and then a popular article on a topic of contemporary interest is to be written individually.
2	Engaging with educational writing	An essay, chapter or extract from popular educational writings deal with issues and topics related with education is to be read and discussed in small groups. Based on this, a review paper is to be written and presented to the large group.

The library is a hub of many reading materials including Newspapers, Magazines, journals and books that provide students opportunity to read materials showcasing various political ideologies. Discussions are conducted in the library with an objective of developing secular outlook among the children.

Debates are conducted among students on various issues and concerns which affect the secular nature of our country. Students are given time to refer the library to prepare for the same. It helps them to read recent journals, magazines and periodicals.

10.3.1.3 Participation of students and faculty in programmes outside the institution for promoting constitutional values

Our students, teachers and research scholars usually attend programs for promoting constitutional values. They have been presenting papers in the national and international seminars which were conducted in different areas including constitutional values. Most of our teachers were Invited for talks, presentations, chairing a session, inauguration and debate.

Observing days with other colleges and schools. Republic day celebration in our college was conducted in a full fledged manner with assembly, oath taking, competitions, arts, quiz etc.

Inter training college programs and competitions including stage and off stage events on constitutional values are organized by the college in a just and transparent manner. Faculties of the college serve as resource persons for a number of academic programmes in our sister institution, the FITE.

Our school adoption project is in tune with the fundamental right to education, 21 A. All the students and faculties are a part of the school adoption project and render their service.

10.3.1.4 Articles published by students and faculty for promoting constitutional values

The college publishes a college magazine embodied with articles on English and Malayalam written by our students, teachers, non-teaching staff and invited writers annually. Students are encouraged to write articles of topics on their own interest. Some of the articles which gain attention from the readers are being discussed in the classrooms. Much of the articles are helpful to develop an awareness on our constitutional values and current global and local social issues. Moreover, the reading helps students to experience the same through different stories, poem and essays.

Faculty have published articles on topics related to constitutional values in journals.

1. Implementation hurdles of right to education act: A survey among officials of SSA - Dr. Rekha P, Endeavours in Education
2. Teachers Perception of Problems in implementing RTE Act in Schools of Kerala- Dr. Rekha P, Guru Journal of Behavioural and Social Science
3. Ambedkar's vision in Dalit Education: An analysis of doctoral dissertations in education from University of Calicut- Rekha P, Nirmiti Sanvad
4. Corollary of Social Exclusion- A case among student teachers- Irshana Shahnaz Ulladan, International Journal of Creative Research Thoughts
5. Awareness on juvenile justice (care and protection of children) Act 2015 among prospective teachers at secondary level- Fasalul Abid CM and Dr. Niranjana KP, Redefining Child Rights for the new normal society

10.3.1.5 Steps taken to popularize constitutional values

The constitutional values form the philosophical basis according to which the entire college life is designed in all aspects including admission, classroom teaching, evaluation, conduct of curricular and co curricular activities.

A democratic atmosphere is set inside the classroom. All students have an equal chance to explore their potentials. Individual dignity of students and staff is valued throughout.

The content of Articles invited for our college magazines and journal of education are in tune with the constitutional values. MEd students and PhD research scholars are encouraged to do their research works in the filed of constitutional values. Some specific days like republic day is celebrated by giving much importance to the awareness of our students on constitutional values. Inter optional quiz competition is conducted to stengthen their knowledge on the constitutional values. Constitutional values are taught them as a content of study both at the graduate and post graduate level and also as a part of the NET and SET competitive examinations.

In BEd syllabus, The Course EDU 01 covers a Unit on Constitutional safeguards of education (Unit 4) . The modules covered are Constitutional vision of Independent India, Constitution and education, and Constitution and inequality and marginalization. In MEd syllabus, The Course MED 01, Advanced Philosophy of Education gives students a deep conceptual overview on constitutional values with special focus on education.

Onam, christmas and Eid are celebrated with variety of programs. Enam is a program which we have been conducting for the past 6 years were consists of different religeous arts and cultural elements. The name itself represents an integration of both Eid and Onam. It helps to develop secular values among our students and teachers.

Election to the students union is conducted maintaining utmost discipline and following all the protocols annually as per the regulations of the University of Calicut. The elected candidates bear their duties after the oath taking in the investiture ceremony.

Fundamental Rights are displayed in public spaces of the college so that students are aware of it.

Festivals and days of national and constitutional significance- Republic Day, Independence Day, Martyrs Day, Constitution Day and Human Rights Day

Attachments for the metrics
Any additional information 8.Secular Outlook.pdf

Other Information and Conclusion

Over the 60 years since its inception in 1961 we have grown into an establishment that addresses teacher education at all levels- at the kindergarten level and up to research. We have a diploma course for grooming teachers in early childhood, a graduate course for training teachers for the upper primary, high school and higher secondary levels of schooling and to top up, a strong research wing to contribute to the fund of existing knowledge in the interdisciplinary field of Education.

Indeed, we have touched lives not only through the teachers we have hatched out, but also through our direct interventions with society in the form of offering expertise and resources in the form of school adoption project, making and sharing of educational materials, and extending to community with humanitarian deeds under the label 'Hridayapoorvam'.

We have added up in terms of buildings, infrastructure, technology, societal reach etc, got ourselves accredited by NAAC with high order ranking, and we consistently try to improve ourselves with changing times. For instance we hope to make our institution solar-powered and strengthen our green initiatives. In Knowledge Dissemination we perceive the need for a

greater collaboration with agencies and institutions, both national and international to bring in the vibes of the present times and to reconstruct our own perceptions, notions and practices so that we could contribute to the good of the nation.

Considering the present requirements of the community we plan to open up our resources and spaces of our institution to the public by providing health and education related practical courses such as daily yoga /health awareness/ disaster management classes. We further plan to make use of our research outputs by experimenting them in schools of our locality and crystallise effective ways of improving the school system.

Our research centre, started in 2012 has always attempted to find solutions of problems related to general education and has produced 20 PhDs as of now. We further plan to refocus our research efforts to address the needs and gaps of present school and higher education and generate specific research outcomes that bridge those gaps to strengthen the education system of the nation. For this we aim to collaborate with national and international research funding agencies and to realign our research efforts both at Post Graduate level and PhD level that would help ourselves gear up for the next cycle of accreditation.

With the advent of New Education Policy, we pull up ourselves by our bootstraps by evolving into a multi disciplinary institution focussing teacher education, offering multiple courses on teaching and pedagogy at all levels covering 360 degree requirements of teacher training in every tier of education. We reaffirm ourselves to adapt and develop further into a hub of teacher education institution where teaching, research and extension blossom into perfection; each domain contributing among themselves and bearing its fruits for the common good of the community.