



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

FAROOK COLLEGE (AUTONOMOUS)

**FAROOK COLLEGE (AUTONOMOUS), P.O.FAROOK COLLEGE, KOZHIKODE,
KERALA,INDIA**

673632

www.farookcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Farook College (Autonomous), established in **1948** in Kozhikode district, Kerala, **spans 57 acres**, making it **one of the largest residential college campuses** in the state. The college provides a tranquil, green environment that supports both academic growth and personal development. Committed to promoting education among disadvantaged minorities, Farook holds **Minority Status** and offers a rich, inclusive learning atmosphere, with well-equipped academic buildings, research centres, libraries, hostels, and extensive facilities for sports and extracurricular activities.

The college had its humble beginnings as a **First Grade College**, and as it celebrates its Diamond Jubilee, it has grown into a centre of excellence, offering 22 Undergraduate, 1 integrated, 15 postgraduate, 3 diploma and 11 Doctoral programmes, across disciplines like Humanities, Sciences, Commerce, and Management. **Specialized Courses on emerging fields**, like Data Science, Social Work and Digital Media and Production, are also offered. The College provided **140 certificate and value-added courses** during the last 5 years, to enhance students' competencies, and to bridge the **employability-gap**. A pass percentage of 90.57% reflects Farook College's commitment toward academic excellence.

Farook College serves as a torchbearer of **Innovation-Entrepreneurship Ecosystem**. It is one among the few HEIs to boast of a fully-functional **Incubation Centre, with IoT Lab and Tinkerhub**, boosting Ideation, that leads to **(IIC(1), Start-ups and EDC(2) YIP(3) Innovative Educational Programme(4), Dedicated Research(5)**, ably backed by **IPR Cell(6)**, protecting and promoting the rich **IKS(7)**. The college aligns its academic frameworks and campus resources with the goals of NEP 2020, fostering an interdisciplinary, skill-focused, and holistic educational experience.

The HEI conducts intensive training for **competitive examinations**, like, UPSC/ NET-JRF/ IELTS/ GATE/ PSC/ IBPS etc. This is reflected in a placement rate of 65.23% for the period 2019-2024. PM Institute of Civil Services Examination, an integral part of Farook College stands-tall as a beacon of hope, not only for its students, but also for aspirants from the neighbourhood.

The College has **participated in NIRF, KIRF, and AISHE**. The BBA programmes are **AICTE approved**. Since inception, the HEI has maintained High NAAC Grades (A+ in 3rd Cycle, 2016).

This self-study report contains the journey and essence of Farook College (Autonomous).

Vision

To mould competent and well-developed persons who can take up the challenges of the future on behalf of the community, the society, the nation and the world.

Mission

To provide all round development and training to generations of men and women who are competent to carry

out various functions of nation-building, to equip them with value-based education and training, to empower them with positive qualities and qualifications, to promote research activities and social outreach activities, to provide leadership to persons and institutions for community-empowerment and to ensure excellence in education and related activities for a better nation and world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Supportive and efficient Management
- Highly Qualified Faculty
- College Central Library
- Reputation and Legacy
- Diverse Programmes and Courses
- National Cadet Corps (NCC) and National Service Scheme (NSS)
- Student Support Facilities
- Research and Innovation Culture
- Divyangjan-friendly campus
- Inclusive and Supportive Environment
- Highest scholarship drawing college in the state
- College Health Centre
- Hostel facility for Boys and Girls
- Residential facilities for Staff
- Strong and active Alumni with global organizational presence
- College Publication Division
- EDUSUPPORT Programme
- Presence of foreign students

Institutional Weakness

- Lack of Inter-disciplinary initiation
- Lack of state-of-the-art MIS
- Falling number of senior faculty
- Limited Reach to Tribal Students
- Lack of International Collaborations
- Competitive Admission Process for students of lower socio-economic backgrounds
- Insufficient Industry Connections
- Sustaining conventional programmes
- Limited seats vs High demand

Institutional Opportunity

- Attainment of Autonomous status
- Upgradation of MIS in to a state-of-the-art ERP System
- Extension of IT facilities including Campus wide Wi-fi
- Tapping of Nonconventional energy sources
- Enhancement of Academic & Research Publications
- Launching of Centres for focussed Research
- Internalisation of the curriculum
- Interdisciplinary Programmes
- Collaboration and Partnerships
- Digital Learning Initiatives
- Expansion of Community Outreach Programme
- Strengthening Alumni Engagement
- Introduction of Skill-Based Courses
- Focus on Sustainability Initiatives
- Enhanced Career Services and Placement Opportunities
- Establishment of Rain Water Harvesting System

Institutional Challenge

- Dipping of ground water and surface water level in the campus
- Competition from Other Institutions
- Economic and Social Factors
- Students' accessibility to higher education
- Affording non-subsidized programmes
- Sustaining Quality
- Increasing Inclusivity for Tribal Students
- Keeping up with Technological Advancements
- Funding Constraints for Research and Development
- Balancing Tradition with Modernization

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Farook College (Autonomous) is committed to a dynamic and progressive curriculum that aligns with its core values, prioritizing academic relevance, adaptability, and student-centered learning. The college regularly updates its curriculum to meet local, regional, and global standards, ensuring students are equipped with the knowledge and skills necessary to excel in today's rapidly changing world.

The college implements an **Outcome-Based Education** model, where Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are clearly defined and meticulously assessed. In line with the NEP, Farook College offers flexibility in learning pathways through the **Academic Bank of Credits (ABC)** and **National Academic Depository (NAD)**, with API integration underway. The introduction of the Four-Year Undergraduate Programme (FYUGP) structure, **starting in the 2024-25 academic year**, allows students greater choice in designing their educational journey and selecting interdisciplinary courses. For 2019 and 2022 admission undergraduate programmes, the **Choice-Based Credit**

Semester System offers students a range of elective courses, second language options, and open courses, enabling them to customize their studies, according to their interests. For postgraduate programmes, CBCSS includes ability enhancement courses, professional competency courses, and specialized electives, all aimed at deepening students' knowledge and skill sets.

The curriculum, through 811 courses, incorporates cross-cutting themes such as Gender, Environmental Sustainability, Human Values, and Professional Ethics. These issues are addressed through dedicated courses and integrated content, fostering well-rounded graduates with a strong sense of social responsibility. Farook College emphasizes **skill-building** through practical components, field projects, internships, and mandatory student projects, in every programme. A total number of **180 new courses** were introduced in the last five years, along with **140 certificate and value-added courses**, designed to enhance employability skills of the students.

The Internal Quality Assurance Cell (IQAC) collects **annual feedback** on the curriculum from students, faculty, alumni, and employers. This feedback informs curriculum revisions, ensuring that course content remains up-to-date, responsive to industry needs, and aligned with academic standards.

The curriculum encourages **interdisciplinary study** and provides opportunities for **experiential learning**. FCA encourages students to take courses across departments, engage in research projects, and participate in community-oriented initiatives. **320 Students** presented papers in national/international seminars.

Teaching-learning and Evaluation

Farook College's learning eco-system aligns seamlessly with NEP, through its educational framework- "**PEP-IT**", fostering a **Participative, Experiential, and Problem-solving** approach, aided by powerful **IT** Infrastructure, promoting remote and e-learning.

The institution boasts a strong average enrollment rate of 99.65%, with 88.9% of seats filled in reserved categories. Full-time teacher appointments are at 100% against sanctioned posts, with faculty members having an average of 10 years of experience. 76 teachers (50.24 %) hold Ph.D. degrees.

The full-time teacher-student ratio is **1:22**, while the Mentor-Mentee ratio ranges from **1:18-23**. A systematic mentoring approach (**Margadarshi**) is employed, featuring Mentor's Diaries on **FAIMS**.

Student learning levels are assessed through general competency tests during department-level induction, followed by a review of students' Semester Grade Point Average (SGPA), at the end of the first semester. SSP, Remedial Classes, Peer-Learning, and Foundational Skill-development Courses brace Slow-Learners. Advanced learners are provided opportunities for growth through the Walk with Scholar initiative, as well as value-added and **NPTEL courses, field projects, internships, Industrial Visits, paper presentations, and training for competitive exams like Civil Services/NET/ GATE etc.**

The college offers Certificate Courses in areas such as **Academic Writing, Professional Accounting, Data Analysis using Advanced Excel, Python and Power BI, and Film Design**, upskilling learners and making them job-ready. All classrooms are equipped with ICT facilities, complemented by two Audio-Visual Theatres, ten seminar and conference halls, and two boardrooms. The college also provides access to Google Workspace, Media Labs, and an LMS platform (FCLMS). Resources include **N-list for e-journals, assistive technology for visually impaired students, and Drillbit software, for similarity checking.**

The institution adheres to a well-monitored Academic Calendar and Teaching Plans, overseen by the IQAC. **Exam results are published within an average of 20 days post-examination**, maintaining an overall pass percentage of 91.65. Examination reforms are implemented periodically, with continuous improvements to ICT-integrated Examination Management Systems. Learning outcomes are integrated into the assessment process, with attainment evaluated using OBE software, including **KREAP**, a project by the Kerala Higher Education Council. Annual student satisfaction surveys are conducted to pinpoint areas for improvement, and actions are taken to address any identified weaknesses.

Research, Innovations and Extension

Research, Innovation and Extension at Farook College are key priorities, standing alongside teaching and learning as core pillars of the institution. Over the past five years, the college has significantly strengthened its research capacity and increased its research output. A well-established **Research Advisory Committee** and **Research Ethics Committee** oversee all research activities, in alignment with college's **Research Promotion Policy**.

Currently, there are **eleven Research Centres**. During this period, 53 Research Guides have supervised 222 Research Scholars. During 2019-2024, the college provided a total of **Rs.34,46,000** in **seed funding**, benefitting **31 faculty members**. Additionally, **Rs.77,85,000 lakhs** were secured from various government and non-government agencies. The College also received **DBT STAR PROJECT** recognition with **Rs.122.42998** lakhs. Thus, the college has **secured funding for 17 research projects** through government, amounting to a total of **Rs.30,40,000**.

To ensure high standards, research output is carefully reviewed, resulting in **252 articles published** in UGC-CARE listed journals during the assessment period, with a total **citation count of 1240** and an **h-index of 19**. IPR Cell plays a major role in sensitization, and maintaining Ethical Standards of Research Publications.

The HEI has a robust **Innovation Eco-system**, including a **Startup Cell, Incubation Centre, Tinkerhub, and IoT Lab**. This is furthered by **YIP and ED Club**, generating Startups/Entrepreneurs. **Farook Centre for Indian Knowledge System and Mappila Studies and Research Centre** are cornerstones in fostering IKS.

The institution also values community partnerships, extending faculty expertise to nearby organizations and industries, generating an income of **Rs. 57.48 lakh** through consultancy programmes. Farook College's dedication to academic collaboration is evident in its establishment of **48 MoUs** with prominent institutions and industries at state, national, and international levels.

Community engagement is integral to the college's mission, with initiatives led by organizations such as **NCC, NSS, and SIPC** (Students Initiative in Palliative Care). Programmes like "**Ashakiran**," "**One Drop One Life**," "**Sneharamam**," and "**No to Drugs**" reinforce the college's commitment to societal well-being, sensitizing students to social-issues and fostering a culture of service and empathy.

This holistic approach to research and community engagement underscores its pivotal role in advancing knowledge, fostering innovation, and positively impacting society.

Infrastructure and Learning Resources

Farook College(Autonomous) is spread across a 57-acre campus, blending advanced educational infrastructure with National Education Policy (NEP) guidelines. The college boasts of **123 ICT-enabled lecture halls** and **high-speed Wi-Fi (100 Mbps)**, providing a tech-driven environment for blended learning. Special spaces include multimedia lecture halls, an 800-seat auditorium, and a 2300-seat convention centre. Research facilities, such as the Advanced Science Research Lab and 150 research cubicles in the library, support focused study and innovation.

The Abusabbah Library, spanning 27,000 square feet, appreciated by UNESCO, is the third-largest college library in Kerala, housing over 92,500 volumes, and offering remote access to digital resources through platforms like N-LIST and DELNET.

Accessibility features, solar panels, and facilities for mental well-being, such as **an in-house counselling centre**, an in-house **health centre**, a **dialysis centre**, and mental well-being programmes, highlight the college's commitment to inclusivity and sustainability.

The campus includes multiple indoor and outdoor sports facilities, from volleyball courts to a **6-lane 400m athletic track**. **Hostel accommodations** cater to students, and **staff quarters** offer on-campus housing for faculty. Safety is a priority, with **185 CCTV cameras**, fire extinguishers, and around-the-clock security staff. Farook College's IT infrastructure is robust, featuring 490 computers, high-speed LAN, and licensed software such as Microsoft Office and **MATLAB**.

The Farook College Learning Management System (FCLMS), based on Moodle 4.3, supports online education with extensive digital content, including a growing collection of video lectures. The IoT Lab provides hands-on outlet for innovative minds. Maintenance policies ensure effective use of resources across academic and support facilities, with a dedicated team managing daily operations, preventive maintenance, and stock verification to uphold standards.

Accessibility and sustainability are emphasized across campus. Ramps, elevators, and accessible parking ensure ease of mobility, and a **Divyangjan-friendly Website** makes online resources more inclusive. The college prioritizes environmental responsibility with a **40 KW solar panel grid** and comprehensive waste management initiatives. Additional amenities, such as banking, refreshment options, and a cooperative store, contribute to an integrated campus experience.

Through these facilities and policies, Farook College continues to foster an inclusive, tech-enabled, and research-oriented academic environment that supports holistic student development.

Student Support and Progression

Student support is integral to Farook College, and the college offers 70% of both government and non-government scholarships. Over the past five years, 11955 students benefited from government scholarships, while 616 students received non-government assistance. The college has a scholarship scheme of its own, **Edu-Support**, benefiting approximately 10% of students through scholarships and freships.

Furthermore, the registered alumni society (**FOSA**) offers both financial and non-monetary support, including career training and skill development sessions. It has instituted **10 awards**, and contributed **151.21 Lakhs** as Scholarships alone, during 2019-2024. It has chapters both **domestically and internationally**, including Delhi, Bangalore, Dubai, Qatar, Jeddah, Abu Dhabi, Kuwait, Dammam, Bahrain, the UK, and the United States.

The college organized **115 skill development programmes** under different schemes, enhancing employability. Final-year students are provided with career counseling and guidance for competitive exams such as **UGC/CSIR NET, PSC, UPSC, and CA**. **The Placement Cell has successfully placed 750 students**, reflecting the effective-guidance provided. Dedicated counselling services (**Jeevani**) help students navigate academic pressures, career choices, and personal challenges.

Additionally, systematic training from renowned trainers has nurtured student talents in sports and cultural activities, resulting in **295 awards and medals across various levels**.

To maintain a supportive environment, the college has established grievance redressal cells, including an **Anti-Drug Squad, Equal Opportunity Cell, Anti-Ragging Cell**, and more. The **Students' Council** actively organizes events and represents student interests in academic and administrative bodies, ably-aided by the **ELC Club**.

Grievance Redressal Mechanisms such as Anti-Ragging Committee, Grievance Redressal Cell, and the Internal Complaints Committee (ICC) ensure a safe and supportive campus environment, prioritizing student welfare. Online and offline complaint registering facilities, regular awareness programmes, counselling and support measures for affected students etc. are measures taken by the college to address various types of student grievances. **Equal Opportunity Cell** empowers and supports the marginalized and under privileged students. It includes separate sub committees to address issues faced by students with disabilities, minority students, OBC students and SC/ST students. The College also ensures students' representation in various statutory, academic and administrative committees.

Governance, Leadership and Management

At Farook College, Participatory, Democratic, and Value-driven governance underpins the institution's growth, guided by its vision and mission. Key statutory bodies, including the Governing Body, Academic Council, BoS, and Finance Committee, work collaboratively to formulate strategic plans, policies, curricula, and programmes focused on ensuring quality and excellence. The successful execution of a **Rs 5 crore RUSA Project**, illustrates the institution's commitment to participatory planning and execution within its governance framework. The College Council assists the principal with daily operations, while the IQAC conducts annual audits, to maintain quality benchmarks. **The college's well-defined policies** guide operations, and ensure transparent governance, including the protection of **Minority Rights** through committees like the **Internal Complaints Committee (ICC)** and **Equal Opportunity Cell**. The college has streamlined operations with FAIMS, an in-house ERP system that automates transactions, documentation, data management, and supports student services, exams, and finance. Integrated systems like **COMPTES** and **PFMS** support finance and accounting, monitor fund flows, and enable financial audits. Digitized student admissions, support, and exams foster a responsive, student-centred atmosphere. The **Performance Appraisal System** evaluates staff on teaching effectiveness, research output, and professional development. **Employee Assistance Programs (EAP)** offer financial aid, cooperative societies, and wellness resources. **Wellness initiatives**, such as health camps, highlight the college's commitment to staff well-being. Annual fund allocation supports faculty development, enhancing teaching and research capabilities. Financial support covers travel, registration, accommodation, and other expenses for conferences/workshops, with **63.31%** of teachers funded for these activities and memberships in the last five years. A higher percentage(**69.03%**) of faculty involvement indicates a strong focus on continuous professional development. **Rs.466.57 lakhs** received as funds/grants from Government, Non-government bodies and

philanthropists during the last five year. The Finance Policy emphasizes resource mobilization from government schemes (**DST-FIST, RUSA**), **CSR**, alumni donations, and consultancy.

The Finance Committee, aided by audits, ensures transparency and optimal fund utilization for academic and infrastructural growth. Regular financial audits ensure transparency, accountability, and efficient management. IQAC's regular reviews and the **Academic and Administrative Audit (AAA)** ensure continuous quality enhancement. Participation in national ranking frameworks (NIRF, KIRF) and various audits reflects Farook College's commitment to sustainability and educational excellence.

Institutional Values and Best Practices

Farook College is dedicated to equipping students with the necessary skills to address cross-cutting issues such as **gender equity, environmental sustainability, inclusivity, and professional ethics** through various programmes and the implementation of best practices. The Women's Welfare Cell and the **Equal Opportunity Cell** conduct annual **Gender Audits**, and implement initiatives aimed at promoting gender equity. A mandatory **4-credit Audit Course**, focused on gender issues has been introduced, along with 150 courses that directly address gender-related topics. The college ensures proportional participation and opportunities for female students in both curricular and co-curricular aspects of the college.

The institution has **Samrudhi- Green Campus Initiative**, to promote an **Eco-friendly atmosphere**, aligning to **PM's vision of Green Energy Revolution**. Alternative energy facilities, including **solar and biogas technologies, LED lighting, and a vehicle-charging station** are implemented. **Waste management** includes segregation, composting, recycling, and wastewater treatment, aligned with Swachh Campus Initiatives. **Water conservation** is prioritized through rainwater harvesting, storage tanks, recharge pits, and a sewage treatment plant, that recycles wastewater for non-potable uses.

The college also promotes inclusivity through the '**Accessible Farook**' initiative and the **Divyangjan Policy**, ensuring a barrier-free environment for students with disabilities. This includes ramps, lifts, assistive technologies, and the **INSIGHT (Divyangjan Cell)**, which has been supporting students with disabilities, since 2004.

The college fosters a sense of unity, communal harmony, and moral, spiritual, and intellectual growth, emphasizing constitutional **Obligations: Rights, Duties, Ethics and Responsibilities of Citizens (ORDER)**. Its strong code of conduct, overseen by the **Code of Conduct** Committee, promotes integrity, accountability, and respect. Lt. Dr. Abdul Jabbar A. is the **Brand Ambassador** for the **Swachh Samaro Project**, upon the recommendation of PMO.

The two Best Practices are '**SPARSH**' and '**VISMAY**.' SPARSH, a student-led initiative, provides **palliative care** to terminally ill patients, while VISMAY empowers students across six key aspects. A distinct feature of the college is the **on-campus dialysis center**, providing affordable healthcare to economically disadvantaged kidney patients in nearby communities, reflecting the college's commitment to social responsibility. Together, these initiatives embody Farook College's commitment to sustainability, inclusivity, and ethical responsibility.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	FAROOK COLLEGE (AUTONOMOUS)
Address	Farook College (Autonomous), P.O.Farook College, Kozhikode, Kerala,India
City	Kozhikode
State	Kerala
Pin	673632
Website	www.farookcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Aysha Swapna K A	0495-2440660	9061223300	-	mail@farookcollege.ac.in
IQAC / CIQA coordinator	Mufeeda T	0495-2440661	9895677804	-	iqac@farookcollege.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes minoritydoc_1729840482.pdf
If Yes, Specify minority status	
Religious	Muslim Minority
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1948
Date of grant of 'Autonomy' to the College by UGC	29-04-2015

University to which the college is affiliated		
State	University name	Document
Kerala	University Of Calicut	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	29-01-1977	View Document
12B of UGC	29-01-1977	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	09-05-2024	24	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	18-09-2004
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Farook College (Autonomous), P.O.Farook College, Kozhikode, Kerala,India	Semi-urban	57	53825

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English, English Language and Literature	36	Plus Two	English	46	46
UG	BA,Arabic,Arabic and Islamic History	36	Plus Two	English	63	63
UG	BA,Economics,Economics	36	Plus Two	English	67	67
UG	BA,Malayalam,Malayalam Language and	36	Plus Two	Malayalam	45	45

	Literature					
UG	BA,Sociology, Sociology	36	Plus Two	English	66	66
UG	BA,Multimedia, Multimedia	36	Plus Two	English	56	56
UG	BSc,Mathematics, Mathematics	36	Plus Two	English	50	50
UG	BSc,Physics, Physics	36	Plus Two	English	49	49
UG	BSc,Chemistry, Chemistry	36	Plus Two	English	49	49
UG	BSc,Botany, Botany	36	Plus Two	English	37	37
UG	BSc,Zoology, Zoology	36	Plus Two	English	37	37
UG	BSc,Statistics, Statistics	36	Plus Two	English	38	38
UG	BSc,Computer Science, Computer Science	36	Plus Two	English	37	37
UG	BCom,Commerce, Finance	36	Plus Two	English	68	68
UG	BBA,Commerce,	36	Plus Two	English	55	55
UG	BSc,Psychology, Psychology	36	Plus Two	English	30	30
UG	BVoc,Vocational Studies, Software Development	36	Plus Two	English	30	29
UG	BVoc,Vocational Studies, Automobile Auto	36	Plus Two	English	30	26

	Electrical and Electronics					
UG	BLibISc, Library And Information Science, Bachelor of Library and Information Science	12	Degree	English	15	15
UG	BCom, Commerce Sf, Computer Application	36	Plus Two	English	65	65
UG	BA, English Sf, English Language and Literature	36	Plus Two	English	25	25
UG	BA, English Sf, Functional English	36	Plus Two	English	49	49
UG	BSc, Psychology Sf, Psychology	36	Plus Two	English	40	40
PG	MA, English, English Language and Literature	24	Degree	English	20	20
PG	MA, Arabic, Arabic Language and Literature	24	Degree	English	21	21
PG	MA, Economics, Economics	24	Degree	English	20	18
PG	MSc, Mathematics, Mathematics	24	Degree	English	20	20

	atics					
PG	MSc,Physics, Physics	24	Degree	English	14	14
PG	MSc,Chemist ry,Chemistry	24	Degree	English	12	12
PG	MSc,Zoolog y,Zoology	24	Degree	English	13	13
PG	MSc,Statistic s,Statistics	24	Degree	English	12	12
PG	MSc,Comput er Science,C omputer Science	24	Degree	English	12	12
PG	MCom,Com merce,	24	Degree	English	20	20
PG	MA,History, History	24	Degree	English	23	23
PG	MA,Journalis m And Mass Communicati on,Journalis m and Mass Communicati on	24	Degree	English	20	16
PG	MLibISc,Lib rary And Information Science,Mast er of Library and Information Science	24	Degree	English	20	18
PG	MSc,Geolog y,Integrated Geology	60	Degree	English	30	29
PG	MSc,Psychol ogy Sf,Psycholog y	24	Degree	English	19	19
Doctoral	PhD or	60	Postgraduatio	English	42	40

(Ph.D)	DPhil,English h,		n			
Doctoral (Ph.D)	PhD or DPhil,Arabic ,	60	Postgraduatio n	English	36	35
Doctoral (Ph.D)	PhD or DPhil ,Economics,	60	Postgraduatio n	English	12	8
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,	60	Postgraduatio n	English	7	7
Doctoral (Ph.D)	PhD or DPhil,Physic s,	60	Post graduation	English	18	8
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,	60	Postgraduatio n	English	20	12
Doctoral (Ph.D)	PhD or DPhil ,Zoology,	60	Postgraduatio n	English	18	16
Doctoral (Ph.D)	PhD or DPhil ,Statistics,	60	Postgraduatio n	English	12	2
Doctoral (Ph.D)	PhD or DPhil ,Computer Science,	60	Postgraduatio n	English	8	5
Doctoral (Ph.D)	PhD or DPhil ,Commerce,	60	Postgraduatio n	English	36	36
Doctoral (Ph.D)	PhD or DPhil,Histor y,	60	Postgraduatio n	English	24	13

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				13				121			
Recruited	1	1	0	2	9	4	0	13	67	54	0	121
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				31			
Recruited	0	0	0	0	2	0	0	2	10	21	0	31
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						38
Recruited	38		0		0	38
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						23
Recruited	11		12		0	23
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	9	3	0	33	15	0	62
M.Phil.	0	0	0	0	0	0	7	6	0	13
PG	0	0	0	0	1	0	16	11	0	28
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	7	6	0	14
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	13	35	0	48
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	917	26	13	0	956
	Female	2123	23	11	0	2157
	Others	0	0	0	0	0
PG	Male	73	0	6	0	79
	Female	446	0	7	0	453
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	72	0	0	4	76
	Female	117	0	0	2	119
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	52	39	41	35
	Female	77	72	98	87
	Others	0	0	0	0
ST	Male	13	11	8	10
	Female	5	7	5	14
	Others	0	0	0	0
OBC	Male	42	38	42	54
	Female	204	179	186	168
	Others	0	0	0	0
General	Male	66	84	91	101
	Female	400	375	419	454
	Others	0	0	0	0
Others	Male	212	244	214	184
	Female	238	311	324	242
	Others	0	0	0	0
Total		1309	1360	1428	1349

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arabic	View Document
Botany	View Document
Chemistry	View Document
Commerce	View Document
Commerce Sf	View Document
Computer Science	View Document
Economics	View Document
English	View Document
English Sf	View Document
Geology	View Document
History	View Document
Journalism And Mass Communication	View Document
Library And Information Science	View Document
Malayalam	View Document
Mathematics	View Document
Multimedia	View Document
Physics	View Document
Psychology	View Document
Psychology Sf	View Document
Sociology	View Document
Statistics	View Document
Vocational Studies	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Farook College is committed to aligning its educational framework with the National Educational Policy (NEP) through a strong emphasis on multidisciplinary and interdisciplinary approaches. The NEP advocates for a holistic education system
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that promotes flexibility, innovation, and critical thinking, aiming to break down traditional silos in education. Recognizing the importance of these principles, Farook College is taking proactive steps to prepare its institutions and curriculum for the evolving educational landscape. To cultivate a multidisciplinary environment, Farook College is broadening its course offerings across diverse fields, including the arts, sciences, and commerce. This initiative enables students to explore subjects beyond their primary discipline, promoting a holistic education. For example, science majors are encouraged to take courses in the humanities, while arts students are introduced to scientific concepts. This approach not only expands students' knowledge but also enhances their problem-solving abilities and creativity, equipping them to tackle complex, real-world challenges. Moreover, the college is dedicated to promoting interdisciplinary collaboration among faculty and students. By encouraging joint research projects, workshops, and seminars that bring together experts from different fields, Farook College aims to create an intellectual ecosystem that values diverse perspectives. This collaborative environment nurtures innovative thinking and allows students to tackle issues from multiple angles, equipping them with the skills required for an increasingly interconnected world. In addition to curricular changes, Farook College is enhancing its infrastructure to support interdisciplinary learning. This includes creating collaborative spaces, equipping classrooms with technology for interactive learning, and establishing research centres that focus on interdisciplinary projects. The college also seeks partnerships with industries and other academic institutions to provide students with hands-on experience and exposure to real-world applications.

2. Academic bank of credits (ABC):

Farook College, in alignment with the National Education Policy, is committed to fostering student mobility and academic flexibility across Higher Education Institutions. To this end, the college has registered with the Academic Bank of Credits (ABC) and the National Academic Depository (NAD). Currently, the integration of these platforms via API is underway. With the introduction of the Four-Year Undergraduate Programmes (FYUGP) in the academic year 2024-25, Farook College aims to fully

empower its students to leverage the benefits of the ABC system. This initiative allows students to accumulate credits from their past academic experience, select their own learning pathways, and benefit from anytime, anywhere learning opportunities. This initiative is particularly valuable for students who wish to pursue diverse areas of interest, acquire multi-disciplinary competencies, or explore career-oriented modules that align with emerging industry needs. The ABC system also empowers students with “anytime, anywhere” learning opportunities, allowing them to progress at a comfortable pace, re-enter their studies seamlessly, and even take breaks if needed without losing the value of their accumulated credits. This flexibility enables students to personalize their education, fostering both academic engagement and a sense of ownership over their learning. Additionally, the integration with NAD ensures that academic achievements are securely stored and accessible, reducing paperwork and making credentials available for verification or transfer on demand. In embracing these NEP-aligned reforms, Farook College also aims to enhance interdisciplinary exposure and practical learning experiences, equipping students with both academic and real-world competencies. The FYUGP structure provides additional scope for in-depth study, research, and industry engagement, particularly in the final year, where students can specialize further or gain hands-on experience through internships, capstone projects, or community service. The college encourages students to explore courses across different streams, fostering a multidisciplinary outlook broadening their perspectives and skillsets. Farook College aims at creating a foundation for lifelong learning, empowering students not only to achieve academic success but to adapt and thrive in a rapidly evolving global workforce. This approach is a testament to its dedication to building a knowledge-driven society where students have the agency to pursue innovative, flexible, and impactful educational journeys.

3. Skill development:

The College recognizes the importance of skill development as a cornerstone of the National Educational Policy (NEP) and actively implements initiatives to ensure that students are well-prepared for the demands of the 21st-century workforce. By

focusing on enhancing employability and fostering entrepreneurial spirit, the college aims to create an all-inclusive educational environment that equips students with both academic knowledge and practical skills. To align with the NEP's vision of integrating vocational education into mainstream learning, Farook College has introduced a range of skill development programmes across various disciplines. These programmes are designed to provide students with hands-on experience and practical knowledge that complements their academic curriculum. For instance, the college offers certificate courses in areas such as Academic Writing, Professional Accounting, Data Analysis using Advanced Excel, Python and Power BI, Website designing without Coding and Film Design allowing students to gain valuable skills that are highly sought after in the present job market. Farook College fosters collaborative learning through partnerships with industry leaders, offering internships, workshops, and guest lectures that connect students with professionals. These initiatives enhance real-world understanding and help build career networks. The college also prioritizes soft skills development, conducting workshops on communication, teamwork, leadership, and time management to prepare students for professional success. The college also encourages student-led initiatives, allowing individuals to take charge of projects that develop their organizational and managerial abilities. For example, Entrepreneurship Development Club and Innovation Hubs have been established to support students in transforming their ideas into viable business ventures. The College has integrated skill assessments into its academic framework, ensuring that students receive continuous feedback on their progress. This focus on skill development not only prepares students for direct employment but also instills a lifelong learning mindset, aligning perfectly with the NEP's goals. Thus, Farook College is dedicated to adopting a robust skill development ecosystem that empowers students to thrive in an increasingly competitive landscape, thereby fulfilling the vision of National Education Policy, creating a skilled and knowledgeable workforce.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using

Farook College is actively incorporating the Indian Knowledge System (IKS) into its curriculum,

online course):

aligning with the National Educational Policy (NEP) through its Four-Year Undergraduate Programmes. In line with the NEP's vision of fostering regional languages, cultures, and traditional knowledge, Farook College has established the Farook Centre for Indian Knowledge Systems. This initiative reflects the college's commitment to creating an educational experience that resonates with India's cultural diversity and heritage. To deepen students' cultural connections, the college offers courses in Hindi, Malayalam, and Urdu, promoting proficiency in Indian languages and a deeper engagement with Indian literature, philosophy, and history. Humanities courses emphasize local cultures, while science departments focus on indigenous species, providing students with a well-rounded understanding of India's natural and cultural heritage. The college also leverages online platforms to deliver courses on Indian traditions and knowledge systems. By incorporating multimedia resources like videos, podcasts, and interactive discussions, Farook College encourages flexible, self-paced learning that aligns with students' schedules and promotes independent exploration. Additionally, collaborations with local artisans, cultural organizations, and centres like the Mappila Studies and Research Centre and the Centre for Cultural Heritage offer workshops and seminars that immerse students in traditional arts, crafts, and practices, helping to preserve and promote cultural identity. Practical initiatives such as the Medicinal Tree Garden, Butterfly Garden, and Poly-House serve as live repositories of indigenous plants and wildlife, aligning with Fit India initiatives and the college's ongoing celebration of Yoga Divas, a nod to the Prime Minister's vision for Yoga. The FISA Club, focusing on cultural exchange, further enhances students' understanding and appreciation of their heritage within a global context. By integrating IKS into its curriculum, Farook College fosters critical thinking through the lens of Indian philosophy and ethics, offering students the tools to address modern challenges with ancient wisdom. This proactive approach not only aligns with NEP objectives but also prepares students to meaningfully engage with their heritage and contribute to a globalized society. Through the promotion of Indian languages, culture, and traditional knowledge, Farook College stands as a leader in embedding national identity within a

<p>5. Focus on Outcome based education (OBE):</p>	<p>forward-thinking educational framework.</p> <p>Farook College (Autonomous), renowned for its commitment to academic excellence, has proactively embraced the National Education Policy (NEP) by integrating Outcome-Based Education (OBE) as a core pedagogical approach. This adoption aligns with NEP's focus on inclusive, skill-oriented learning that nurtures cognitive development across levels—from foundational knowledge to advanced analytical, evaluative, and creative skills. Foundation courses emphasize recall and comprehension, while advanced courses engage students in applying, analyzing, and synthesizing knowledge in practical contexts. Guided by the OBE Implementation Committee under the IQAC, the college has clearly defined learning outcomes that shape curriculum design, teaching practices, and assessment strategies in line with NEP's goals of critical thinking, employability, and skill acquisition. The Committee's recommendations led to the creation of Quality Learning Cells (QLCs) within each department, responsible for implementing OBE, conducting faculty sensitization, and mapping Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) to academic activities, with ongoing monitoring of attainment. To build faculty expertise, Farook College regularly hosts faculty development programmes and workshops in collaboration with QLCs, focusing on designing outcome-based lesson plans and using student-centered methodologies. Outcomes are displayed in each department and on the College Website, ensuring transparency. Orientation sessions also help students understand OBE's relevance to their learning journey. The college's experiential learning model incorporates lab-based projects, internships, interdisciplinary electives, and workshops, equipping students with both technical and soft skills. Continuous assessments and feedback provide insights for improvement, fostering a growth mindset. Additionally, the college offers skill-based electives and vocational training, broadening career pathways for students. Strategic partnerships with industry ensure that curriculum remains relevant and bridges academic theory with industry needs, empowering students to meet professional standards confidently. Through these initiatives, Farook College</p>
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	(Autonomous) cultivates a student-centric learning environment that aligns with NEP's vision and ensures graduates possess the skills required by the modern workforce.
6. Distance education/online education:	<p>Farook College (Autonomous) has established a Learner Support Centre (LSC) as part of Sree Narayana Open University Kollam's efforts to expand accessible, high-quality education across Kerala, in alignment with the National Education Policy (NEP). This centre plays a critical role in supporting students enrolled in distance education, offering an essential bridge between the university and a broad, diverse student body. Through this LSC, students gain access to a range of undergraduate and postgraduate programs—28 in total—allowing them to pursue their academic goals without geographical limitations. The breadth of courses reflects the university's dedication to providing inclusive educational pathways, ensuring students have the resources and opportunities they need. Beyond this, Farook College also partners with the School of Distance Education, University of Calicut, Kozhikode, serving as a learning centre to further promote and support distance education. To enhance the effectiveness of these programs, the college has developed a Learning Management System (LMS) called FCLMS, built on the Moodle platform. This customized LMS is specifically tailored to meet the needs of distance learners, providing flexibility and round-the-clock access to courses and resources, thus fostering an adaptable, learner-centered environment. The FCLMS enables teachers to manage course content and interact with students effectively. Through personalized login credentials, both teachers and students can engage in a structured virtual learning experience. Teachers have the ability to share essential materials, supplementary resources, and assignments, while students benefit from centralized access to lessons, resources, and interactive content. This LMS, designed to accommodate asynchronous learning, ensures that students can engage with their coursework at their convenience, bridging distances and making independent learning achievable. Farook College's role in distance education exemplifies its proactive approach to NEP readiness, supporting academic accessibility and inclusivity through robust</p>

technological infrastructure and dedicated student support services. By leveraging partnerships with SN Open University and the University of Calicut, the college underscores its commitment to broadening educational access and fostering an inclusive academic community.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, the Electoral Literacy Club (ELC) was established in our college in the academic year 2018-2019 to promote electoral awareness among students. The club has been actively working to educate students about their voting rights and the electoral process, fostering a culture of electoral participation among young voters.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Electoral Literacy Club (ELC) at Farook College is guided by a team of dedicated faculty members committed to promoting civic engagement among students. The club is coordinated by Mr. Bassam SA, Assistant Professor in the Department of Physics, with Dr. Shumais U (History), Dr. Mansoor Ali (Malayalam), and Dr. Abdul Azeez (Commerce) serving as Assistant Coordinators. Student coordinators are chosen based on their political neutrality and inclusivity, representing both genders and including two members from the National Service Scheme (NSS) and two from the National Cadet Corps (NCC). This diverse leadership ensures the ELC is fully functional and reflective of the college community, engaging students from all semesters and various academic disciplines. Despite being established in the 2018-2019 academic year, the ELC at Farook College builds on the institution's longstanding tradition of active electoral participation and political awareness. The college has a proud history of producing prominent political figures, including T.K. Hamza (former Minister and Member of Parliament), Purushan Kadalundy (MLA), Najeeb Kanthapuram (MLA), P.K. Kunhalikutty (MLA), Shafi Parambil (MLA), P.T.A. Rahim (MLA), P.A. Mohammed Riyas (Minister of PWD and Tourism), Abid Hussain Thangal, U.A. Latheef, Nalakath Sooppy (former Minister), and Abdusamad Samadani (Member of Parliament). The achievements of these</p>

	<p>distinguished alumni inspire current students, emphasizing the significance of active participation in democratic processes and the impact of informed civic engagement. Through the ELC, Farook College fosters a spirit of democratic involvement, equipping students with the knowledge and enthusiasm to contribute meaningfully to the electoral process, both on campus and beyond.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Election Literacy Classes: The ELC has conducted multiple election literacy sessions in line with the directives of the Election Commission of India. These classes aim to educate students comprehensively about the electoral process, empowering them to become informed voters and active citizens. Election ID Registration Help Desk: To facilitate easy voter registration, the ELC established a dedicated help desk that assists students with voter ID registration and answers related queries. This initiative ensures that students can navigate the registration process smoothly and encourages new voters to take their first steps in civic participation. Voter Awareness Campaigns: In its efforts to promote voting awareness, the ELC has organized engaging voter awareness campaigns, including flash mobs and street plays both on campus and in the surrounding community. These lively and creative activities effectively convey the importance of voting, especially to young audiences, fostering a sense of civic responsibility. Video Campaigns: ELC students have produced impactful short videos and reels to promote ethical voting and emphasize the value of participating in elections. Shared widely on social media, these videos reach a broad audience and reinforce key messages about responsible voting. Notable titles include: “Are You an Ethical Voter?”- a video exploring ethical voting principles and urging students to make conscientious voting choices. “The Finger with an Ink Mark”- a reel symbolizing the power and responsibility tied to casting a vote. -“Your Right, Your Voice”- a reel encouraging marginalized communities to exercise their democratic rights. These digital campaigns effectively engage and educate young voters, reflecting the ELC’s mission to foster a culture of informed and ethical voting. Community Outreach Programs: Through ELC outreach efforts, students also assist with voter registration drives in their local</p>

	<p>communities, placing particular emphasis on engaging underprivileged populations. These outreach activities broaden the impact of ELC’s mission beyond campus, inspiring broader community participation. Mock Elections: The ELC has organized mock elections, giving students hands-on experience with the voting process, including the use of Electronic Voting Machines (EVMs) and Voter Verifiable Paper Audit Trails (VVPATs). Additionally, mock elections are organized during college elections, offering a realistic practice environment that reinforces the principles of democratic engagement.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Awareness Drives: Hosted ‘Vottu Vandii’ and conducted seminars on the importance of voting rights and responsibilities, targeting marginalized communities to promote inclusivity in the electoral process. Content Creation: ELC developed informational materials such as brochure named ‘Celebrate Democracy’, videos and posters that highlight electoral rights, voting procedures, and ethical voting practices.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Currently, only 2% of students above 18 years in our college remain unregistered voters. The ELC has implemented proactive measures to maintain this low percentage and further encourage voter registration, including: The club Conducted regular Awareness Campaigns. The club partnered with local election officials to organize registration drives on campus, ensuring that eligible students have the opportunity to enroll. The club took collaborative efforts and worked closely with NCC and NSS units to extend outreach efforts into local communities, encouraging peer-to-peer registration among students and their families.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3708	3760	3725	3462	3238
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

Number of final year outgoing students year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1219	1209	1207	1098	1062
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

Number of full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
150	166	161	155	153
File Description		Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 150

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
1043.21	1346.48	499.62	638.34	744.98

Other Upload Files	
1	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

Farook College (Autonomous) celebrated the **Diamond Jubilee** in 2023, underscoring its eminence as a **Hub of Knowledge Dissemination**. Being an educational hub that learners come to, and branch out successfully from, Farook College has always emphasized providing **cutting-edge education**, touching all aspects of their lives. The College embraced **CBCSS** in 2011, revised it in 2014, and ever since it became **Autonomous**, **timely revisions were made** in 2017, 2019, 2022, and 2024 (FYUGP). These timely-changes were in line with the Vision, Mission and Legacy of the HEI, building up a steadily growing educational culture, aligning to **the State and National Policies on Education** and **UN SDGs**, acquiring further **accountability and prestige** through the **implementation of OBE**, ensuring that the Curricular Framework **consistently** reflected and aligned with Local, National, Regional, and Global developmental needs.

The preparatory curriculum revision in 2019, and revision as per NEP in 2022, embracing **OBE framework** that emphasized **measurable learning outcomes**, allowed for a more **structured and effective assessment of student performance**. They reflected in the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), of the various programs offered.

Local/Regional Developmental Needs

- Preserve **regional culture and heritage**, promoting **local languages** (Hindi, Malayalam, Arabic, Urdu)
- Engage communities to address social issues, raise awareness, and drive positive change (Sociology, Psychology, Economics)
- Focus on **environmental conservation** and **disaster management** through specialized courses and practical training (Geology, Sociology, Physics, Botany, Zoology, Chemistry)
- Address **gender and social issues** with a focus on **equality** (Sociology, English, Malayalam)
- Support the **growth of small businesses and local entrepreneurship** (Commerce, Management)
- Provide **vocational training** and **on-the-job skill development** (B.Voc. Software Development, B.Voc. Automobile)

National Developmental Needs

- Promote **digital literacy** and **communication skills**, to empower national economic participation (Computer Science, Software Development, English, Journalism, Multimedia)

- Cultivate critical thinking, leadership, and professionalism, to build a **capable workforce** (All Programs)
- Foster **employability and entrepreneurship** to stimulate job creation and economic growth (All Programs)
- Promote social responsibility, active citizenship, and inclusiveness (All Programs)
- Drive **innovation** and solve national challenges through advancements in Science and Technology (Science Programs)
- Strengthen leadership and management for resource optimization, and strategic national development (Commerce, Management)
- Ensure **sustainable resource use** and **reduce environmental impact**, through energy conservation (Science Programs)
- Promote transparency and economic stability, by adhering to business laws and tax compliance (Commerce, Management, Economics)

Global Developmental Needs

- Expand markets and foster global partnerships to drive economic growth through **international trade and finance** (Economics, Commerce)
- Advance **scientific research and innovations** to solve global challenges and enhance competitiveness (Science Programs)
- Cultivate **global citizenship** and **professionalism**, to foster ethical conduct and international collaboration (Humanities, Social Sciences)
- Equip individuals and organizations with investment education, to **attract foreign investments and create economic opportunities** (Economics, Commerce)
- Address climate change and promote **sustainable development**, to ensure long-term environmental health and resilience (Geology, Botany, Zoology)
- Support **international cooperation** through laws and multilateral agreements for fair trade and stability (Languages, Social Sciences)
- Manage international migration and cultural challenges to foster diversity and social cohesion (Social Sciences and Languages)

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Skill Development, Employability, and Entrepreneurship Development (**SEED**) are pivotal terms in 21st

Century Education. Farook College (Autonomous) has always laid immense significance in enhancing SEED through a constantly updated curriculum that addresses the evolving needs of the economy and industry. Since it became **Autonomous** in 2015, **timely revisions were made** in 2017, 2019, 2022, and 2024(FYUGP).

The syllabus revisions undertaken in 2019 and 2022 prioritised the **integration of topics related to SEED across various programs**. In-order to cope-up with **the current trends** and ensure **supreme industry-standards, Feedbacks** were collected from leading employers and alumni in the industry, and their suggestions were incorporated into the curriculum. Additionally, discussions were held with distinguished academicians, industry experts, and policymakers to **align the curriculum with NEP Framework**, and emerging employment opportunities in both the public and private sectors. Resultantly, the college implemented a curriculum grounded in **mappable outcomes (OBE)**, emphasizing **Skill Development and Participatory Learning**. Each program includes a suite of courses designed to help students achieve the necessary competency levels. In total, **679 courses** within various programs are directly focused on promoting skill development, enhancing employability and fostering entrepreneurship.

Curricular SEEDing-

- A **Skill-Set Mapping** is done to understand the required competencies for each Post Graduate and Undergraduate programme
- Curriculum of all programmes consists of courses on **Latest Software** needed by the industries
- It includes mandatory projects on relevant topics for all programmes, **internships** for BBA and **vocational training** for BVoc.
- Departments conduct **Industrial Visits** every year to enlighten students on cutting-edge developments in the industry
- All Postgraduate Programmes have an **Ability Enhancement Course(AEC)**, of 4 Credits in the first semester, where students have to complete internship from Research Institution, Book Review, Community Linkage Programme with local bodies, or Case Study Analysis
- Similarly, Postgraduate Programmes have a **Professional Competency Course**, with **4 Credits** in the Second Semester, to train the students in Software Packages relevant to disciplines such as SPSS, R, EViews, Stata, Python etc.
- Special workshops and training programmes are conducted by the departments with the help of Private companies and Industrial Experts
- Departments also offer **Certificate Courses** of the duration of three to six months, such as Data Analysis, Water Quality Analysis, Academic Writing and French Language to equip students in a specialised field
- Departments also have functional(MoUs) with Industries

SEEDing Support Initiatives-

- The **PM Institute of Civil Services** trains students to succeed in examinations conducted by UPSC, SSC and PSC
- **Farook has a Five-Tier, Wonder-Seven Network to boost the Innovation-Entrepreneurship Eco-system. It is spearheaded by Start-Up Cell, Incubation Centre, YIP, IIC, ED Club, along with Research Centres and IPR**
- **IIC and ED Club encourage** Entrepreneurship ventures of the students, and also organize **“Meet the Entrepreneurs”**, regularly, to inspire and guide the learners

- **The Placement Cell** coordinates the campus recruitment process
- The college submits **Business Project Reports** for **K-Disc**, engaging students as Investigators
- The college also actively participated in **Digital Workforce Management System(DWMS)**
- **ASAP** (Additional Skill Acquisition Programme)
- **WWS** (Walk With Scholar)
- **SSP** (Scholar Support Programme)

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 27.65

1.2.1.1 Number of new courses introduced during the last five years:

Response: 266

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 962

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

Being a **residential, autonomous HEI**, the College has always been a **first-hand source** of sensitizing learners to diverse and pressing issues surrounding them. Issues like Gender, Ethics, Values and Environment has always been central, but **attaining autonomy** in 2015 has enabled the College to give it due impetus, providing more contemporaneous and global canvas.

The Curriculum Revisions in 2019 and 2022 **effectively integrated key cross-cutting issues** in accordance with the **Value Framework** established by the **National Education Policy (NEP) of 2020 and the Sustainable Development Goals (SDGs)** of the UN. Consequently, the curriculum now comprehensively addresses topics such as Professional Ethics, Gender, Human Values, Environment and Sustainability, across a variety of courses. In 2024, the college implemented the Four-Year Undergraduate Degree Programme (FYUGP).

- To create awareness about the Sustainable Development Goals, **four Audit Courses** were introduced in the first four semesters: Environmental Science, Disaster Management, Intellectual Property Rights, and Gender Studies
- To promote **e-learning**, the Audit Courses are now offered through Learning Management System (LMS)
- **811 Courses** incorporate contents related to Professional Ethics, Gender, Human Values, Environment and Sustainability
- Furthermore, students have engaged in projects focused on Gender, Human Values, Environment, and Sustainability

Professional Ethics

- About **182 Courses** address issues related to Ethical Values and Professional Ethics
- Courses such as Communication Laws and Ethics, Public Relations and Corporate Communication, Psychological Counselling, Organisational Behaviour, Professional Business Skills, Business Regulations, and Corporate Governance and Business Ethics are some examples
- Students are also encouraged to do summer internships to foster professional behaviour
- Further, almost all PG Programmes and some UG programmes have one course on Research methodology, which is offered to enlighten students on Research and Publication Ethics

Gender Sensitization

- About **152 Courses** from various programmes focus on Gender Sensitisation.
- Courses such as Gender and Society, Gender Economics, Women's Writing, Media, Culture and Society, are some examples.
- To understand the gender gaps in various aspects of teaching and learning process, Gender Audit is carried out every year.
- Women's forum organises various programmes on Women's Rights and Gender Equality.

Human Values

- A compulsory Social-Service Component worth **4 credits** is included in all Undergraduate Programmes.
- Contents related to Human Values are integrated into nearly 249 courses, with examples including Introduction to Sociology, Development Economics, Culture and Society, and Life Skills Applications.
- The Department of Zoology offers a Certificate Course in Palliative Care.
- Additionally, students engage in activities of Pain and Palliative Care Unit and Blood Donation Campaign organised by NSS.
- In its pursuit of social justice, the College established a dialysis centre in 2018, serving the underprivileged.

Environment and Sustainability

- The UG and PG curriculum together constitute **228 Courses** comprising various topics related to environment and sustainability.
- Environment and Society, Environmental Economics, Medicinal and Environmental Chemistry, Earth and Environment, are some examples.
- The Campus has a strong **Waste Management System**, and the Campus follows the **Green Protocol, aligning to Green Energy Revolution mission.**
- Further, as a part of social service, students engage in Organic Farming, Plastic and e-waste Collections, and Planting of trees.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 121

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 38

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 38

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 99.28

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
1309	1360	1428	1349	1297

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1323	1379	1440	1353	1297

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 85.93

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

2023-24	2022-23	2021-22	2020-21	2019-20
401	372	397	375	355

2.1.2.2 Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
458	458	448	435	412

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any	View Document

2.2 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Farook College(Autonomous) has a wide-student base, and hence, it prioritizes in catering to the diverse

student needs. A **cohesive system is in place**, that **regularly** assesses the learning levels of the students and organizes special programmes for **Slow Learners**, bracing them up to perform better, and for **Advanced Learners**, encouraging them to optimize their immense potential. The institution strives to **create an environment** where all learners can thrive, and has built a **harmonious learning eco-system (PEP-IT)**, recognizing the unique strengths and challenges each student expresses. The institutional Best Practice-**VISMAY**, is a hallmark of this **inclusive eco-system**.

- **Orientation and Bridge Courses- Orientation** is given to the new students every year, addressing their vividity toward a guided educational vision, helping them enter the Farookian ethos. **Bridge Courses** are implemented to ensure the inclusive participation of students across various disciplines.
- **Regular Mentor-Mentee meetings (Margadarshi)**- Under a vibrant, decentralized Mentorship System, the HEI continually conducts Mentor-Mentee meetings to identify different types of learners, with special attention given to bridging the gap between **Slow-Learners and Advanced-Learners**.
- **FCATS**- Metrics of assessment, such as **formative evaluations, standardized test scores, classroom participation, and individualized progress tracking**, help educators distinguish between Slow learners, who may require additional support, and tailored learning strategies, and advanced learners, who benefit from enrichment activities and accelerated learning opportunities.
- **Internal evaluation/SGPA**- regular assessments and tests help to identify those in need of additional support, or advanced enrichment. Based on their performance in these assessments, students are categorized into **Slow-Learners and Advanced-Learners**.

Strategies for Slow Learners:

- **Tailored Support**- Extra classes, Additional Study Materials, and Individualized Assistance
- **Remedial Classes**- For students who have been absent for long periods, International Students, and those involved in Sports or other extracurricular activities
- **Peer Teaching and Group Study**- Advanced Learners assist Slow Learners, promoting Collaborative Learning
- **Advisory System and Margadarshi**
- **Counseling**- by class advisors, mentors, and the college's **Counseling Cell**, to address both academic and emotional needs
- **Scholar Support Programme (SSP)**- Personalized support in ten identified subjects through tutorials, study materials, additional lectures and external training sessions

Strategies for Advanced Learners:

- **MOOC Enrollment**- Self-learning platforms like **SWAYAM/COURSERA**
- **PM Institute of Civil Service Examinations**, on the campus
- **Extracurricular Platforms**- Platforms such as TedX, Fed Talk, and other clubs
- **Walk-With-a-Scholar (WWS)**- Specialized mentoring programmes for UG students, fostering academic and professional growth
- Around **320 Students** have **presented papers** in various **national and international seminars**
- The **Career Guidance and Placement Cell** facilitates career counseling and organizes placement drives
- **Start-Up and Incubation Centre**, gives opportunities to develop entrepreneurial ideas, and

access resources for business growth.

- Software support like **SPSS, R, MATLAB, PYTHON** and **TALLY** which are essential tools for advanced learners
- The College **PTA honours Semester Toppers** to motivate and inspire advanced learners.

Furthermore, the college provides **intensive Coaching for Competitive Exams**, including UGC/ NET-JRF/ JAM /GATE/ CAT/ CUET. **Certificate Courses** are designed to complement the Core Curriculum, and aids in **accruing additional credits**. Internships, Projects, Field/Industrial Visits **accommodate varied learner-types**. **ICT-enabled Teaching** caters to the **diverse learning needs** of the students.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 24.72

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Farook College(Autonomous) has always prioritized in building and maintaining a dynamic and learner-centric ecosystem, that is robust yet flexible, catering to the needs of the times. Empowered by the

Institutional Autonomy, and timely syllabus revisions (2019, 2022, and 2024), the HEI's learning ecosystem aligns seamlessly with NEP. Its educational framework- **"PEP-IT"** fosters a **Participative, Experiential, and Problem-solving** approach, emphasizing **Hands-on Learning, Critical Thinking, Innovation, and Entrepreneurial Skills**, well-aided by a robust **IT Infrastructure**, promoting remote and e-learning, catering to the needs of the Digital Era. The HEI also ensures **Divyangjan Kaushal and Vikas**.

1. Participative Learning (*Prerna*), for collaboration and group dynamics among students

- Group Discussion and Panel Discussion
- Role-Plays
- Interaction with Experts
- Scholar Support Programme (SSP) and *Margarshi* for Slow Learners
- Seminars and Workshops
- **Steps (Dance Club), VibeZ (Music Club), Troupes (Theatre Club), Pen (Writers' Club), Strokes (Artists' Club), Readers Forum**
- Flashmob/Field Visit/ Rural Camp/Blood Donation Camp/ etc.
- Paper Presentation – Young Scholars Meet
- Business Simulation Games
- FEd talk (Farook on Education talk)
- TEDx Farook College

2. Experiential Learning Initiatives (*Experientia*), for Lived-Experiences

- Field Trips/Industrial Visits/Internships
- Internet of Things (IoT) Lab
- Exhibitions, Laboratory Experiments and Model Demos
- Tissue Culture, Green House(Poly House) and Hardening centre
- Herbarium/ Bouquet Making/ Medicinal Tree Garden/ Butterfly Garden
- Entrepreneurship Training/ Hands-On Training/ Simulation and Field Surveys
- Nature Camps, Zoology Museum, Sahyadri Club, Canopy Club and Bio diversity club
- Radio Club – Farookavaz and Observer TV – Social Media Journalism

3. Problem-Solving Methodologies (*Prayogh*), nurturing Critical Thinking and Hands-on Approaches to Problem Solving

- **Tinkerhub**: a community of tinkerers, makers and students - working towards mapping and empowering people who share a passion to innovate
- **Assignments and Quizzes**: to reinforce classroom learning while promoting critical thinking. Platforms like **Inquizitive Quiz Club, Mind Maze** weekly quiz, **Khemeia Concorso** and **Myristica** encourage a competitive spirit and knowledge expansion
- **Student Seminars and Documentary Making**
- **Case Study – Physiological Service and Training Centre**
- Media Production, Publishing, Web Designing and Development

4. ICT Tools and e-learning (e-Gyaanii)

a. ICT Tools, for enhanced learning

- The College employs a variety of ICT tools, such as projectors, desktops, laptops, and multifunction printers across classrooms, labs, and faculty offices
- There is a well-equipped computational Chemistry Laboratory, with different software like Gaussian 16, MedeaVASP, Multiwfn, AIMAll
- Use of Software like Matlab, Scilab, Latex, Geogebra, Python
- Digital Seminar Halls, Smart Boards, and Audio-Visual Rooms, further optimize learning experiences
- Faculty leverage ICT for creating engaging PowerPoint Presentations, organizing Industry-expert Talks, conducting Online Quizzes, and recording Video Lectures
- ICT tools also facilitate Online Competitions and Workshops, covering topics like Programming, SPSS, and Simulations

b. e-Learning, enabling blended-learning, and facilitating Remote and Self-Paced Learning

- FCLMS (Farook e-Learning Series Initiative)
- SWAYAM
- Google Classroom
- Virtual Labs
- Smart Classroom, Digital Library, Digital Talking Library
- Video Conferencing Platforms (Google Meet, Zoom, Webex etc.)
- Educational Videos and Animations (YouTube and Internet)
- e-Resources (DOAJ, Shodganga, ePG-Pathshala)
- Farook College D-Space Repository
- Open Access Learning
- NPTEL and Digital Libraries (DELNET, N-List, *Sugamya Pusthakaalaya*, Bookshare)

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

Mentoring (*Margadarshi*) System is a cornerstone of Student Development at Farook College(Autonomous). It is designed to **complement the Curriculum**, and foster **holistic growth**, providing essential guidance that enhances both the academic and personal capabilities of students. This **Structured Approach** supports **Skill Development**, empowering students to build confidence, refine their abilities, and focus on achieving their life goals. Through mentoring, the institution fosters a deeper

sense of commitment, ensuring that students are well-prepared to face future challenges.

Mentoring at Farook College(Autonomous) operates on two levels

1. Mentors closely monitor students' involvement in both academic and extracurricular activities. By **maintaining detailed records** of their academic performance and achievements, mentors serve as **a point of accountability** for decisions related to students' academic progress, disciplinary matters, and personal guidance.
2. **Regular communication** with parents is a key feature of the Mentoring Process. *Margarshis* make an effort to understand the **socio-economic background of students** and **engage with their families** to ensure transparent communication about the students' progress. This personalized connection fosters a supportive environment, making students feel valued and motivated.

Objectives

The Mentoring Process is designed with the following objectives

1. Goal Setting and Guidance
2. Self-awareness and Remedial Action
3. Professional Advancement
4. Addressing Psychosocial Concerns through the College's Counselling Centre, *Jeevani*, when required
5. Enhancing Student-Teacher Relationships

Mentoring Process Overview

The Mentoring Process follows these key steps

1. **Group Mentoring**
Each mentor is responsible for a **small group of students**(an average of 20) throughout the entire duration of their course.
2. **Personalized Attention**
The mentor-mentee relationship is **informal**, extending beyond a traditional teacher-student interaction, offering more **personalized attention**.
3. **One-to-One Interaction**
Individual care and one-to-one interaction are emphasized to ensure each student's unique needs are met.
4. **Parent Communication**
Regular updates are shared with parents via social media tools, with WhatsApp groups created for both students and parents to maintain seamless communication.
5. **Collaboration with Co-curricular Wings**
The mentoring system works in tandem with various **co-curricular programs**, such as *Jeevani*,

scholarship programs, and EduSupport, to provide comprehensive student support.

Methodology

The Mentoring Program is overseen by a **Mentoring Monitoring Committee** at the College Level and a **Mentor Coordinator** in each department. The Mentoring System is organized as follows

- **Assignment of Mentors:** Each class is divided into small groups, and students are assigned to mentors by the department's mentoring coordinator, via the FAIMS Platform
- **Student Records:** Mentors maintain detailed records of each Mentee, covering academic progress, co-curricular involvement, and family background
- **Regular Feedback:** Periodic meetings are held with mentees to gather feedback and adjust the mentoring system as needed to better serve students

Guidelines for Mentors

To ensure the smooth functioning of the Mentoring System, the following guidelines are followed

1. **Maintain Records**
2. **Interaction with Parents**
3. **Regular Updates via FAIMS**
4. **Transparency**
5. **Confidentiality**

The aforementioned structured process helps the HEI to identify Slow Learners, and Advanced Learners, thereby devising support initiatives to bolster them. Thus, *Margadarshi* serves as a platform to enhance learning strategies, providing optimal results.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the

institution.

Response:

Being an autonomous institution, the HEI prepares its **Academic Calendar** at the beginning of each academic year, to ensure the smooth conduct of scheduled academic activities. The Academic Calendar is distributed to **students and teachers**, and a soft copy of the same is made available on the **College website**. The **Handbook**, which includes the **Curriculum Structure** along with examination details, is also published in the calendar.

Preparation of the Academic Calendar

1. The Academic Calendar is consolidated and finalized by the **Academic Council** in consultation with the **Office of the Controller of Examinations**, . The academic-cum-examination calendar includes scheduled dates for the commencement of semester classes for all batches, the conduct of Continuous Assessment Tests (CAT), publication of CAT results, uploading of internal marks, semester closure, application for Semester End Examinations (SEE), the conduct of SEE, and the publication of SEE results, among other important dates.
2. Concurring to the academic calendar, individual departments schedule and plan the semester-wise teaching and learning activities, including lectures, seminars, assignments, practical sessions, and evaluations.
3. All major programmes and activities of the College, including **co-curricular and extracurricular activities** organized by various wings and clubs of the College, and events like **Sports and Fine Arts**, are arranged without interrupting the schedule of the Academic Calendar.

Preparation of Teaching Plans

1. A **Teaching Plan** is prepared and submitted by the teachers to their HoDs, at the beginning of each Semester, ensuring **Effective and Time-Bound** transaction of the syllabus.
2. **Implementation of ERP (FAIMS)** has ensured smoother compliance to the Teaching Plans. The teachers note the topics covered in each session while marking the attendance, and FAIMS permits to download the **Monthly Reports** of the portions covered, thereby tracking the progress against the original Teaching Plan.
3. The inclusion of **assessment methods and the reference materials** for each topic in the Teaching Plan ensures a structured learning experience, clarifying expectations for students while supporting deeper understanding through reliable resources.
4. Departments convene **periodic meetings** to assess the completion of portions, as per the teaching plans. **Progress is continuously monitored using FAIMS**, and necessary corrective measures are communicated to the departments and individual teachers, ensuring **Quality and Accountability** in Teaching-Learning process.

Adherence to Teaching and Academic Plans

Farook College (Autonomous) has a sturdy system for monitoring the progress of the academic and teaching plans, in tandem. Through regular and timely updates, it is ensured that the plan (and changes, if any) is effectively communicated to the **Students, Faculty, and Staff**. Provisions are incorporated to make adjustments as needed in both the academic and teaching plans, to address **unforeseen circumstances** that may impact their implementation.

The institution provides **training and development opportunities for Faculty** to equip them with the skills and knowledge necessary to implement the Teaching Plans effectively and ensure adherence, ensuring quality-instruction for students. Strict adherence to the Academic Calendar ensures **the timely conduct of examinations and the publication of results.**

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 97

2.4.1.1 Number of sanctioned posts year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
169	166	161	155	153

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years**Response:** 67.33**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 101

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 7.35**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1102

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4**Percentage of full time teachers working in the institution throughout during the last five years****Response:** 98.04**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five**

years:

Response: 150

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 14

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
13	14	15	13	15

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 2.76**2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
88	103	139	128	121

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
4523	4135	4442	4140	3747

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

Farook College (Autonomous) integrates advanced Information Technology (IT) systems to enhance its academic processes, particularly in examination management. A cornerstone of this effort is the Farook Academic Information Management System (FAIMS), an Enterprise Resource Planning (ERP) system developed in-house. Within FAIMS, the Examination Management System (EMS - *fcexams.in*) serves as a critical subsystem, specifically designed to streamline all aspects of the examination lifecycle—from

notifications to result publication. This system, conceptualized and developed at the College, reflects the institution's commitment to operational efficiency, transparency, and fairness.

Key Features of FAIMS and its Examination Management Sub-System (*fcexams.in*):

- **Nirnayam Platform** - Integrated within EMS, Nirnayam facilitates secure online assessments, offering features like real-time monitoring, adaptive testing, and instant feedback. It supports flexible audit course exams and multi-device compatibility
- **Attendance Integration** - The attendance module, part of FAIMS, feeds data into EMS for internal assessment calculations. Attendance is recorded digitally including mobile devices, ensuring real-time updates and transparency
- **Exam Registration and Fee Payment** - EMS enables seamless online exam registration and fee payment. Automated reminders and confirmations streamline the process for students and reduce administrative overhead
- **Hall Ticket and Results Management** - Students can download hall tickets from EMS, which include exam schedules and seat assignments. Results are processed and published efficiently through the same system
- **Internal Marks Upload and Question Banks** - Faculty upload internal marks via FAIMS, ensuring accuracy and transparency. The eQBank tool within EMS supports standardized question paper generation, aligned with Bloom's Taxonomy and Outcome-Based Education
- **Surveillance and Security** - Examination's integrity is further enhanced with CCTV-enabled real-time monitoring and recording in exam halls, creating a secure testing environment
- **Grievance Redressal and Feedback Mechanism** - Students can submit examination-related grievances online through Examination Management System. A feedback system within FAIMS allows students to provide anonymous input on teaching and assessments, promoting continuous improvement
- **Automated Mark Entry and Paper Valuation** - EMS simplifies evaluation with automated workflows for mark entry and paper valuation, ensuring fairness and accuracy
- **Question Paper Printing and Distribution** - EMS automates the estimation and printing of question papers, maintaining confidentiality and operational efficiency
- **Comprehensive Student Dashboard** - The student dashboard within EMS provides real-time access to academic performance data, helping students track their progress and make informed decisions

By integrating the Examination Management System into FAIMS, the College has revolutionized its examination procedures, emphasizing innovation, efficiency, and student-centered services while upholding the highest academic standards

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Aligning to NEP, Farook College(Autonomous) has developed a comprehensive system, leveraging autonomy, to ensure the effective implementation of OBE. An **OBE Implementation Committee** was constituted under the IQAC, by the Principal, to ensure effective implementation. This committee conducted extensive research, and held discussions on the best practices for integrating OBE into the institutional framework. The outcomes were systematically defined to foster a student-centric learning ecosystem aligned with the institution's Vision and Mission.

Formation of Quality Learning Cell (QLC)

After careful evaluation, the OBE Implementation Committee submitted a recommendation report outlining strategies for OBE execution. Based on this report, the principal approved the creation of **Quality Learning Cells (QLC)**, at department level. These QLCs serve as the core team responsible for implementing OBE, at their respective departments. Their primary roles include facilitating OBE Sensitization, ensuring accurate mapping of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) to academic activities, and monitoring the attainment process.

Faculty Development and Sensitization Programmes

To ensure that faculty are well-versed in OBE methodologies, the Committee, in collaboration with the QLCs, organized **Workshops and Faculty Development Programmes**. These initiatives aimed to enhance faculty understanding of OBE, emphasizing how to develop and map learning outcomes to instructional strategies and assessments. This also resulted in some faculty members becoming experts in this field.

Displaying Outcomes and Conducting Awareness Programs

In addition to training the faculty, efforts were made to enhance understanding of POs, PSOs, and COs among all stakeholders. The OBE Implementation Committee, along with QLC members, facilitated the display of **Programme Outcomes, Programme Specific Outcomes, and Course Outcomes** on the notice board, of each department. It was also published on the College Website. These outcomes were prominently showcased, to ensure transparency and alignment with the institutional goals. Furthermore, **Orientation Programmes** were conducted, to educate students on the importance of OBE, and its correlation to their learning journey.

Attainment Reporting System

A significant aspect of OBE is measuring how effectively the outcomes are achieved. After each semester, all departments are required to submit **Attainment Reports**. These reports, prepared based on a template provided by the Committee, capture the extent to which students have achieved the defined COs, PSOs, and POs. The process involves mapping student performance in assignments, projects, and exams, to the Specific Outcomes.

Review and Continuous Improvement

The attainment reports are then **Reviewed and Assessed** by the HoDs and the IQAC. This review process includes evaluating the data, to determine whether the outcomes have been met at the desired levels. If there are gaps, the departments are encouraged to revise their teaching methodologies, assessment strategies, or course design, to enhance future attainment. This feedback-loop ensures a commitment to **Continuous Improvement**, fostering a learning environment, adapting to evolving academic challenges.

Through the concentrated efforts of the OBE Committee, QLCs, and active faculty participation, Farook has successfully embedded OBE into its academic framework. This approach enhances the educational process and ensures that students graduate with the skills and knowledge required to meet the industry demands.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 90.57

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 1104

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.57

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Farook College(Autonomous) has established a strong commitment to research, innovation, and academic excellence. It offers 11 research departments and upholds the National Education Policy (NEP) framework, which emphasizes the core pillars of Teaching, Research and Extension. The institution's research facilities are frequently updated, and a well-defined research policy is actively implemented and available in the college website.

The quality of research in the College is ensured through well defined policies such as Research Promotion Policy, Research Ethics Policy, and Consultancy Policy. The **Research Promotion Council (RPC)** encourages interdisciplinary research, high-quality publications among faculty members and researchers. The Ethics Committee ensures adherence to ethical standards in research by monitoring practices to maintain professionalism and originality. Plagiarism checks are mandatory for all Ph.D. theses and postgraduate projects to ensure academic integrity.

Organizational Framework for Research

- **Research Promotion Council(RPC):** Oversees research initiatives and secures funding from major agencies.
- **Research Assessment Committee:** The Research Assessment Committee oversees research activities, reviews and vet proposals, evaluates funded projects, and recommends funding opportunities.
- **Research Advisory Committee(RAC):** The Research Advisory Committee oversees Ph.D. admissions, monitors scholar progress, reviews thesis pre-submissions and conducts Open defence.
- **Ethics Committee:** Ensures adherence to ethical guidelines in all research endeavours.

Initiatives to Encourage Research

- **Farook College Research Grant (Seed Money Scheme):** Provides initial funding for faculty research projects.
- **Research Day Celebration:** An annual event to recognize research achievements.
- **Conferences, Workshops, and Expert Talks:** Regular academic events to stimulate scholarly exchange and development.
- **Research Fellowships:** Offered to non-funded scholars to support their research efforts.

Research Infrastructure Enhancements

- **Central Instrumentation Facility:** Advanced Science Research Laboratory funded by RUSA,

DST-FIST, and college management.

- **Modern Digital Library:** Equipped with audio-video resources and 149 cubicles for research scholars.
- **Dedicated Workspaces:** Individual spaces for researchers and areas for interdisciplinary collaboration.
- **Infrastructure Investment: Rs. 359.97 lakh** have been allocated by funding agencies and the college management.
- **Research Software:** A suite of tools including plagiarism detection software, SPSS, MATLAB, Gaussian 16, and R-software supports academic research.

Achievements and Progress Markers

- **Ph.D. Programs:** Offered in disciplines such as Arabic, English, Physics, Chemistry, Zoology, History, Economics, Commerce, Statistics, Mathematics and Computer Science
- **Grants:** The college secured **Rs. 359.97 lakh** for infrastructure and faculty research initiatives
- **Seed Funding: Rs. 34.46 lakh** allocated to faculty research projects.
- **Publications:** Faculty members have published **252 articles in UGC-CARE** indexed journals, and **167/106 in Scopus/Web of Science journals**, along with 140 publications as books/book chapters in books/seminar proceedings.
- **Citation Index:** The college's h-index stands at **19 and 18** respectively in **Scopus and Web of Science**.
- **Research Programs:** Over five years, the college hosted 106 academic programs, including seminars, workshops, and intellectual property rights sessions
- **Research Scholars:** 53 active research guides and 241 research scholars, with 45 Ph.D. degrees awarded during this period

Farook College fosters a thriving research ecosystem with robust policies, advanced infrastructure, and significant funding, underscoring its dedication to academic excellence and innovation

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 22.95

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
2.65	11.98	5.65	1.65	1.02

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 27.33

3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

Response: 41

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research**3.2.1**

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 77.85

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.16

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 24

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 35.33

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 53

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem**3.3.1**

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Farook College (Autonomous) leads educational innovation with a robust seven-tier system. Leveraging Autonomy and aligned with NEP, it is one of the few HEIs with a fully functional Incubation Centre, fostering Ideation through **IIC (1), Start-ups and ED Club (2), YIP (3), Innovative Educational Programmes (4), Dedicated Research (5), IPR Cell (6)** and promoting rich **IKS (7)**. This IE-ecosystem shows scalable, outcome-focused OBE Preparedness.

1. Institution Innovation Council (IIC)

- Established in **2022**; conducted **24 programs** between 2022-24

IIC has hosted several workshops and seminars to boost the **Innovation Ecosystem**:

- Innovation Day (October-2023)
- Visit to Industrial Growth Centre, Kozhikode (Oct. 2023)
- Workshop on “Entrepreneurship Skill, Attitude and Behavioral Development” (Dec.2023)
- Inauguration of **Viksit Bharat@2047** (Decemeber 2023)

2.a. Start Up Cell and Incubation Centre

- Established in 2022
- Functions under IIC

- Supports generation and transformation of innovative ideas into **viable start-ups**
- Workshop titled “Innovation/Prototype Validation-Converting Innovation into a Start Up”:
 - Practical tips on developing robust Business Model
 - Securing initial funding and scaling up start-ups
 - Case Studies of successful start-ups
- **Internet of Things (IoT) Lab**

2.b. Entrepreneurship Development Club

- Functioning under the DIC for the last two decades
- EDC re-registered in 2019
- Promotes traditional and indigenous product-making and sales, boosting local trade and economy

Key Initiatives of the Club

- Entrepreneurship Day Celebration
- Meet the Entrepreneurs
- Paper-Bag Making
- Crafting Home-Made Sweets
- Fabric Painting Workshop

3. Young Innovators Program (YIP)

Young Innovators Programme (YIP), a flagship initiative by **K-DISC**, aimed at nurturing innovation among youth. Established in 2019 at Farook, the students of YIP **submitted 22 innovative ideas**, and all were selected for **district-level evaluation**.

4. Innovative Educational Program

- PM Institute of Civil Services Examinations (est. 2001) provides UPSC-aligned coaching for future leaders.
- Initiatives like Fed Talk, Skywatch, Likha Fest, and Integrated farming promote cultural expression and sustainable farming.
- Technology integration is emphasized through FAIMS, developed by Computer Science faculty and students.
- Students, with multimedia faculty, manage maintenance of website, building digital skills.
- Tinkerhub Farook College community empowers students with essential technical and social skills for the 21st century.

5. Dedicated Research Centres

The College set-up its First Research Centre in the Department of English, in 1970. It has nurtured a commendable **Research Culture**, branching into **11 specialized Research Centres** and an **Advanced Scientific Research Laboratory**, with 53 active Research Guides, 243 Research Scholars and 106 Ph.D. Degrees (47 between 2019-2024) awarded.

6. IPR Cell

- **Zero-Plagiarism-Tolerance policy**
- **Mandatory Plagiarism Check** for every P.G. Project, and Ph.D. Dissertation
- Notable Programmes:
 - Expert Talk on Intellectual Property Rights for Start-ups
 - Scholarly Writing & Publishing –Emerging Areas and Challenges from AI
- **Publications Division**

7. Promotion of Indian Knowledge System (IKS)

Farook integrates Indian ethical values, ancient knowledge systems, and cultural traditions into its **curriculum and activities**:

- **Yoga Divas** is consistently observed, giving impetus to **PM’s vision of Yoga, and actively partakes in FIT INDIA initiatives.**
- Humanities and Science Departments emphasize local cultures and indigenous knowledge
- Mappila Studies and Research Centre
- Centre for Cultural Heritage
- **Medicinal Tree Garden, Butterfly Garden, Poly-House**
- Seminars on **Folklore and Medicinal plants**
- **FISA Club and Art Clubs**

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 4.19

3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:

Response: 222

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 1.68

3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Response: 252

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document
Links to the paper published in journals listed in UGC CARE list	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years**

Response: 0.72

3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 108

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.5**Bibliometrics of the publications during the last five years based on average Citation index in**

Scopus/ Web of Science**Response:** 10.78

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 18.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy**3.5.1**

Revenue generated from consultancy and corporate training during the last five years

Response: 57.46

3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
3.90	14.94	20.49	10.88	7.25

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

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

Response:

The Institution's core value of '**Humanity**' is demonstrated with **146 extension activities** conducted and **25 awards** received. The institution embodies it by inspiring compassion, fostering social responsibility and uplifting communities. These initiatives create a healthier, more empathetic society by empowering students .

Case Study 1

Asha Kiran: A Pioneering initiative in Palliative Care

- Initiated to address the critical gap in medical, emotional, and psychological support for terminally ill patients in the neighbouring community
- This palliative care program serving approximately 350 ill patients, providing medical, nursing, and volunteer support to enhance patient well-being
- Student-led compassionate support, including "Beyond the Wall" outdoor trips to uplift patients
- Fund mobilized through monthly student contributions for Palliative Care

- 226 students directly participated
- Secured **Best Educational Institution Award** in the State, for Social Commitment in 2022 and 2023 from Pallium India

Impact

- Provided medical, emotional and psychological support.
- Built a support network between students, nurses and local residents, promoting a compassionate community
- Addressed the need for accessible Palliative Care, reducing loneliness and neglect among vulnerable populations
- Over 200 students gained first-hand experience with Community Health and Social Challenges, deepening their understanding of societal issues

Case Study 2

One Drop, One Life: Blood-Mate Awareness and Donation Drive

- To address blood shortages experienced in hospitals during emergencies like accidents and surgeries-Kozhikode&Malappuram districts
- **Blood-Mate** program educates students on its importance
- 1314 students, particularly women, donated blood in two years
- A portion of NSS fund is utilized for this
- Received **Certificate of Appreciation from Kerala Blood Donors Forum and Govt.Women and Children Hospital, Kozhikode**

Impact

- Educated students and the community on its importance, increasing participation and fostering a compassionate culture
- Established a sustainable donor database
- Over 1,200 patients benefited
- Enhanced students' social responsibility

Case Study 3

Sneharamam: Blossoming Gardens for a Garbage-free Kerala

- Untreated waste poses serious health risks, highlighting the need for effective waste management to ensure a pollution-free environment
- To promote Waste Management through **Swachh Bharat** and **Kerala Government** efforts
- Students are encouraged to maintain clean surroundings
- Transformed a Waste-Site(Near the college), Thottungal into a park, earning **Certificate of Appreciation from Ramanattukara Municipality for Greener Kerala**
- Fund mobilization-Rs.5000 from the State Government and additional support from NSS

Impact

- Garbage dump sites became “**Sneharamam**” Parks, for Public Recreation
- Increased awareness of Sustainable Waste Management, among **students and community**
- Improved Public Spaces and educated youth on Cleanliness
- Inspired participation in the **Garbage-Free Kerala Mission**.
- 198 families benefited.

Case Study 4

“No to Drugs” Campaign

- NSS initiated in response to the growing concern over drug abuse in the surrounding community
- Launched the "No to Drugs" Campaign to prevent drug abuse on campus and community and awareness on its harmful effects
- Included Anti-drug Pledges, Proclamation Marches and Awareness Campaigns during 2022-2023.
- Formation of “**Asaad Sena**” under the District Collector's guidance.
- Awarded for outstanding performance by the **Higher Education Department, Government of Kerala**.

Impact

- Fostered a collective effort towards a drug-free community
- “Asaad Sena” created a peer-led support network
- students are Inspired to become Ambassadors for a drug-free lifestyle
- Sensitized students and communities

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years

Response: 146

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
33	35	22	21	35

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format (data template)	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Response: 48

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

Farook College (Autonomous) is a premier educational institution spread across **57 acres** with **53,825-square-meter** built area, which includes 19 blocks specifically allotted to administration and to various other disciplines and 8 hostels fostering student development in line with the National Education Policy (NEP).

Academic Facilities: The college has invested Rs. 194,234,112/- in infrastructure development and augmentation.

Lecture Halls- 124 100% ICT enabled

- Android/Google TVs
- LCD Projectors
- Lecterns
- Microphones
- Advanced public address systems
- Amplifiers

Wi-Fi Network: High-speed connectivity with 100Mbps, campus-wide, with unrestricted access to online resources.

NPTEL local Chapter, FCLMS Studio

Specialized Learning Spaces

- 10 Air-conditioned multimedia lecture halls-180 seats each
- 1 Auditorium- 800 seats
- 1 Convention centre-2300 seats
- 3 Board rooms- 30 seats each
- Incubation Centre-promotes innovation and entrepreneurship

Lab Facilities:

- 20 Well-equipped computer labs with 442 computers, of 1:8 ratio with high-speed Wi-Fi connectivity-100Mbps
- Separate lab for Computational Chemistry
- Automobile Workshop
- IT Labs for practical instruction for Automobile Vocational Studies including **IoT lab**
- Air-conditioned Audio-Production and Lecture-Capturing centre
- Comprehensive ERP called **FAIMS** for sharing information, exam and admission procedures

Research Facilities

- **150-Wi-Fi** connected **Research Cubicles** in library
- **Advanced Science Research Laboratory**
 - UV Visible Spectrometer,
 - FT-IR Spectrometer
 - Work Stations-3
 - 18 Computers for research activity
 - Electro Spin Unit
 - High Performance Liquid Chromatography
 - Photo Irradiation Unit
 - Fluoresce Microscope
 - Stereo Zoom Microscope

Library

- The library spans across 27,000 square feet
- Integrated Library Management Software(ILMS): KOHA Version 23.05
- EPUB Libraries
- Bookshare Online Library
- Sugamya Pusthakalaya, Online Library
- Digital Library:12 computers
- Braille Collection:175 books
- Digital Talking Library: 5 computers
- RFID anti theft gate

Remote Access of Library Resources

- NLIST, DELNET, Web OPAC, Sugamya Pusthakalaya, Bookshare
- Web OPAC: KOHA OPAC <http://farookcollege.ac.in/abussabah-library>
- **DELNET**: delnet.in -access e-resources

Institutional Repository: DSpace-<http://156.67.104.199:8080/jspui>

- **Seating capacity-300 pupils at a time.**
- **Reference collection-20,000 books,92,500 volumes,168 periodicals.**
- **Fully automated-KOHA 23.05**

Sports and Recreation

- **Indoor Facilities**
 - **Volleyball Court:** 24m(L)×15m(W)
 - **Table Tennis (2 Tables):** 2.74m(L)×1.525m(W)
 - **Wellness Centre (Gym):** 1650 sq. ft
 - **Badminton Court-2No.:** 13m(L)×6m(W)
 - **Taekwondo:**10m(L)x10m(W)
- **Outdoor Facilities**
 - **Basketball Court:** 32m(L)×16m(W)
 - **Netball Court:** 30.5m(L)×15.25m(W)
 - **Volleyball Court:**24m(L)×15m(W)
 - **Football Ground:** 100m(L)×68m(W)
 - **Football Ground:** 105m(L)×69m(W)
 - **Track and Field:** 6-lane 400m Athletic Track
 - **Cricket Practice Nets:** 218m(L)×4.5m(W)
 - **Softball-Practice Area:** 105m(L)×69m(W)
 - **Archery:** 124yards(L)x41yards(W)
 - **Firing Range:**50m

Mental Wellbeing of the Students

- Haji A P Bava Convention Centre, *Nalukett* and Auditorium for yoga sessions
- Court for daily yoga practice
- In-house counsellor
- Health Centre with in-house Doctor

Accessibility and Sustainability:

- Ramps
- Tactile paths
- Elevators
- Accessible parking

The college prioritizes sustainability with on-grid solar panels - 40KW and uninterrupted power-supply to ensure energy efficiency

- **NSS Units:**

Unit No. 109 and Unit No. 140

- **NCC (National Cadet Corps) Units:**

NCC Naval 9 Kerala

NCC 29 Kerala Battalion(Boys)

NCC Army 9 Kerala Battalion(Girls)

Separate Offices for NSS and NCC

Student Accommodation-Hostel Facilities:

- 3 Hostels for Boys
- 5 Hostels for Girls

Faculty and Staff Accommodation

- Staff Quarters
- 14 Quarters for Teaching Staff.
- 5 Jubilee Quarters for Non-Teaching Staff

Other Facilities

- Co-operative Store-Student aminity centre
- Reprographic Facilities

Banking services on campus.

- SBI Bank
- PNB ATM Counter
- Axis Bank ATM Counter

Refreshment Facilities:

- Cafeteria
- FC Bites
- Ladies room for girls and female staff

Security and Safety Systems

- 24x7Security Staff-17
- CCTV Surveillance-185
- Fire Extinguishers-51

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 45.39

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
326.28	717.19	128.94	382.78	384.09

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Automated library and online services

Farook College (Autonomous) Library (Abussabah Library), is the **Third-largest College Library** in the state of Kerala, which houses **92,560 Books** in print, and more than 170 print periodicals. About 300 students can access the library at a time. The foundation stone of the existing library building was laid by **Sri. PM Sayeed**, the then Hon. Deputy speaker of Loksabha on 19.02.2000 and was inaugurated by **Dr. APJ Abdul Kalam**, the then President of India. In October 2023, while UNESCO designated Kozhikode as a "City of Literature" within its Creative Cities Network (UCCN), highlighted that "The Abussabah Library is renowned for its **Braille Section**, which contains around 150 books, primarily focused on literature, for visually impaired readers".

During the assessment period, **Rs. 11,42,125 was incurred for journal subscription, e-resources and membership**. An amount of **Rs. 31,09,875** was spent on book purchases, with a total expenditure of **Rs. 42,52,010** dedicated solely to the library.

Automated Library with Digital Facilities

- **Integrated Library Management System (ILMS):** The college library got automated using Integrated Library Management System (**KOHA 23.05**), and updated from time to time.
- OPAC Search Counters, Automatic Footfall counting system, Gate-Register and Display Television
- Computerised Circulation System, Quick Information through SMS/Email, Book check in/out with Barcode, Automated Renewal facility, Computerised catalogue, New Arrivals Electronic display
- **Digital Library** with adequate subscribed e-resources
- **Digital Talking Library**, with 5 computers exclusively for visually challenged students
- Audio Library
- **RFID-enabled** gate entry system
- Reprographic Section.
- CD/DVD Library, with more than 820 CD/DVD
- The library has subscribed **Drillbit Plagiarism Detection Software**, to support Research
- The Library is **Wi-Fi-enabled**, and provided with Computer Access, to browse Online Content

Subscriptions to e-Resources and Journals

Following e-resources are available in Library:

- **N- LIST:** Contains **6000 e-journals** and **1,99,500+ e-books** and access to **more than 22 databases**
- **34 syllabus-based e-books** from **McGraw Hill**
- **DELNET:** Contains more than **2 Lakh books** and more than **6000 journals**
- **DSpace:** Contains **1704 files**, Faculty publications archived known as **VIBGYOR**, previous year's question papers, college magazines from 1948 onwards and other digital materials
- **Sugamya Pusthakalaya**, which contain **6,53,234 Audio Books**
- **Bookshare:** provides access to **1.2 million Audio Books**
- **Digital Library**, with 12 computers
- **Digital Talking Library** with 5 Computers, provide access for e-resources for Visually Impaired as well as Physically Challenged Students

Optimal Use of Library

- The Student-Book Ratio is **1:26**
- **150 Individual Research Cubicles** in the library are optimally utilised by the Research Scholars
- On an average, there is a daily footfall of **720** patrons in the library during active working days

Remote Access Services by Library:

Remote access provided to all subscribed resources like **N-LIST, DELNET, Sugamya Pusthakalaya, Bookshare, McGrawHill e-books** etc. **WebOPAC** is provided for catalogue search and Open Educational Resources are promoted.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1

4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
13.57	6.45	6.76	8.93	6.81

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure**4.3.1**

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Farook College(Autonomous) is committed to provide secure and sophisticated information technology infrastructure in the campus in terms of hardware, software and Internet facilities. It has an IT policy to ensure the secure and efficient use of IT resources. With strategic investments, the college has enhanced its IT infrastructure, connectivity and digital resources to support both academics and administration.

IT Policy

- Ensures proper access and usage of IT resources and prevent their misuse
- Maintains, secures and ensures legal and appropriate use of IT infrastructure in the campus
- Lays down strategies for secure access of Network Resources

Hardware and Software

- College has 4 servers and 490 computers, of which 442 are for students' use (Ratio of 1:8) all managed and secured by competent personnel
- Licenses are procured for MS Office, SPSS, TALLY, MATLAB, Koha and Dspace-Institutional Repository Management
- Original Microsoft campus package(renewable service) is available
- Upgraded license and agreement for windows OS, Microsoft teams, cloud service and Firewall for security of networks and data are in place

Updation in Internet Facilities

- High speed internet connectivity is ensured throughout the campus
- 3 Asianet Fiber leased line internet connection with 200Mbps speed for Office use
- 2 BSNL FTTH connection with a speed up to 100Mbps
- 2 Kerala Vision broadband connection with speed up to 1000Mbps, of which one is kept in reserve to be used in outage conditions
- In addition there are 26 Asianet internet connections exclusively for Hostels

Updation in LAN and WiFi

- Structured network cabling is in place to manage the entire network of the college
- Campus is networked through 1 Gbps LAN and backbone connectivity is through 10 Gbps fiber
- Wi-Fi connectivity is ensured through 71 access points, each of which supports 50+ concurrent users with 2.4GHz bandwidth from a centralized Omada access controller.

Updation in Computers/ICT facilities

- College has 490 computers of which 225 were purchased during last five years
- New computer lab with 28 desktops and 1 laptop established
- 100% ICT-equipped classrooms and seminar halls
- Two new ICT enabled conference halls
- 67 class rooms are equipped with smart TVs and 14 classes with LCD Projectors

Updation in LMS/FAIMS

Moodle 4.3

- Customized the moodle software and added plugins based on specific requirements to create the FCLMS, Web based platform, user credentials, Interactive tools, grade book option, tracking and analytics etc.
- Farook Academic Information Management System(FAIMS), the ERP, covers admissions, attendance, evaluation management (external and internal) including question bank, documentation, resource booking, academic and office administrations.
- Data is secured by https for FAIMS as <https://faims.farookcollege.online/>

Updation in Library Resources

A fully automated library

- Through **ILMS**
- Barcode enabled system for library entry and exit
- Access to **INFLIBNET, DELNET**, online journals, e-books, OERS etc through ILMS-KOHA.
- Plagiarism checking facility-**Drill Bit**.

Updation in General Campus facility

- There are **185 CCTV** Cameras installed across the campus including Hostels.
- The institutional Website was updated and is made **Divyangjan** friendly.
- The campus trees are provided a QR Coded label.

Budget Allocation

- Rupees 22,824,149/- has spent for the development and maintenance of IT Infrastructure during 2019-2024

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

Student - Computer ratio (Data for the latest completed academic year)

Response: 8.39

4.3.2.1 Number of computers available for students' usage during the latest completed academic year:

Response: 442

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

Farook College(Autonomous) has developed a Learning Management System(**FCLMS**), an innovative online platform on **Moodle 4.3**, designed for creating and delivering high-quality **e-content** for Online-Education. The **e-Content Development Centre**, located in the Western-Block, is the physical space where this transformative educational resource is developed. FCLMS is essential for faculty, researchers and students enabling them to produce engaging and accessible online learning materials.

The e-content development process is supported by **three primary studios**: the Audio-Visual Centre, the Media Centre, and the Lecture-Capturing System. Together, these facilities form the backbone of the **digital learning ecosystem**.

FCLMS has successfully produced and uploaded **180 video lectures** on its official platform, totalling **236 videos**, till date. Of these, **56 were independently developed by faculty-members**, while the rest were produced by **dedicated FCLMS team**. All course contents prepared for FCLMS is **supervised by the teachers**, ensuring academic rigor and quality. Currently, an additional **200 course videos** are in production, with a goal of launching **10 online courses by June 2025**. These courses aim to cater not only to Farook College students, but also to learners beyond the campus, promoting **inclusive and remote-access education**.

Audio-Visual Centre: High-Quality Production

The Audio-Visual Centre is equipped with **modern digital cameras, acoustic treatments, and excellent lighting**, ensuring high-definition video and audio recordings. This facility supports a variety of content types, including lectures, interviews, and presentations, with multiple camera angles for clarity and professionalism. Moreover, the centre **supports multi-camera production and live-streaming** via platforms such as YouTube, Google-Meet and Zoom using **OBS software**, enabling lessons to reach students beyond the classroom and promoting flexible learning opportunities.

Media Centre: Crafting Engaging Audio Content

The Media Centre is an **advanced studio**, specialized in audio-video production featuring advanced equipment such as condenser-microphones, digital audio interfaces and software 'AVID ProTools' on Apple-Macintosh systems. This centre allows for **high-quality audio editing, podcast creation, and enriching storytelling through various audio formats**. The controlled environment ensures professional sound quality, making it ideal for both academic projects and creative endeavours. The center powers *farookawaaz*-the campus radio showcasing and developing media skills of students.

Lecture Capturing System: Enhancing Learning

The Lecture Capturing System enhances classroom instruction through **superimposition** and **visual-effects** using Blender 3D software. These methods enable the creation of visually engaging and interactive presentations, making learning more immersive for students. The fully air-conditioned studio provides a comfortable environment for faculty to produce dynamic, high-quality lectures that effectively capture students' attention.

Origin and Development of FCLMS

The initiative to produce e-content began during the COVID-pandemic to ensure uninterrupted learning for students. Faculties initially developed content independently, following guidelines established by **Education Select Committee(ESC)**. Special emphasis was placed on including students from economically and socially disadvantaged backgrounds in this digital initiative. The positive feedback from these efforts encouraged the college to enhance its strategies in line with NEP.

The establishment of FCLMS marked a significant milestone, expanding educational opportunities while creating employment for **digitally skilled youth from minority and backward communities**. Under this initiative, **70% of the employed individuals are women**, contributing to **gender-empowerment**.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 45.41

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
659.81	525.16	259.18	204.35	291.90

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Farook College (Autonomous) has implemented a **policy to govern the maintenance and efficient use** of its infrastructure and facilities, ensuring **effective resource allocation**. This policy prevents mismanagement and supports regular, preventive and corrective maintenance of all amenities. During the last **5** years, **Rs. 19,40,39,770/-** was incurred for the maintenance and efficient use of its infrastructure and facilities.

Maintenance of Physical Facilities

- A **supervisor** manages the daily cleaning and maintenance tasks across campus, assisted by designated **housekeeping staff and technicians**, including masons, plumbers, carpenters, and painters
- Each department maintains a **stock register**, and **annual stock verification** ensures accurate tracking and accountability of resources
- Annual Maintenance Contracts (**AMCs**) are in place for electronic and electrical equipment
- Key systems like CCTV, solar power units, UPS, air conditioners and lifts are managed by external agencies
- Major maintenance tasks for buildings and grounds are scheduled during Onam, Christmas, and

summer vacations to minimize disruptions to campus operations

- **Waste management and water conservation** are prioritized, with dustbins across campus and the **Green Campus Initiative** promoting energy efficiency, recycling, and composting programs

Maintenance of Academic Facilities

- Specific staff members ensure the smooth functioning of academic facilities, including classrooms, IT labs, media centers, seminar halls, library and laboratories.
- Department heads assess facility conditions regularly and report any repair or upgrade needs for prompt attention
- The IT team, operating under the **Informatics Centre**, is responsible for maintaining internet connectivity, hardware/software support, secure disposal of outdated electronic devices in accordance with e-waste management policies, and scheduled maintenance tasks, ensuring efficient operation of IT systems
- **The library**, managed by the librarian with support from office and cleaning staff, undergoes regular maintenance, including an **annual stock verification**
- Laboratory assistants oversee **lab maintenance**, and **logbooks** track usage. Students are only allowed in labs under supervision
- The Physical Education Department oversees the use and maintenance of **sports facilities, including the playground, gymnasium, and indoor stadium**, ensuring proper equipment maintenance and a stocked first-aid kit

Maintenance of Support Facilities

- Hostel administration is overseen by the **Hostel Committee**, including the principal, provost, deputy provost and wardens. They are responsible for maintenance records and addressing any repair needs
- Common spaces like **restrooms, guest rooms, drinking water facilities, canteen, health centre and parking areas** are maintained by designated staff, ensuring cleanliness and accessibility
- Public and government events require the superintendent's approval, in consultation with the principal, to coordinate space allocation

Utilization of Facilities

- Facility allocation is based on departmental and individual needs, with priority given to academic and research programs. **The Timetable Committee** allocates **classrooms** each semester
- Common spaces such as the seminar halls, audiovisual theatre, auditorium, and convention centre require prior booking, and the college follows an **online booking system** to streamline this process
- IT and media resources, including computers, networks, and audiovisual equipment, are monitored by the Informatics Centre, with preventive maintenance in place to **ensure functionality**
- **Guidelines** are provided to students for the proper use and maintenance of academic and support facilities.
- **Safety** is ensured while utilizing facilities, with **fire extinguishers** strategically placed across campus

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 70.26

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1568	2685	3117	2540	2661

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Farook College (Autonomous) has always been at the forefront of providing career guidance and counselling services to its students. The career guidance and counselling cell, Placement Cell, PM Institute of Civil Services Examinations and the Teaching Departments of the College has been

instrumental in guiding the students to identify their strengths, interests and career goals and prepare them for various competitive examinations. The IQAC of the college monitors the initiatives of these functionaries in this regard.

1. **Career guidance and Counselling:** Farook prioritizes Skill Development, Career Counselling, and Competitive Exam Training, equipping the learner industry-ready, contributing to nation building. It has a pro-active **Career Guidance Cell**, that sensitizes the learners about various competitive examinations, the eligibility criteria, and the career prospects associated with them. The distinguished faculty members ensure that students are well-informed, and guide them to make the **right career choices**, as evidenced by **3,032** students opting for higher education during 2019-2024. The HEI conducts intensive training for competitive examinations like UPSC exam/ NET/ JRF/ IELTS/ GATE/ PSC/ IBPS etc. by inviting external subject experts. **Mock Tests and Practice Sessions** are conducted regularly. This is underscored by a placement of **748 students** during 2019-2024. Also, **207 students** qualified the UPSC/ NET-JRF/ IELTS/ GATE/ PSC/ IBPS exams during 2019-2024. While the Scholar Support Program(SSP) aids the **slow-learners**, the Walk With a Scholar Programme (WWS) steers the **advanced learners**. The college library serves as a hub of reference, providing the students resources related to the competitive examinations, including textbooks, online resources, reference materials, and study guides. The college has organized 150 Skill Development and Capacity Building programmes, between 2019-2024, bracing-up the learners.
2. **Mentoring Scheme (Margadarshi):** Personalized mentoring is another service provided by the College. The Mentoring Cell directs mentors to cater the needs of students who are preparing for competitive examinations. These mentors provide one-on-one guidance, monitor progress, and provide feedback to help students improve their preparation strategies. They also provide motivation and support to keep students focused and engaged.
3. **Alumni Interaction:** The college recognizes the value of alumni networks in providing valuable insights, tips, and guidance on exam preparation strategies, time management, and familiarizing career options. 50 career guidance programmes have been conducted with alumni of the College serving as resource persons .
4. **PM Institute of Civil Service Examinations:** The Farook College (Autonomous) PM Institute of Civil Service Examinations, established in 2001, focuses on training aspirants for the prestigious UPSC Civil Services Examinations. Over the years, it has produced outstanding results, with over **fifty** alumni securing high-ranking positions in government services. On 6th January 2024, the institute proudly hosted the **Officers Summit**, the first of its kind, reuniting distinguished alumni at Farook College (Autonomous) to celebrate their significant achievements and contributions. Offering Foundation, Regular, Weekend, Elite, and Optional batches, the institute has enrolled 773 students over the past five years, including students from 24 other colleges in the state.

These programs help in upliftment of the youth in local community and equip them to contribute in nation building process.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1.Soft skills**
- 2.Language and communication skills**
- 3.Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 12.94

5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
92	143	141	173	201

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the

graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 3.35**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
45	50	33	30	36

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities**5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 148**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
22	69	32	4	21

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The **Electoral Eco-system of Farook** College(Autonomous) has a proud legacy of nurturing capable leaders who go on to make a mark at the state and national levels. The journey from student to politician highlights the college's role in shaping future leaders, inspiring students to pursue their aspirations and create positive change in society.

MPs/MLAs/Ministers-Central/State

- PA Mohammed Riyas
- Abdussamad Samadani
- Shafi Parambil
- PK Kunhalikutty
- Najeeb Kanthapuram
- U A Latheaf
- Abid Hussain Thangal
- K T Jaleel

MPs/MLAs/Ministers-Central/State

- PM Aboobacker
- TK Hamsa
- MP Gangadharan
- PK Abdurab
- MI Shanavas
- Manjalamkuzhi Ali
- Nalakath Soopy
- Kutty Ahamed Kutty
- PMA Salam

Rooted in this legacy, it is acknowledged that the presence of an active Student Council (Students' Union) is crucial for fostering student engagement and representation within academic and administrative bodies. Student Councils serve as a bridge between the student body and the Institution's administration, ensuring that students' voices are heard in **decision-making processes**. Following the principles of Democracy, the HEI conducts election to the Student Council every year, in the Presidential Mode.

The activities and functions of the Students' Council are:

- Represents diverse student interests, advocates for their needs and concerns within institutional governance
- Represents their views to college administration on issues such as academic policies, campus facilities, and mental health resources
- Organizes a variety of events, including cultural festivals, workshops, guest lectures, and social gatherings
- Offers support services like counseling, academic assistance, and career guidance
- Provides opportunities for leadership, teamwork, and personal development, helping students build relationships outside the classroom
- Engages in social and political campaigns, raising awareness about important issues such as environmental sustainability, and social justice

The Student Union at the college encompasses all students, with **department-level associations** affiliated. Following the **Presidential Mode of Elections**, Leadership within the College Union follows a **two-tier election process**: initially, students elect class and program representatives; subsequently, these representatives elect office bearers, such as the Chairperson, Vice Chairperson, General Secretary, Joint Secretary, Fine Arts Secretary, Student Editor, General Captain, and two University Union Councilors. Under the Principal's approval and guidance from a Student Advisor, the Student Union independently manages various activities. Key events like **Fine Arts Day, College Day, and Sports Day** are organized annually, alongside special programs. The Union oversees the publication of the College Student's Union's **Annual Magazine**, supervised by the Student Editor, and hosts diverse programs aimed at enhancing student experience.

The **Electoral Literacy Club** of the college also plays a major role in ensuring democratic participation, conducting Voters' Surveys, Voter Enrolment Campaigns, Awareness Campaigns etc.

Furthermore, the college fosters student engagement through participation in academic and administrative committees. Student representatives contribute to committees including IQAC, Hostel Management Committee, Women Cell, Career Guidance and Placement Cell, Fine Arts Committee, Grievance Redressal Cell, Anti-Narcotic Cell, Equal Opportunity Cell, Anti-Ragging Committee, *Divyangjan* Cell, Internal Complaints Committee and Ek Bharath Shreshtha Bharath Programme. Additionally, clubs and committees focusing on social outreach and human values operate under a student convener, with a faculty member serving as the advisor.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

1. Sports competitions/events
2. Cultural competitions/events
3. Technical fest/Academic fest
4. Any other events through Active clubs and forums

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 59.65

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2023-24	2022-23	2021-22	2020-21	2019-20
12.84	11.78	10.63	20.40	4.0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Farook College(Autonomous) benefits significantly from its registered alumni association, Farook College Old Students' Association(**FOSA**), established in **1971**. Basking in the legacy since 1948, the College has around 60,000 alumni, strengthening FOSA and **the spirit of Farook**. FOSA has various subdivisions within the college and department levels, and chapters both **domestically and internationally**, including Delhi, Bangalore, Dubai, Qatar, Jeddah, Abu Dhabi, Kuwait, Dammam, Bahrain, UK, and United States. **FOSTALGIA**, an Annual gathering of FOSA is organized every year, and 2000 to 3000 old students from different countries gather together reminiscing their fond college memories.

Central Committee of FOSA consists of **10 executive members** as office bearers. All alumni of the College are eligible for FOSA membership.

FOSA serves as the **backbone of Farook College Activities**, providing varied financial assistance, infrastructure augmentation, academic and entrepreneurship support, and social-support initiatives. It has instituted **10 awards**.

The varied and extensive contributions of FOSA can be summed as follows:

Infrastructural Support

- College Cafeteria: Constructed by FOSA-Dubai

- Co-operative Store and Guest House: Contributions from FOSA-Dubai
- Parking Corner: Supported by FOSA-Qatar
- Gallery and Pavilion: On the college ground, contributed by FOSA-Kuwait
- Informatics Centre: Sponsored by T.K. Saleem, an alumnus from Hyderabad

Academic Support

Seminars, Workshops, and Conferences (Funded/Collaborated):

- Organized and collaborated in 13 conferences, seminars, and workshops
- 73 interactive sessions with alumni, on career guidance and higher education opportunities
- Abussabah Extension Lecture Series: Organized by alumni
- Dr. Santhosh R Nandan, Alumnus, contributed 10,72,000/- during last four years, for organizing EFSC (Emerging Frontiers for Chemical Science) Conference(www.efcs.in)

Board of Studies:

- Alumni representatives participate in curriculum development and feedback mechanism
- Currently, 29 alumni serve as members of various Boards of Studies (BoS)

Awards:

10 awards have been instituted for batch toppers, best students, and best dissertations

Entrepreneurship & Startups:

The Alumni has established, 19 startups/entrepreneurship, during 2019-2024

Internships and Industrial Visits:

- Five Internships and Industrial Visits, Facilitated by FOSA
- Placement Support and Assistance

Financial-aid Programs

- **Edu-support** is a major service undertaken by FOSA Chapters - a scheme to give financial support to financially backward meritorious students. Amount spent by FOSA for Edu-support during last five years is **24,16,160/-**
- **One4One**: A project where one alumnus sponsors one needy student. The amount spent by FOSA for One4One is **1,35,000/-** in 5 years.

Other Initiatives

- Farook College Dialysis Centre banks immensely on FOSA. Apart from consistent financial contributions, FOSA Chapters donated six out of eleven dialysis machines, with each machine costing approximately five and half lakhs.
- Home Building Projects:
 - For a student of Commerce: Rs. **14,96,336/-**

◦ For Former Student of Arabic Dept.: Rs. **4,61,431/-**

Notable Alumni:

- Padma Shri. Prof. (Dr.) Thalappil Pradeep
- Dr. Manzoor Koyakutty
- Prof. (Dr.) MGS Narayanan
- Padma Shri. Dr. Azad Moopen
- Olympian Diyu
- P.A. Mohammed Riyas: Minister for Public Works and Tourism, Government of Kerala
- Dr. Abdussamad Samadani
- P. K. Kunhalikutty
- Shafi Parambil, MP
- T. V. Chandran, Film Director, Six-time National Film Award Winner

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Farook College(Autonomous) inculcates social responsibility by instilling human values and ethical principles, empowering students to become catalyst for positive change—a commitment reflected in its vision, mission, and core values. Its Motto “*Ora et Labora*”- “Pray and Work”, underscores the converse relationship between **Devotion filled Labour** and **Labour that is full of Devotion**. These guiding principles are consistently communicated through the institution's **official website** and reinforced annually through the **Academic Handbook and Calendar**.

The **foresightedness of Farook College(Autonomous) Management** is reflected in institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in the Short-Term and Long-Term Institutional Perspective Plan.

Farook College stands as a pioneering exemplar in transformative **NEP Implementation**:

1. Academic Excellence Amplification

- **Strategic expansion of Ph.D. Programs** from 9 to 11 Disciplines and 222 Ph.D registrations during the assessment period.
- Launch of **Integrated M.Sc.**, two B.Sc. programs, and specialized Vocational Degrees, with **IoT Labs**
- Introduction of **Four** Industry-relevant Diploma Courses, enhancing Employability
- Progressive Curriculum Designs-2019, 2022 and 2024
- Integration of **Multidisciplinary Frameworks** through CBCSS
- Advanced Ability Enhancement Courses
- Pioneer establishment of **FYUGP Committee** for systematic NEP execution

2. Research and Innovation Ecosystem

- **Advanced Science Research Laboratory**
- Specialized Psychological Services and Training Centre
- Dynamic Centre for **Start-up and Incubation**
- **New Initiatives like IIC and YIP**
- Integration of regional strengths with **global research perspectives**

3. Skill Enhancement Framework

- Strategic **Vocational Programs** addressing market demands
- Comprehensive **Skill Development Cell**
- Industry-academia Collaborative Workshops
- Focus on Technical Expertise and **Soft Skills Development**

4. Promotion of E-Learning and Distant Learning/Remote Access

- **FCLMS-Farook e-Learning Series Initiative**
- Implementation of NPTEL Courses
- SWAYAM
- Coursera
- Study Centre of Sree Narayana Guru Open University (2021)
- Study Centre of Centre of Distance and Online Education, University of Calicut (2022)

College revolutionized its educational landscape through **strategic international collaborations, digital infrastructure, and innovative community initiatives.**

The college's approach to NEP integration reflects its legacy of educational excellence, while embracing **contemporary pedagogical innovations.**

Sustained Institutional Growth

The institution has a **Strategic Plan** that ensures **Systematic and Sustained Development**, demonstrating **Visionary Leadership** through precise execution across various bodies. This reflects in increased Student Enrolment, expanded Academic Programs, enhanced Research Capabilities, Infrastructure Development, outstanding Academic and Co-curricular achievements and strengthened Community Engagement.

Decentralisation and Participation in the Institutional Governance

The college has a well-defined administrative structure, detailed in the **Organogram**, promotes effective Governance and empowers diverse stakeholder bodies.

Decentralization is ensured by the system of Participatory-Governance at the HEI, involving, Governing Body(Academic Council and Finance Committee)Principal, IQAC, under the **Management Committee**. College Council, DoA, PTA, FOSA, Student bodies etc. ensure **participation in Institutional Governance.**

Strategic Plan

The strategic plan for Farook College for the next decade is foresighted, attainable, and **transformative.**

Short-term Plan (2020-2025)

- Infrastructure: CS Block, Statistics Lab, Physics Block
- Academics: M.Sc. Geology, B. Voc (Automobile & Software), Honours programs in Data Science-AI, Economics-Politics-IR, FinTech, Environmental Science
- Research: New Departments (Commerce, Maths, Economics).

Long-term Plan (2025-35)

- Full degree-awarding status
- Interdisciplinary Research centres to meet global challenges in Climate change, public health, AI.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment**6.2.1**

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The dedicated governance and administration of Farook College (Autonomous) operates according to the **Vision and Mission of the College**. It has a clearly-stated structure that ensures proper planning and execution of its policies. The effectiveness of the functioning of the institutional bodies is optimized by implementation of a **Decentralized and Participatory Mode of Governance**, ensuring equal participation of the Management and the Stakeholders, deploying a **top-bottom approach**, thereby ensuring proper planning and execution of its policies.

Organizational Structure and Functions

- The HEI follows its institutional perspective plan effectively with a **Process-flow** set up through its Administrative Bodies. The institutional Planning, Administration and Governance is led by the **Governing Body** of the College. The **Principal**, manages the day-to-day affairs of the college, ably-supported by the **College Council**. The College Council consists of all the HoDs, three elected members from teachers, IQAC Coordinator, Librarian, and the Superintendent. **IQAC** has set up **Annual Auditing** to monitor the progress of processes. It plays a crucial role in institution's **OBE Readiness**
- The college **Governing body**, established a **Planning Committee** to develop a **fifteen-year Perspective Plan**, which encompasses **Five Strategic Objectives**
- The **Strategic Sub-committee** conducted the **SWOC Analysis**, and after several reviews, the **Perspective Plan** was submitted to the **Governing Body**
- The college **Planning Board** and **Purchase Committee** prepares the budget for utilisation of the plan fund, for facility development and to provide the resources
- The college has declared **42 Policies and Processes** to govern the functions and functionalities of

different bodies set up for the smooth and successful conduct of the institution. Its policies are publicly made available through the **College Website**

- The college follows **Anti-Ragging** protocols, safeguards **Minority Rights** and **Workplace Safety and Security** in general. This is ensured through statutory bodies like **Internal Complaints Committee (ICC)**, **Anti-Ragging Committee**, **Student Grievance Redressal Cell**, **SC/ST Cell**, **OBC Cell** and **Minority Cell**
- Appointment of teaching staff adheres to **UGC Regulations 2018**, while non-teaching staff appointments follow **Kerala Service Rules and University of Calicut Statute**

Case Study– Establishment of Advanced Science Research Laboratory

Planning Process

- The School of Science identified the need for a Lab with high-end research equipment
- The request was forwarded to the Governing Body, for final approval
- A financial aid application was submitted to RUSA
- IQAC forwarded the proposal to the Planning Committee, to conduct Feasibility Survey
- Then, the Governing Body approved it, for inclusion in the Short-term Plan(STP)

Timeline

2018-2019

- Request Received
- Included in STP

2019-2020

- The Request was Approved
- A Project Monitoring Committee was set up, including representatives from the Management, Faculty, and Students, to oversee the process.

2020-2021

- Construction began in September 2020
- The 374.52 sq. meter Lab was completed and handed over on 15 September 2021

Outcomes

1. **Enhanced Research:** Provides high-end equipment for cutting-edge research
2. **Interdisciplinary Collaboration:** Fosters collaboration across six departments
3. **External Engagement:** Open to Researchers from other institutions

This decentralized, collaborative approach created a hub for advanced research, boosting interdisciplinary work and student involvement

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Farook College (Autonomous) is committed to fostering a supportive and growth-oriented environment

for both teaching and non-teaching staff. This commitment is reflected through its robust **Performance Appraisal System**, a wide range of **Welfare Measures** and numerous opportunities for **Career Development and Progression**.

The appraisal system of the college is designed to assess staff performance in a holistic manner, focusing on areas such as Teaching Effectiveness, Research Contributions, Student Feedback, Administrative Duties, and Professional Development.

Employee Assistance Program (EAP)

The institution offers an **Employee Assistance Program** to support **Wellbeing** and **Productivity** by providing opportunities for **Career Development and Academic Growth**, **Work-Life Balance** and **Financial Assistance** to employees. Financial Assistance program is designed to support staff in times of need, offering interest-free loans or grants to cover medical emergencies, educational expenses, and other unforeseen financial burdens. This includes statutory welfare schemes and other financial support programs such as

- Provident Fund (PF)
- Group Insurance Scheme (GIS)
- State Life Insurance Scheme (SLI)
- Maternity Leave
- Paternity Leave
- National Pension Scheme (NPS)
- Festival Bonus
- Salary Advancement Scheme, during festival season
- Financial Support for attending Conferences/Workshops
- Seed Money for Research
- Paid Vacation for two months during summer and 10 days each during Onam and Christmas Holidays
- Advance Salary Scheme for Guest Faculty

The College also provides the following necessities, for the welfare of the Faculty

- Staff Quarters
- Hostel Accommodation for Staff
- Guest House
- Staff Co-operative Society for Aided Staff
- Free Wi-Fi, Free e-mail accounts in Institutional Domain Name
- Banking and ATM facilities, Free Car Parking, Canteen facility, Post office
- Association of Retired Staffs (ART)
- Annual Tour of Teaching and Non-Teaching Staff
- Onam/Christmas and other Festival Celebrations of Teaching and Non-Teaching Staff
- Stress Relief and Counselling Facility
- Periodic general gatherings and an annual Staff Night for staff and their families

Professional Development Support Cell

The Professional Development Support Cell is a dedicated unit that facilitates the professional growth of

teaching and non-teaching staff. It organizes and supports

- **Workshops and Faculty Development Programs (FDPs)** aimed at enhancing pedagogical, technical, and administrative skills
- **Seed Money:** Encourages Faculty to engage in research, and Seed Money is provided to kickstart innovative Research Projects
- **Support for Attending Conferences:** Financial Support is provided to faculty members for participating in national and international conferences, seminars, and workshops
- Teachers Induction Programme for newly appointed teachers
- Outbound Training for teachers
- Paid Leave to attend Conference/Workshops/Seminars
- Training programmes for teaching and non-teaching staff
- Incentives for Publications
- E-content Development Facility

Employee Recognition Scheme (ERS)

The institution recognizes the contributions of its staff through an annual award. Outstanding performance in teaching, research, administration, and service to the institution is recognized and honoured.

Wellness Initiatives

Understanding the importance of holistic well-being, the institution has launched a comprehensive Wellness Initiative. This includes

- Regular health check-up camps and wellness programs, focusing on mental health, stress management, fitness, and work-life balance
- Access to on-campus recreational facilities, including gym, yoga sessions, and sports activities, to promote physical and mental well-being

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

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

Response: 64.84**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**

2023-24	2022-23	2021-22	2020-21	2019-20
131	85	112	61	120

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years****Response:** 70.7**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
86	95	146	116	112

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

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

Response:

Farook College (Autonomous) has a well-defined **Finance Policy**, ensuring mobilization and optimal utilization of resources and funds, from various sources. The college is recognized under Sections 2(f) and 12(B) of the UGC Act, 1956. As a **government-aided institution**, a considerable amount of the financial requirements are covered by the funds allocated by the **Higher Education Department** of the State of Kerala while the financial requirement of the Self-financing Stream is covered by the Management Funds only. Immense care is given in submitting timely proposals to obtain funds from government and non-governmental agencies.

Sources of Financial Resources

1. Governmental Funds:

- **Government Grants:** Grants from Central and State schemes like DST-FIST Projects, RUSA Scheme, DBT Star College Scheme, UGC Grants, Funds for Women Cell Activities, PD Account Funds etc.
- **Funds for NSS and NCC**

2. Non-Governmental Funds:

- **Management Contributions:** Funds from the management for strategic development and infrastructure
- **Corporate Social Responsibility (CSR) Funds:** Contributions from corporates for specific institutional and community initiatives
- **PTA Contributions:** Support from the Parent Teacher Association for student welfare and institutional projects
- **Alumni Contributions:** Financial support for scholarships and infrastructure augmentation
- **Consultancy Income:** Revenue from Consultancy Services
- **Edu-Support Scheme:** A dedicated fund to support financially backward students, pooled through contributions from the college community
- **Philanthropic Donations:** Donations from philanthropists to fund scholarships and critical projects

Mechanisms for Optimal Utilization of Resources

1. **Finance Policy:** A comprehensive policy guiding all financial activities, ensuring efficiency and regulatory compliance
2. **Finance Committee:** Oversees the allocation of funds, ensuring alignment with the college's strategic priorities
3. **Budgeting System:** Annual budgets are prepared and reviewed to ensure effective use of resources for both recurring and non-recurring expenses
4. **Purchase Committee:** Ensures transparent procurement through vendor reviews, prioritizing quality and competitive pricing
5. **Infrastructure Policy:** Resources are allocated for infrastructure expansion and maintenance based on institutional needs and audit recommendations
6. **Financial Audits**
 - **Internal Audits:** Regular audits ensure accountability and prevent discrepancies. Discussions and recommendations from **Internal Audit Reports** are discussed by the Finance Committee on a regular basis
 - **External Audits:** The Management has appointed *M/s Abbas Ali & Co.* as the statutory auditor for external audit. At the end of every financial year, they prepare annual financial statements and audit reports.
 - **Government Audits:** Audits of government grants to ensure proper utilization according to regulations.

Accountability and Transparency

Farook College ensures transparency and accountability, through regular **Internal and External Audits**. **Internal Audits** are conducted monthly, while annual **External Audits** are done by *M/s Abbas Ali & Co.* to ensure statutory compliance. **The audit objections** pointed out by the auditor are discussed with the finance committee, which enables the management to take remedial action immediately. **Government Audits** further verify the appropriation of State and Central funds.

These strategies enable Farook College to effectively mobilize and utilize resources, ensuring Institutional growth, financial integrity, and academic excellence.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 466.57

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
165.21	3.21	2.57	1.81	293.77

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The financial and accounting system of Farook College (Autonomous) is designed to ensure that all financial transactions are accurately recorded and reported in a timely manner. The system is supported by a strong **Financial Reporting Framework**, which ensures that Financial Reports are prepared

accurately, consistently, and in compliance with the relevant accounting standards and regulations. The college conducts both Internal and External Audits regularly, for both government and non-government funds.

1. **Internal Audits** are conducted by the institution's Internal Audit Team, which regularly evaluates the financial and accounting systems and processes of the Institute. The team also assesses the adequacy and effectiveness of the internal controls in place to safeguard the institution's assets and ensure compliance with Financial Policies and Regulations. Objections, if any, are sought to be rectified, within stipulated time period.
 2. **External Audits**, on the other hand, are conducted by independent Audit firms that provide an objective assessment of the institution's financial position and operations. These audits help the institution to comply with Statutory Requirements and provide reliable and transparent financial information to Stakeholders.
- Statutory Audits by the Chartered Accountants are conducted annually by the Chartered Accountants duly appointed by the college. For this purpose, Farook College Managing Committee appointed *Abbas Ali & Co.* as Chartered Accountants
 - Government Audits are done by the **Accountant's General's Office**, Trivandrum, by the Directorate of Collegiate Education, Government of Kerala
 - **Accountant's General's Office, Trivandrum**, audit the **utilization of funds** received from the Central and State government agencies, like grants from UGC (Minor/Major Research Projects, National Seminars etc.), RUSA, Autonomy Grant, CSIR, DST-FIST, DST-SERB, DBT-STAR, DST-WOS-A, Higher Education Department, KSCSTE and KSHEC
 - **Directorate of Collegiate Education (DCE), Govt of Kerala**, conducts audit every year, and analyses all the registers and accounts of the college. They scrutinize and verify the Cash Book, Acquittance of teaching and non-teaching staff, SC/ST/OEC Acquittance, e-grants Account, Caution Deposit and Fee Receipts
 - External Audits for UGC Funds are conducted at regular intervals. The college conducts external financial audit for all the grants received from UGC

Audit Objections and Rectification: Audit discrepancies are addressed by the Accounts Department and a **comprehensive report, along with an explanation**, is presented to the **Finance Committee**, for **review and consideration**. Additionally, the **Action Taken Report** is forwarded to the Auditor, for the final approval of the corrective measures taken, to rectify the discrepancies.

The conduct of these **regular financial audits**, both internal and external, ensure **transparent, accountable, and efficient financial management**, and makes the **Accounting System** in Farook College **efficient, methodical and robust**.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

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

Response:

Farook College(Autonomous) has to its credit, a functional Internal Quality Assurance System monitored by IQAC. Ever since NAAC accredited HEI with A+ in 2016, IQAC contributed significantly for institutionalizing quality assurance strategies and processes, by constantly reviewing teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals. This is visible in terms of:

1. FC Research Excellence Initiative:

This initiative fosters a holistic research ecosystem, encouraging both **multidisciplinary and interdisciplinary** discourses. **Faculty development** is prioritised through publication incentives, **Seed Money Scheme (SMS)**, financial support to attend seminars, conferences and workshops and scholarships for research scholars including international students. The initiative also led to the creation of an **Advanced Science Research Laboratory**. An annual **Research Fest** appreciates individual and departmental research achievements, further promoting a culture of research excellence. The **Farook Centre for Indian Knowledge System** was established to encourage indigenous discourses.

Outcomes of the FC Research Excellence Initiative:

- Articles in UGC-CARE listed journals(252), Scopus/Web of Science(167/106) and 140 book publications
- h-index for five-year publication 19 and for all year citations-21
- Citation matrix- Web of Science(1031) and Scopus(1240)
- PhDs produced during 2019-2024 (45)
- Seed Money Scheme(Rs.34.46 lakhs)
- Financial aid for teachers-attending conference/workshops/seminars etc.(Rs 60.54 lakhs)

- Research projects(43)
- Faculty Development Programs attended(555)
- Development of an Advanced Science Research Laboratory(Funded by RUSA and FIST)
- Increased International collaboration and participation of foreign-scholars (6 research scholars)
- Scholarships for research scholars(24).
- Research departments(11), research supervisors(53), research scholars(222)
- Increased collaborations-MoU/linkages(48)
- Two research journals funded(Rs1.03lakhs).
- A dedicated space for research in the library
- The Farook Centre for Indian Knowledge System -Centre for cultural heritage, Mappila studies and Research Centre(MSRC)-with rare collection of books/documents.

2. In-house ERP System (FAIMS)

The college has developed its **own ERP system-FAIMS**-tailored to meet specific needs, began in 2009 with Office Administration, progressively expanded during 2019-2024, to manage Feedback collection/analysis, Mentoring, Data Management, and recently, NEP-related features like **OBE Mapping**. FAIMS, the educational innovation, enhanced **Data Management Efficiency**.

Outcomes of the In-house ERP System(FAIMS):

Beneficial Areas: Strategic-Operational-Student-Faculty/Staff and Institutional

- Enhanced efficiency and productivity, streamlining workflows and reduced manual workload.
- Automated fee processing, attendance tracking and performance management
- Centralized data management and improved reporting
- Seamless **NEP-implementation** -enabling allocation of programs, Major/Minor/MDC Courses.
- Application and admission process streamlines, improved user experience
- Secure document access and seamless faculty engagement
- e-office, shift towards paperless ecosystem.
- Improved student retention and transparency
- Reduced administrative tasks and enhanced productivity
- Ensured compliance with regulatory standards, transparency, accountability, and credibility
- Improved educational quality and academic excellence
- Flexibility and scalability for institutional growth
- Enhanced reputation and stakeholder trust

These initiatives have strengthened the college's commitment to quality, fostering a culture of research excellence and innovation. The FC Research Excellence Initiative boosted interdisciplinary studies, enhancing research output and academic standing. Simultaneously, the FAIMS-ERP system streamlined administration, supporting reforms like the NEP and aligning academic and administrative practices with evolving standards. Together, these efforts drive continuous improvement and institutional excellence.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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

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

Response:

Farook College(Autonomous) has long been committed to nurturing academic excellence and unlocking the hidden potentials of every student. Central to this mission is the regular evaluation of teaching and learning processes, facilitated by the IQAC.

1. Education Select Committee (ESC)

With the onset of the COVID-19 pandemic, the college adapted swiftly to ensure the continuity of education through online platforms. A pivotal initiative in this regard was the establishment of the **Education Select Committee (ESC)** in 2020, dedicated to **supporting student learning in the Virtual Environment**.

Comprising coordinators from various departments, along with a Convenor, Deputy Convenor, and the Principal, the ESC was entrusted with **overseeing and guiding the transition to online teaching**. Throughout the period of remote instruction, the committee diligently monitored the delivery of classes and provided necessary guidance to faculty members. Even after the pandemic, the ESC continued to play a crucial role in reviewing and enhancing teaching learning practices, supporting faculty in integrating new technologies, and ensuring the improvement of academic environment. The ESC's commitment to **Student-centric Learning** is exemplified by its proactive approach to soliciting regular **Feedback** from Students. At the end of each academic year, the committee collects input from students regarding their experiences with teaching and learning methods. This feedback serves as a crucial compass for **identifying areas of improvement** and **implementing corrective measures** to enhance the overall educational experience. ESC formulates actionable recommendations aimed at improving the overall teaching and learning environment.

Outcomes of Education Select Committee (ESC):

1. Successful transition to online teaching during the COVID-19 pandemic
2. Regular monitoring of remote classes, providing ongoing faculty support
3. Collection and thorough analysis of student feedback
4. Identification of recurring issues and areas for improvement in the teaching-learning process
5. Implementation of technology-driven solutions, including smart classrooms and blended learning methods

6.Improved student engagement and active learning

2. Feedback Collection upgraded through FAIMS

Initially, the feedbacks from students were collected through Google forms. Later on, IQAC realized the need for more holistic approach for the same. As part of Farook College's ongoing commitment to enhancing the teaching and learning experience, the institution has embarked on an initiative to streamline **Feedback collection through FAIMS**, the ERP system of the college. This strategic integration aims at making the feedback process more seamless, efficient, and effective, thereby empowering students to voice their opinions and contribute to continuous improvement efforts. By leveraging FAIMS, Farook College seeks to modernize and digitize its feedback collection mechanisms. By regularly gathering feedback from students, the college can identify areas for enhancement and take appropriate actions to address concerns and improve the overall teaching and learning experience.

Outcomes of Feedback Collection through FAIMS

- 1.Streamlined and Digitized Feedback Collection Process
- 2.Timely and regular collection of feedback on various aspects of the student experience (courses, instructors, facilities)
- 3.Enhanced ability to identify areas for improvement based on real-time student feedback
- 4.Effective implementation of changes to improve the overall teaching and learning environment
- 5.Creation of a data-driven approach to track student satisfaction and make informed decisions

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

- 1.Academic and Administrative Audit (AAA) and follow up action taken**
- 2.Conferences, Seminars, Workshops on quality conducted**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Orientation programme on quality issues for teachers and students**
- 5.Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6.Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Farook College (Autonomous) promotes **Gender Equity** through comprehensive policies and initiatives that ensure **equal opportunities and representation** for all genders in academic, administrative, and co-curricular activities. A **Gender Equity Policy** is in place and the college ensures gender equity by adhering to the institution's principles of Integrity, Inclusivity, and Empowerment. The **Women's Cell**, with support from various departments, plays a crucial role in championing the rights and welfare of marginalized genders by organizing seminars, workshops and cultural events, to promote gender equity and a more inclusive campus. A **Gender Audit** ensures organizational gender equity.

Initiatives for promotion of gender equity

Curricular Inclusions

- **150** courses in the curriculum engage in topics related to gender
- **Students completed more than 200 gender-based projects/ dissertations** as part of their syllabus, during this period
- Fourth semester **Audit Course** is based on Gender
- **NPTEL course on Gender Justice and Workplace Security**, is undertaken by the students
- **27 publications by faculty** members specifically addressed gender concerns

Administrative Positions

- Women faculty members hold numerous administrative positions: Principal, IQAC Coordinator, Provost and 13 Heads of Departments. Women also make up the majority of the students, with 73 % students being female
- The college has 74 female faculty members, comprising 44.57% of the total faculty

Co-Curricular Initiatives

- Various departments, associations, clubs, and committees routinely organize programmes on **gender sensitization**. Women are actively represented in **NSS units**, which work effectively to promote gender equity
- There is a **separate wing for NCC Army Women**
- **65 events**, including seminars, invited talks, dramas, camps and workshops, were held on diverse topics as **Women Empowerment, Legal Rights, LGBT concerns Cyber Security, Physical**

Safety, Entrepreneurial Programmes, Family and Marital Harmony, and Health Awareness (Mental & Physical), during 2019-2024. The entrepreneurial initiatives have trained over 100 women, aiming to equip them with skills for a well-rounded and fulfilling quality of life

- Some highlights of gender equity awareness programmes include interactive theatre techniques, **Rangrezz, Orange Campaign and Kanal Campaign**

Safety and Protection Measures

- **128 Surveillance cameras** have been installed at strategic locations across the campus
- **24-hour security personnel** are on guard
- Identity cards are compulsory for staff and students
- Separate **common rooms and restrooms** are available for girls. Five hostels with security personnels are exclusively available for ladies
- **Self-defense training** programmes are conducted to empower female students
- The **on-campus ATM** facilities ensure convenience and safety
- Gender-related concerns are addressed by the **Women's Cell, ICC and Grievance Redressal Cell**

Facilities for Women on Campus

- The college's **Counselling Cell** supports students' emotional and psychological well-being
- **A Day Care Centre** (with an average intake of 16 per year) is available for the children of both teachers and students
- **FC Bites** - a kiosk offering home-made nutrient-rich chocolates and snacks, caters to the immediate need of students. The initiative established by Women's Cell offers **employment to five Women**
- The **on-campus Health Centre** addresses the emergency needs of students
- Facilities such as common rooms, restrooms, and sanitary disposal units are provided
- **Gym facilities** are available in two of the women's hostels

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Farook College (Autonomous) places a strong emphasis on maintaining a **sustainable environment**. It is committed to eco-friendly practices and an efficient waste management system, guided by a comprehensive **green policy and protocol**. The college is committed to **Swachh Campus Maintenance** through **Samrudhi** (Green Campus Initiative) with the combined efforts of Cleaning Staff and Social Service Wings of the College, such as the National Service Scheme, National Cadet Corps, etc. Rooted in the institutional ethos, faculty and students consider reducing waste generation as their **ethical responsibility**. A robust system exists for the management of degradable and non-degradable waste, which is periodically analyzed through **green audits**.

Solid Waste Management

The college maintains an eco-friendly system for solid waste segregation, **supported by 25** dedicated staff. **Hundred color-coded bins** for degradable and non-degradable waste are placed across campus, with cleaning staff managing daily disposal.

Biodegradable Waste

- **Waste Bins with Colour Codes** are placed in various locations to segregate solid waste into food, plastic and paper.
- **Organic Waste, Food Waste**, etc., are collected and utilized for the two **Biogas Plants** installed

in the College.

- To discard the **Sanitary Napkins, incinerators have been placed** in the toilets and girls' hostels.
- **Leaf Waste** in the college is utilized to produce **Organic Manure**, which is used for **Cultivating Crops inside the Campus**.
- **Paper Waste** inside the campus is **Recycled** with the help of the Palliative Care Society, which uses it for making **Paper Pens**.

Non- degradable Waste

- Ramanattukara Municipal waste management facility ensures proper disposal of non-degradable waste.

Liquid Waste Management

- A **Wastewater Treatment Plant** has been installed in the campus and hostels, and recycled water is used for gardening.
- Faculty regularly **encourage Microanalysis in Laboratories**, for minimal and effective use of solvents and chemicals.

Biomedical Waste Management

The Biomedical Wastes produced in the College Health Center are collected by **Indian Medical Association (IMA)** every month. As per the MoU agreement signed between IMA and the college, Rs. 27,000 is paid yearly, as an Operative Cost.

e-waste Management:

- A dedicated technical assistant is available for assessment and e-waste management
- Maintains a service room for repairing and storing of used electronic products
- Invites quotations from Recyclers/Re-Processors for Electronic Waste disposal of old & obsolete devices
- Approximately 200 peripherals of desktop computers were disposed through Recyclers

Waste Recycling System

- Biogas Plants
- Organic Manure Making
- Waste Water Treatment Plant
- Rotary Evaporator
- e-Waste Recyclers

Hazardous Chemicals and Radioactive Waste Management

- **Green Principles** and Microscale Analysis, to ensure reduction of hazardous chemicals
- **Fume Hoods** used in all labs to prevent the harmful effects of volatile chemicals
- **Landfilling**, to dispose off Solid Hazardous Substances
- Liquid hazardous chemicals are **neutralized and diluted** to reduce their toxicity before disposal
- Radioactive materials used as a source of gamma/beta rays are effectively kept inside **Radiation**

Shield Box to avoid accidental radiation

Achievements

- Award for *Sneharamam*
- A Faculty recognised as Brand Ambassador of *Swachhta Samaroh*
- **Green Campus Certificate** from Municipal Council
- **Best Environmental Waste Mangement Award**

File Description	Document
Any other relevant information	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles,

Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Farook College (Autonomous), with its 75-year legacy, exemplifies harmony with nature, transforming barren laterite land into a 57-acre green campus. The HEI follows a strict Green Campus Policy, in alignment to PM's **Green Energy Revolution (Vision 2030)**, striving to reduce Carbon Emissions, promoting use of Renewable Energy and Capacity expansion, promoting solid waste management and water management, and promotion of use of electric vehicles/bicycles. Led by clubs like **Biodiversity Club, Canopy Nature Club, Sahyadri Club**, along with regular **Green Audits**, Farook has created a clean, eco-friendly environment, filled with shade-giving trees and vibrant vegetation. In recognition of these efforts, the College has been awarded the prestigious **Green Campus Certificate**. The HEI has taken pro-active measures in solidarity with the Swachh Campus Initiatives (*Samrudhi: Green Campus Initiative*).

Green Energy Revolution Initiatives:

- Two buses are provided for student transport. Vehicular entry is restricted into the campus **to reduce carbon emissions**
- **Alternative transportation** is promoted by carpooling, public transit, walking, cycling
- A **Bicycle Station**, with a cycle path and **pedestrian path on both sides**, encourages eco-friendly commuting
- **Battery-powered electric vehicles and two charging stations**
- The campus generates 40 kw of clean and sustainable power through **Solar Panels**
- **Automated wheelchairs** are provided for students with mobility challenges, promoting inclusivity and reducing vehicle use
- **Energy-saving measures** include 100% LED-lighting, energy-efficient appliances, and well-ventilated buildings that allow natural light and airflow

Swachh Campus Measures:

- Embracing the **Haritha Keralam Programme** initiated by **Shuchithwa Mission** of the Kerala Government, the college implemented a **Green Protocol** in 2018
- A **Plastic Ban Policy** is in place, establishing a **Plastic-Free Campus**, to address Plastic Pollution and promote use of **Seed Pen, Cloth Bags, Reusable Containers, Water Filling Stations** and collection of used **Plastic Pens for Recycling**
- Led by the NSS, NCC, Biodiversity Club, and Women's Cell, the College organizes **Environmental Awareness Programs; Workshops** on alternative materials; **Environmental Quizzes and Exhibitions** on eco-friendly products like Cloth Bags and Seed Pens
- NSS units conducted a cleanliness drive "**Swachata-Hi-Seva**" in 2023 and also conducted "**Meri Maatti Mera Desh,**" as part of the 75th Independence Day Celebration, in 2023.

Biodiversity Preservation:

- A **Botanical Garden** shelters rare plants, while the **Herbarium** preserves knowledge about plants.
- The campus landscaped with **indigenous plants** suited to the soil, featuring a vibrant garden of

flowering and aquatic species near the administrative block, serving as **biodiversity haven for insects and birds**, alongside a designated **Butterfly Garden**.

- Floral biodiversity studies is undertaken. 434 plants in the campus are enlisted as “**Flora Farook College**”
- Campus trees are identified and labelled with their scientific and common names, along with **QR codes**
- **Natural water bodies** on campus are well maintained with proper fencing and water recharging arrangements, and the campus features, **Rainwater Harvesting System**.
- A **Polyhouse**- for the propagation and maintenance of plants.
- **Nalukettu** (An open **Green Space**)- for student’s outdoor activities
- Waste Recycling Initiatives-
 - **Biogas Plant**
 - **Rotary Evaporator**
- The College promotes **agricultural practices** and hosts various **environmental awareness programs** and **seminars** to enrich the ecological consciousness of its students and faculty.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

Farook College (Autonomous) is dedicated to supporting students with disabilities and facilitates their *Swavlamban (Self-Reliance)*. The College prioritizes **inclusivity and accessibility**, making it a preferred choice for **Divyangjans**. As this Pro-Divyangjan Policy has been part of the Farook eco-system, the HEI was able to navigate easily to the updated National Policies and NEP framework on Divyangjan ethos.

Currently, **77 students** with disabilities are **enrolled in various undergraduate and postgraduate programs**. The college adheres to the guidelines set by the **RPD Act** and implements policies that support students with disabilities, including a **5% reservation** in admissions and a **4% reservation** in teaching and non-teaching staff positions.

Farook College launched “**Accessible Farook**” (**Sugamya Farook Abhiyan**), in solidarity with the PMs SBA (2015), in 2020, and has continued to ensure the three pillars - **Built Environment, Transportation, and Information and Communication**.

UNESCO has recognized Kozhikode as a "City of Literature," with a special mention of the **Abussabah College Library for its support of print-disabled students**. The library houses a well-regarded **Braille section** with around 150 books, and **INSIGHT** (Divyangjan Cell, founded in 2004) offers additional support and mentorship for the disabled.

The college guides disabled students in accessing **scholarships, financial assistance, and Braille books**, and fosters **participation in decision-making bodies**.

Key Initiatives for Accessibility and Empowerment

- 1. Physical Accessibility:** The HEI ensured an accessible environment for Divyangjan through ‘**Accessible Farook**’. The campus is equipped with ramps, elevators, and disability-friendly infrastructure. There are **two elevators** and **multiple ramps**, ensuring **easy navigation**. **Classrooms for disabled students are mostly located on the ground floor**, and **tactile pathways** have been installed throughout the campus. **Sign boards, lights, and other assistive possibilities** are also installed across the campus. **Disabled-friendly washrooms** are available on the campus and in the hostels (4 each). The college also provides wheelchairs for students in need.
- 2. Examination Facilities:** The College strictly adheres to guidelines for examination, such as **providing scribes and extra time**. A dedicated **scribe bank** is maintained to assist disabled students during exams. The college follows state and university regulations regarding grace marks and other support measures for students with disabilities. **Specialized/Remedial Classes** address their unique educational needs.
- 3. Curriculum Integration:** Farook College collaborates with NGOs to **formulate and implement programs for Disabled Students**. Disability-related modules are incorporated into various subjects, enhancing awareness among all students.
- 4. Hostel Accommodation:** Hostels prioritize admissions for students with disabilities, with fees only collected upon government allocation. **Over 90% of disabled students reside in these hostels**, which are accessible via ramps and equipped with disabled-friendly facilities.
- 5. Assistive Technology:** The College has a **Digital Talking Book Library** with 5 computers that use **Screen-Readers** and **Optical Character Recognition Software**. 10 students were supplied mobile phones with screen readers and other assistive technology applications, in association with Alumni (FOSA).
- 6. Coaching:** Free Civil Service and NET coaching for disabled students.
- 7. Recognition:** Dr. Habeeb C, Faculty of English, serves as the **President of the Kerala Federation of the Blind**, the largest charitable organization for the visually impaired in India.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

Farook College (Autonomous) since its inception has championed the cause of nurturing **inclusivity, communal harmony, pluralism and tolerance**, creating a **sense of togetherness**, among its students and staff, establishing itself as a **haven of linguistic, regional, communal and socio-economic diversity**.

Being a Minority Institution, the HEI ensures Communal Inclusivity. It follows CAP Process for admissions ensuring transparency. **Reservations are ensured for SC/ST and OBCs, as well as Regional and Communal Minorities**, during admission, as per the mandates of the University of Calicut.

Cultural

- **Fozlava Fine-arts Festival:** An annual event showcasing diverse artistic talents and promoting inclusivity through art forms rooted in India's Rich Heritage
- **FISA Fest:** Celebrates the cultural heritage of Lakshadweep, fostering inclusivity for Island Communities
- **Theatre Performance and Documentaries:** Highlights pressing social issues, promoting understanding across different cultures
- **Arohi–Festival of Arts:** Jointly organized by **Vibez Music Club, Steps Dance Club and Troupes Theatre Club**, plays major role in cultural exchange and artistic collaboration
- **Food Fest:** Celebrates culinary diversity, allowing students to foster cross-cultural appreciation
- **International Yoga Day**
- **Folklore Fest** in collaboration with the **Kerala Folklore Academy**

Regional

- Initiatives like the ***Ek Bharat Shreshtha Bharat, Rashtriya Ekta Diwas, and Azadi Ka Amrit Mahotsav*** celebrates India's regional diversity
- **Island Festival:** An immersive cultural experience that highlights arts, traditions, and lifestyle of Lakshadweep and Andaman
- Reservation in admission for Lakshadweep, Andaman Nicobar, North-East and Jammu&Kashmir students, and Reservation for Lakshadweep and North East students in the college hostels
- **Foreign students** from Afghanistan

Linguistics

- **Language Celebrations:** Workshops (2), seminars (3), talks (9), and competitions (5) on language and literature are held, including poetry and essay contests
- Hindi, Malayalam, Urdu, and Arabic are offered as second languages to promote linguistic

diversity

- **Certificate course in French and German Languages**
- **Language Lab** to practice and enhance language skills through interactive tools and resources
- **Braille and JAWS** available for the visually impaired

Communal

- Minority reservations for OBCs and other backward communities
- By celebrating **Onam, Christmas, Holi, and Ifthar** on the campus, the college embraces religious diversity
- **B.R. Ambedkar Remembrance Day**: Emphasizes the importance of social justice and equality
- **Observance of National Unity Day (Rashtriteya Ekta Divas), Anti-Terrorism Day, Kargil Vijay Divas**

Socio-economic

- **Equal Opportunity Cell** for OBC, minority, SC/ST students and students with disabilities
- **Edu-Support** - Financial assistance to economically disadvantaged students.
- Ensures transparent student admissions through the **FCAP Portal**.
- Transparency in backward category and minorities appointments
- Social Wellness Program **“Pathway”** to promote social well-being and empowerment of women and the marginalized
- Women's Cell initiative **“Ujjwala”** to promote women entrepreneurship in the neighbouring community
- **Padheyam** - Food for the homeless, supporting vulnerable individuals

Other diversities

- The college promotes **Gender Equity** and conducts **Gender Audits** annually
- **Elevators, ramps, library niche and disabled friendly washrooms** for the Divyangjan
- **Digital talking books and tactile paths** for the **visually challenged**
- **NCC/NSS** and other **forums** are instrumental in creating an inclusive environment

At Farook, diversity in culture, language, and belief is cherished, creating a vibrant community that uplifts every individual with respect, understanding, and shared purpose

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The **75-year long journey of Farook College (Autonomous)** (1948) is synonymous to the development and growth of the Nation (1947). The College has always championed the cause of **Participatory Democracy**, and hence, sensitization of students and employees to constitutional **Obligations: Rights, Duties, Ethics and Responsibilities of Citizens (ORDER)**, and instilling **Patriotism**, as well as a **Sense of Unity**, is **immanent within the Farookian ecosystem**. This is further testified/evidenced by the number of **MLAs, MPs and Officers of various Cadre in the Civil Service**, from the Farook Faternity.

In order to ensure awareness on **ORDER** among students and staff, the HEI has a strongly-built and consistent set of internal practices:

- The College Emblem, Vision, Mission, and Motto are designed to encourage **constitutional awareness**
- Leveraging autonomy, the **curriculum of various UG and PG programs** include the Constituent Assembly, Preamble, Fundamental Rights, and other Values, as well as texts/topics dealing with the same
- The annual **Induction Program** equips students to undertake various roles in nation-building, fostering leadership through social outreach activities
- To promote constitutional obligations, the college utilizes various platforms, including **Walls, College website, Notebooks, College Handbook, and IQAC paper files**
- **27 National and International Seminars and 4 Workshops** were organized between 2019-2024 by various departments, including sessions on Human Rights, Constitutional Values, Gender Equality, Environmental Awareness, the Freedom Movement etc.
- The IQAC conducts **Orientation Programs** for teachers, that include sessions on constitutional obligations, values and responsibilities, aimed at fostering responsible citizenship in every individual.
- The **National Anthem** is played daily at the end of college hours.

Clubs and Organizations like NCC, NSS, Women's Cell etc. play a pivotal role in student sensitization:

- NCC, with **three functional units**, contributes immensely toward **Nation-Building**. The Cadets meritoriously attend Republic Day Parade, Sainik Camps, *Ek Bharath Shresht Bharath Camp* etc. Salman Fariz, prestigiously got selected and attended the Youth Exchange Programme (2019). 4 Cadets Joined the Armed Forces
- The **National Service Scheme (NSS)**, with **two active units in the college**, is instrumental in promoting a culture of **Civic Involvement** and **Social Responsibility** among students
- The **Women's Cell, Pain and Palliative Care Unit, and Child Line** organize various activities to promote the same
- The College ensures Observation of all significant Days of Regional and National Importance, and joins the indicatives of State and Central Governments
- As part of **Azadi Ka Amrit Mahotsav**, Students painted a **freedom wall** that features various

events from the freedom movements and notable figures

- Students and Faculty executed a **Wall Painting** featuring the inscribed **Preamble of the Indian Constitution**, celebrating Independence Day
- Students participated in a **Mural Wall Painting** competition titled “**Operation Salasamukk**” organized by the Calicut District Administration, as part of the **Puthulaharikku Oru Vote-** an anti-drug initiative

Additionally, annual student union elections are held in the **Parliamentary Mode**. The Student Council, in collaboration with the Election Leadership Committee (ELC), plays a significant role in promoting **democratic values** in the campus. Together, they organize **Voter Awareness initiatives** and **Registration Drives**.

In essence, Farook embodies participatory democracy and responsible, patriotic citizenship.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Practice 1: SPARSH

SPARSH, a Student Initiative for Palliative Care (SIPC), Farook College (Autonomous) provides continuous care and support to terminally ill patients within Feroke and Ramanatukara Municipalities, as well as part of the Cherukavu Panchayat region, aiming to alleviate pain, manage symptoms, and improve overall quality of life. It is the first program of its kind established in an Arts and Science College.

1. Objectives

- To deliver compassionate, comprehensive care to terminally ill patients
- To cultivate a practical learning environment for students, enabling them to gain hands-on experience in healthcare, empathy, and social service
- To promote community engagement by encouraging volunteer involvement

2. Context

- Established by **students** to address the **urgent need for local palliative care**, supporting the **growing number of cancer patients** in and around the campus, as recommended by **the Institute of Palliative Medicine**
- The SIPC later evolved into a **registered society**
- The program includes participation from **students, faculty, alumni and the local community**
- It addresses a **critical healthcare gap** in the region

3. Practice

- The SIPC, operating with a structured team, comprises the Governing Body chaired by the Principal, a convenor (faculty), students, and community volunteers, regularly conducting:
 - Home visits
 - Medical consultations
 - Nursing care
 - Financial assistance
- The major sources of funding are contributions from students, Voluntary Salary Contributions from staff, as well as support from alumni and the community.
- Conducts "**Sparsham**"- Annual Get-together of patients

4. Evidence of Success

- **Served 635 patients**, including **151 cancer patients** (2019–2024)
- Trained and **certified 232 student palliative care volunteers** in collaboration with the Institute of Palliative Medicine (IPM), the first **World Health Organization Collaborating Centre (WHOCC)** for Community Participation in Palliative Care and Long-Term Care in developing countries.
- Launched a **COVID Task Force**, the first in a college, to combat the pandemic by forming six wings—**Ambulance and Vehicle Services, Telemedicine, Counselling, Disinfection, Nursing, and Cremation**—providing essential medical, emotional, and logistical support to affected individuals, particularly in **Malappuram and Kozhikode** districts.
- Won **Pallium India's Best Institution for Social Commitment Award in 2022 and 2023**.
- Conducted **eight health awareness** programs, **five social engagement** and entertainment activities for patients, **ten clothing distribution drives** for patients, three annual gatherings of '**SPARSHAM**,' five fundraising initiatives from the public, one blood donation drive, **one stem cell donation campaign**, and a mass medical camp.
- Raised a total fund of **Rs. 1.44 crore**

5. Problems Encountered and Resources Required

- The need for extensive resources, including trained staff and facilities, to maintain high-quality care
- Balancing academic responsibilities with the emotional demands of palliative care was challenging for the students
- Limited community awareness hindered SIPC's efforts to gain additional support
- Required more trained staff, reliable financial support, dedicated spaces, medical supplies, equipment, and infrastructure

6. Conclusion

SIPC has significantly impacted the surrounding areas by extending compassionate care to terminally ill patients. It provides essential medical and emotional support while fostering empathy and social responsibility in student volunteers and strengthens community ties. It reflects Farook College's commitment to community welfare and holistic education.

Title of the Practice: VISMAY (Vidyarthi Seva Evam Marganirdharan Yojana)

1. Context:

VISMAY is an initiative of Farook College (Autonomous) designed to nurture and empower students academically and personally. It offers **holistic support across six aspects of student life**.

2. Core Pillars, Initiatives and Objectives

Sl No.	Core Pillars of VISMAY	Initiatives	Objectives
1	Financial Support	Edu-Support	To provide all the students with access to higher education through financial support .
2	Educational Accessibility	Farook College Day Care Centre (FCDCC)	To support female students with young children in balancing academic goals and family responsibilities.
3	Student Empowerment	PM Institute of Civil Service Examination (PMICE)	To engage students in early civil service training , fostering long-term public service careers.
4	Sustainable Development and Environmental practice	Farook Integrated Farming	To equip students with sustainable farming skills and eco-friendly cultivation practices.
5	Intellectual Growth and Leadership Development	Farook on Education Talk (FED Talk)	To develop public speaking and leadership skills , fostering confidence among students.

6	Achievement Recognition and Encouragement	Awards and Endowment	To honour top-performing students with awards that encourage academic excellence.
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Practices

VISMAY programs follow distinct practices:

- **Edu-Support:** Students apply by detailing their financial status. Applications are evaluated based on income and performance, covering essential needs, with priority given to low-income students, orphans, and those facing family crises.
- **FCDCC:** Operates non-profit, offering facilities for children's development, providing meals, interactive-learning, and recreational activities, with priority enrolment for students' children.
- **PMICSE:** Offers a three-year Civil Services Foundation Course for students. Scholarships and free training are available for SC, ST, and physically challenged students.
- **Farook Integrated Farming:** Involves planting and harvesting crops, with students engaging in farming activities, culminating in auctions and sales.
- **FED Talk:** Students present ideas through the FED Talk series and the annual TEDx event, fostering public speaking skills aligned with global standards.
- **Awards and Endowments:** Cash awards are presented to High-achieving students, funded by alumni and retired teachers, during college events

Evidence of Success and Problems Encountered

Sl No.	Program	Success	Problem
1	Edu-Support	Rs. 1.8 crore raised and distributed to 527 students (63%-female students)	Rising demand for financial assistance
2	FCDCC	48 enrolments over 3 years, averaging 16/year (40% beneficiaries are students)	Lack of modern child care amenities
3	PMICSE	Trained 773 individuals, including 371 students. Produced 7 civil servants and many in prestigious positions	Students struggling with coaching fees and balancing civil service preparation with academics , causing dropouts
4	Integrated Farming	Farmed 4 acres , engaging 90 students ;	Crop loss of Rs. 3,00,000 due to

		harvested 650 banana bunches and 100kg turmeric , generating Rs. 2,11,500	animal attacks, poor soil fertility
5	FED Talk	TEDx license received and conducted 3 FED Talk episodes	Rising student interest, scheduling conflicts , and high costs/ licensing delays for TEDx
6	Awards and Endowments	28 awards across 34 categories have benefited 161 students , with 137 awarded to female student (85%)	No awards have been instituted for newly launched programs due limited alumni base

Conclusion

VISMAY empowers students through comprehensive support. It has made significant strides in student success, barring few challenges.

<https://ssr.farookcollege.ac.in/2023-2024/category/242?criterion-vii-institutional-values-and-best-practices/72-best-practices/721-best-practices-implemented-by-the-institution>

<https://farookcollege.ac.in/iqac-best-practices>

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Distinctiveness: Farook College Dialysis Centre

1. Introduction

Farook College (Autonomous) opened a **dialysis centre on campus** on January 11, 2020, to address a vital healthcare need, **providing affordable dialysis to economically disadvantaged kidney patients**. This initiative was launched in response to the **rising kidney failure cases, particularly among low-income groups in nearby areas** like Feroke, Ramanattukara, and Vazhayoor, where treatment is often costly and scarce.

Farook College thus fills a critical gap in accessible healthcare, reflecting its commitment to social responsibility. As the **first Arts and Science Colleges** in the State **to integrate healthcare services**, it

offers a **unique model of combining education with community service**, reducing financial and logistical barriers for essential treatment. The centre actively involves **students, faculty, alumni, and donors**, illustrating how educational institutions can contribute to society's well-being beyond academics. Through this initiative, **Farook College sets a standard for the role of educational institutions** in community welfare.

2. Objectives

1. Provide affordable dialysis services to economically disadvantaged kidney patients
2. Promote health and well-being by providing consistent, high-quality dialysis services and additional awareness programs to the local community
3. Foster social responsibility by involving students, faculty, and alumni in the funding and operation of the dialysis centre

3. Initial Funding and Operational Framework

The Dialysis Centre was established at a substantial cost of approximately Rs. **1.05 crore**, fully funded by the Farook College Alumni Association (FOSA), teachers, and generous philanthropists. The Centre is staffed by **12 professionals**—9 technicians and 3 administrative staff—ensuring high-quality care for kidney patients. Equipped with **11 advanced dialysis machines**, the centre conducts **20 sessions daily**, serving **40 patients** on alternate days, all **free-of-charge**, for financially deprived patients. Its community-driven funding model relies on donations from students, faculty, alumni, government support, and philanthropists. Funding sources include 30% from faculty contributions (salary deductions), 20% from government support, 15% from student contributions, and 35% from the Alumni Association (FOSA) and other donors. By diversifying its financial support, the centre ensures a stable flow of resources.

4. Services Provided by the Dialysis Centre

- **Free Dialysis Services:** Providing dialysis to underprivileged patients without financial barriers
- **Physiotherapy Centre:** Aiding patient recovery, and overall well-being
- **Ambulance Service:** Ensuring transportation for patients requiring specialized care
- **Visitor Amenities:** Offering a comfortable lounge with tea, snacks, and TV for visitors
- **Waste Management and Sanitation:** Maintaining high hygiene standards with proper waste disposal and water testing
- **Awareness Classes:** Promoting kidney health awareness, prevention, and early detection

5. Annual Overview of Dialysis Services and Expenditures (2019-2024)

Year	No. of Dialysis Conducted	Total Expenditure (Rs.)
2019-20	698	9,11,643
2020-21	6220	86,87,046
2021-22	6310	67,17,586
2022-23	6286	74,18,226
2023-24	6270	86,87,046

Total**25,784****3,24,21,547**

Between 2019-2020 and 2023-2024 academic years, the Centre conducted 25,784 dialysis procedures, addresses a strong demand of the needy patients.

6. Support and Collaboration

The Centre partners with **IQRAA Hospital** and **Thanal Charitable Trust** for technical and medical support.

7. Involvement of students and teachers

Category	Students' Role	Teachers' Role	Collaborative Efforts
Funding	Contribute 15% of the funding	Contribute 30% of the funding	Organize joint fundraising initiatives
Volunteering	Assist with tasks and awareness programs	Oversee operations and provide guidance	Organize community outreach together
Learning & Support	Participate in health campaigns and services	Integrate into curriculum and mentor students	Joint projects promoting healthcare and community service

8. Impact

a. Sociological Impact

Unites students, faculty, alumni, and locals, fostering a shared sense of service

- Inspires other institutions to initiate community-driven efforts
- Improves healthcare access for rural and under privileged communities
- Encourages patient interaction, reducing isolation and promoting mental wellness

b. Psychological Impact

- Provides hope and support, alleviating financial and logistical stress for patients and their families
- Creates a supportive environment that reduces stigma related to financial challenges
- Involving students and the community in service fosters empowerment and integrity

c. Health Impact

- Quality dialysis improves patients' health and quality of life
- Educates the community on kidney health, promoting early diagnosis and prevention
- Additional services like physiotherapy and transport aid overall recovery

d. Economic Impact

- Provides affordable or free dialysis, easing financial burdens
- Creates local healthcare job opportunities
- Sustainable investment, supported by faculty, students, alumni, and donors, ensuring long-term sustainability without high user fees

9. Summary of Key Aspects

Aspect	Details
Establishment Year	2020
Purpose	Provide affordable dialysis services to economically disadvantaged kidney patients
Target Area	Local communities in Feroke, Ramanattukara, and Vazhayoor, addressing a critical healthcare gap
Operational Staff	12 professionals, including qualified technicians and administrative support
Dialysis Machines	11 state-of-the-art machines; approximately 40 dialysis performed on alternative days
Funding Structure	30% from faculty contributions (salary reductions), 20% from government support, 15% from student donations and 35% from alumni and philanthropists
Services Provided	Free dialysis for the underprivileged, Physiotherapy centre and Awareness classes on kidney health and Medical Camp
Impact	25,784 dialysis conducted in last 5 years at an average cost of Rs. 1400 Promotes early detection and preventive care for kidney issues, enhances patient socialization, and contributes to improved health outcomes
Key Collaborators	IQRAA Hospital, Thanal Charitable Trust, Karunya Arogya Suraksha Padhathi, and Snehasparsham Scheme
Community Involvement	Engages students, faculty, and alumni in funding, volunteering, and awareness programs, promoting social responsibility and community service
Mission Statement	To set a model for community-driven healthcare initiatives within educational institutions, reflecting a commitment to social responsibility and community welfare

10. Conclusion

The Farook College Dialysis Centre is a distinctive practice that exemplifies the college’s mission to **serve the community**, particularly the **marginalized and economically disadvantaged** sections. It is more than just a healthcare facility; it is a symbol of the college’s dedication to **social justice and inclusivity**. The centre’s success is a reflection of the collective efforts of the college management, faculty, students, alumni, and donors, who have come together to make a real difference in the lives of kidney patients. The College, through this initiative, integrates community service into higher education, demonstrating **how academic institutions can play a vital role in public health**. Through this initiative, the College continues to inspire future generations to embrace the values of service, empathy, and community welfare.

File Description	Document
Any other relevant information	View Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Farook College (Autonomous) since its inception, in 1948, has prioritized uncompromised Quality Education to its learners. The college's dedication rooted in the Motto of *Ora et Labora* is underscored by steady, yet consistent, **Recognitions and Rankings** bestowed upon the College. It was recognized as a **College with Potential for Excellence** in 2004 by UGC, becoming the first college to receive the status, under the University of Calicut. Ratifying the CPE, the college was elevated to **Autonomous Status**, in 2015. The College's efforts at promoting education among the **backward minorities**, won Farook College, the **Moulana Abul Kalam Azad Literacy Award**, in 2005.

The institution has a commendable history with **NAAC Accreditation**, since the National Assessment and Accreditation Council (NAAC) accredited Farook College with a **Five Star** level, in 2001. The HEI was Re-accredited with '**A**' **Grade**, in 2009, and, subsequently, progressed to **A+ level**, in 2016 (3rd Cycle). Acknowledging its consistency in excellence, the college was conferred with the "**Mentor College**" status, under **PARAMARSH** Scheme, in 2019.

The college has featured **consistently among the top 100-150** in NIRF Rankings from 2022 onwards. The college received **RUSA funding of Rs. 5 crores** in 2019. **Seven** of the Science Departments of Farook is ably-supported by a funding of **Rs.1,22,42,998**, under the **DBT STAR College Scheme**, 2023.

As it celebrates its **Diamond Jubilee Year**, the legacy of Farook College is unparalleled. It has contributed immensely to the **intellectual capital** of the country, in various domains. **Prof. Thalappil Pradeep**, an alumnus of FCA, was conferred **Padma Shri, in 2022** for his contributions in **Nano-chemistry**. His contributions are immense in fostering lab-based research and organizing International Colloquiums in Farook, annually.

The HEI's pursuit toward providing **cutting-edge learning experiences** is furthered by hosting eminent scholars from various discipline. A notable instance is when Farook College hosted **Dr. Narayan Kuthirummal**, a **Fulbright-Nehru Senior Scholar** in Nanotechnology, for four months in the campus. His presentations on US education system and culture, was enlightening for the academia, on the backdrop of NEP and OBE Preparation.

Farook College transitioned to FYUGP in June 2024 and aims to become a degree-awarding institution.

Concluding Remarks :

The **75-year long journey** of Farook College is almost synonymous to the development and growth of the State (1956) and the Nation (1947). The HEI has always stood for **Inclusivity**, heralding an **educational revolution across Malabar**, emerging as a **mainstay of social uplift** in its milieu.

The institution is renowned for its **Pro-Divyangjan Policy**. Through "Accesible Farook", the College ensures a Built-in Environment, Accessible Transport, and a strong ICT-system, empowering learners with disabilities. **77 students** with disabilities are **enrolled in various undergraduate and postgraduate programmes** and over 90% of the disabled students reside in the College Hostels. The **Abussabah Library**, received mention for

its Braille Collection, by UNESCO.

The college lays greater emphasis on **Social Extension Activities and Community Development** and has organized **146 extension and outreach programmes**, and received **25 awards and recognitions**, between 2019-2024, underscoring its commitment towards the society. It boasts of fully-functional NCC (3) and NSS (2) Units. The NCC Cadets have excelled every year, by participating in Republic Parade with one cadet bagging a **Gold Medal**. 4 Cadets Joined the **Armed Forces**, between 2019-2024, and Lt. Dr. Abdul Jabbar A. is the **Brand Ambassador** for the Swachh Samaro Project, upon the recommendation of PMO. The HEI fosters sense of national consciousness and patriotic fervor, by participating in Initiatives like the ***Ek Bharat Shreshtha Bharat, Rashtriya Ekta Diwas, and Azadi Ka Amrit Mahotsav.***

Farook College aligns to PM's **Green Energy Revolution** (Vision 2030) and **UN SDGs**, striving to **reduce Carbon Emissions**, promoting use of **Renewable Energy** and **Capacity expansion**, and promotion of use of **electric vehicles/bicycles**. FCA follows a strict **Green Campus Policy**, and its Swachh Campus Initiative- "***Samrudhi***" is ably aided by clubs like Biodiversity Club, Canopy Nature Club, Sahyadri Club, along with regular Green Audits. In recognition of these efforts, the College has been awarded the prestigious **Green Campus Certificate**. The college has a robust Waste Management System, ensuring **Swachh Campus Maintenance**.

Farook College, having switched to FYUGP, looks forward to optimistically nurturing Upskilled Youth becoming pillars of a Futuristic India.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 277 Answer after DVV Verification: 266</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 962 Answer after DVV Verification: 962</p> <p>Remark : DVV has made the changes as per shared report.</p>																														
1.3.2	<p>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</p> <p>Answer before DVV Verification : Answer After DVV Verification :121</p> <p>Remark : DVV has made the changes as per shared report.</p>																														
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>393</td> <td>346</td> <td>380</td> <td>368</td> <td>399</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>401</td> <td>372</td> <td>397</td> <td>375</td> <td>355</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>432</td> <td>432</td> <td>428</td> <td>428</td> <td>400</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	393	346	380	368	399	2023-24	2022-23	2021-22	2020-21	2019-20	401	372	397	375	355	2023-24	2022-23	2021-22	2020-21	2019-20	432	432	428	428	400
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401	372	397	375	355																											
2023-24	2022-23	2021-22	2020-21	2019-20																											
432	432	428	428	400																											

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
458	458	448	435	412

Remark : DVV has made the changes as per shared report.

2.4.3 **Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year**

Answer before DVV Verification : 1802

Answer after DVV Verification: 1102

Remark : DVV has given the input as per EP-3.2

2.4.4 **Percentage of full time teachers working in the institution throughout during the last five years**

2.4.4.1. **Number of full time teachers worked in the institution throughout during the last five years:**

Answer before DVV Verification : 123

Answer after DVV Verification: 150

Remark : DVV has given the input as per total teachers in ep-3.2

3.1.2 **The institution provides seed money to its teachers for research**

3.1.2.1. **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5.10	15.10	8.36	2.95	2.95

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2.65	11.98	5.65	1.65	1.02

Remark : DVV has made the changes as per shared report.

3.1.3 **Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

3.1.3.1. **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Answer before DVV Verification : 45

Answer after DVV Verification: 41

Remark : DVV has made the changes as per shared report.

3.4.4 Number of books and chapters in edited volumes published per teacher during the last five years

3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years

Answer before DVV Verification : 140

Answer after DVV Verification: 108

Remark : DVV has excluded without ISBN no.

3.6.2 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years

3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
70	50	36	28	37

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
33	35	22	21	35

Remark : DVV has made the changes as per shared report.

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

5.2.1.1. Number of outgoing students placed and progressed to higher education during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
773	817	797	736	657

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
92	143	141	173	201

Remark : DVV has given the input as per shared reports of outgoing students.

5.2.2 Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
59	50	32	30	36

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
45	50	33	30	36

Remark : DVV has made the changes as per shared reports of qualifying.

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
49	145	65	8	28

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
22	69	32	4	21

Remark : DVV has made the changes as per shared report.

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20					
2023-24	2022-23	2021-22	2020-21	2019-20							

2023-24	2022-23	2021-22	2020-21	2019-20
169	166	161	155	153

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
150	166	161	155	153

1.2 **Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

Answer before DVV Verification : 201

Answer after DVV Verification : 150