



KOTTAKKAL FAROOK ARTS AND SCIENCE COLLEGE

DEPARTMENT OF ECONOMICS

ANNUAL REPORT

2022-23

INDEX

| SL.NO | CONTENTS | PAGE NO |
|-------|--|---------|
| 1 | Introduction | 3-6 |
| 2 | Certificate course details | 7-10 |
| 3 | Faculty ,department structure, roles and responsibilities of faculty | 11-13 |
| 4 | Study tour report | 13-21 |
| 5 | Experiential learning, extension activity of the department | 21-22 |
| 6 | Project certification | 23 |
| 7 | File Documentation-Minutes Of All Committees | 24-25 |
| 8 | Studentship | 26-28 |
| 9 | Documentation Of Academic Activities | 29-31 |
| 10 | Student Support And Development Activities | 32-35 |
| 11 | Orientation programme for 1 st year students | 36-38 |
| 12 | Activities conducted by the department | 39-48 |
| 13 | Project details 20-23 batch | 49-58 |
| 14 | Participation in extra curricular activities | 59-66 |



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PRINCIPAL
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ANNUAL REPORT 2022 -23

DEPARTMENT OF ECONOMICS

The Department of Economics is a dynamic and essential academic unit dedicated to the study and exploration of economic principles, theories, and real-world applications. Economics is a discipline that delves into the understanding of how individuals, businesses, governments, and societies make choices and allocate resources to address fundamental questions about production, distribution, and consumption of goods and services. This department typically offers a wide range of courses and programs designed to equip students with the knowledge and analytical skills needed to analyze economic phenomena, make informed decisions, and contribute to solving pressing economic and societal issues.


The Department of Economics plays a crucial role through offering education and research opportunities that not only enhance students' understanding of economic concepts but also prepare them for careers in a wide range of fields, including finance, government, business, and academia. It serves as a hub for economic knowledge and intellectual exploration, helping individuals to better comprehend the complex economic forces that shape our world.

STRUCTURE/SCHEME OF BA ECONOMICS PROGRAMME;

The semester-wise scheme of BA Economics programme is presented here under.

| Semester I | | | | |
|---------------------------------|-------------|-------------------------------|-------|--------|
| Course | Code | Name of the paper | Hours | Credit |
| Common I | A01 | Common English Course I | 4 | 3 |
| Common II | A02 | Common English Course II | 5 | 3 |
| Common III | A07(1) | Additional Language Course I | 4 | 4 |
| Core 1 | ECO1 B01 | Microeconomics I | 6 | 5 |
| Complementary (Type 1-Course I) | | | 6 | 4 |
| Ability Enhancement/Audit I | AUD1E01 | Environment Studies | -- | 4 |
| Total | | | 25 | 23 |
| Semester II | | | | |
| Course | Code | Name of the Course | Hours | credit |
| Common IV | A03 | Common English Course III | 4 | 4 |
| Common V | A04 | Common English Course IV | 5 | 4 |
| Common VI | A08(1) | Additional Language Course II | 4 | 4 |
| Core 2 | ECO2 B02 | Macroeconomics I | 6 | 5 |
| Complementary (Type 2-Course I) | ECO1(2) C01 | Introductory Economics I | 6 | 4 |




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| | | | | |
|-----------------------------|---------|---------------------|----|----|
| Ability Enhancement/Audit 2 | AUD2E02 | Disaster Management | -- | 4 |
| Total | | | 25 | 25 |

| Semester III | | | | |
|---------------------------------|-------------|--|-------|--------|
| Course | Code | Name of the Course | Hours | credit |
| Common VII | A05 | Common English Course V | 5 | 4 |
| Common VIII | A09 | Additional Language Course III | 5 | 4 |
| Core 3 | ECO3 B03 | Quantitative Methods for Economic Analysis I | 5 | 4 |
| Core 4 | ECO3 B04 | Microeconomics II | 4 | 4 |
| Complementary (Type 2-Course 2) | ECO4(3) C01 | Introductory Economics II | 6 | 4 |
| Ability Enhancement/Audit3 | AUD3E03 | Human Rights/Intellectual Property Rights/ Consumer Protection | - | 4 |
| Total | | | 25 | 24 |

| Semester IV | | | | |
|---------------------------------|------------|---|-------|--------|
| Course | Code | Name of the Course | Hours | credit |
| Common IX | A06 | Common English Course VI | 5 | 4 |
| Common X | A10 | Additional Language Course IV | 5 | 4 |
| Core 5 | ECO4 B05 | Quantitative Methods for Economic Analysis II | 5 | 4 |
| Core 6 | ECO4 B06 - | Macroeconomics II | 4 | 4 |
| Complementary (Type 1-Course 2) | | | 6 | 4 |
| Ability Enhancement/Audit4 | AUD4E04 | Gender Studies/Gerontology | - | 4 |
| Total | | | 25 | 24 |

| Semester V | | | | |
|-------------|----------|-----------------------------|-------|--------|
| Course | Code | Name of the Course | Hours | credit |
| Core 7 | ECO5 B07 | Fiscal Economics | 6 | 4 |
| Core8 | ECO5 B08 | Indian Economic Development | 6 | 4 |
| Core 9 | ECO5 B09 | Economics of Capital Market | 5 | 4 |
| Core 10 | ECO5 B10 | Mathematical Economics | 5 | 4 |
| Open Course | ECO5 D01 | Economics in everyday life | 3 | 3 |
| Total | | | 25 | 19 |

| Semester VI | | | | |
|-------------|----------|-------------------------|-------|--------|
| Course | Code | Name of the Course | Hours | credit |
| Core 11 | ECO6 B11 | Financial Economics | 5 | 4 |
| Core 12 | ECO6 B12 | International Economics | 5 | 4 |




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| | | | | |
|---------|----------|-------------------------------------|----|----|
| Core 13 | ECO6 B13 | Development of Economic Thought | 5 | 4 |
| Core 14 | ECO6 B14 | Economics of Growth and Development | 5 | 4 |
| | ECO6 B18 | Urban Economics | 3 | 3 |
| Project | ECO6 B15 | Project work/Research Methodology | 2 | 2 |
| Total | | | 25 | 21 |

Complimentary papers ;

1. INTRODUCTORY ECONOMICS I SEMESTER I/II

| | |
|-----------------------|---|
| Course Category | Complimentary Course |
| Course Title and Code | Introductory Economics I ECO1(2) C01 |
| No. of Credits | 4 |
| No. of Contact Hours | 6 Hours per week |

1. INTRODUCTORY ECONOMICS II SEMESTER IV/III

| | |
|-----------------------|--|
| Course Category | Complimentary Course |
| Course Title and Code | Introductory Economics II ECO4(3) C01 |
| No. of Credits | 4 |
| No. of Contact Hours | 6 Hours per week |

Our department is dedicated to providing a high-quality education that equips students with the knowledge and skills necessary to succeed in the dynamic and ever-changing world of commerce.

At our department, students can expect to engage with a diverse faculty that brings a wealth of experience and expertise in the areas of accounting, finance, economics, marketing, and business management. Our faculty members are committed to providing a comprehensive and challenging curriculum that prepares students for a wide range of career opportunities in the business world.



Abdul Azeez
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THE UNIVERSITY OF CHICAGO

1954

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5408 SOUTH DIVISION STREET
CHICAGO, ILLINOIS 60637

TO THE DIRECTOR
OF THE UNIVERSITY OF CHICAGO
FROM THE DEPARTMENT OF CHEMISTRY

RE: [Illegible]

[Illegible]

[Illegible]

[Illegible]

[Illegible]

AUDIT COURSE DETAILS

Ability Enhancement courses/Audit courses: These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit course each in the first four semesters. These courses are not meant for class room study. The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions (Question Bank) set by the University. The students can also attain these credits through online courses like SWAYAM, MOOC etc (optional). The list of passed students must be sent to the University from the colleges at least before the fifth semester examination.

The list of Audit courses in each semester with credits are given below.

| SL.No. | Course | Credit | Semester |
|--------|--|--------|----------|
| 1 | Environment Studies | 4 | 1 |
| 2 | Disaster Management | 4 | 2 |
| 3 | Human Rights/Intellectual Property Rights/ Consumer Protection | 4 | 3 |
| 4 | Gender Studies/Gerontology | 4 | 4 |

Altogether there will be 34 courses in the Programme with 14 Core Courses, 10 Common Courses, two Complementary Courses (spread over 4 semesters), one Elective course, one Open Course and four Audit Courses. In addition, there shall be a project work or a theory paper on Research Methodology in the Sixth semester. The Project work is to be handled by the Economics faculty in each college.

Our department is dedicated to providing a high-quality education that equips students with the knowledge and skills necessary to succeed in the dynamic and ever-changing world of language and literature.

At our department, students can expect to engage with a diverse faculty that brings a wealth of experience and expertise in the areas of prose, poetry, fiction, drama, literary theory and criticism etc. Our faculty members are committed to providing a comprehensive and challenging curriculum that prepares students for a wide range of career opportunities.




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Certificate Course Curriculum

This section gives an overview of a list of certificate programmes conducted and new certificate courses introduced in the academic year, and the total number of students who benefitted from the programmes.

- The major Certificate programmes conducted by the department of economics are :
 1. Research methodology
 2. Banking and finance

Odd semester certificate programme: (June to September)- Research methodology

Research Methodology

Course Overview:

This 36-hour certificate course on Research Methodology is designed for economics graduates to develop their research skills and provide an understanding of research methodology. The course will cover various research techniques, methods, and approaches used in the social sciences, including economics. It will also provide an understanding of the research process, from the formulation of research questions to the presentation of results.

Course Description:

The course will be spread over 6 weeks, with three-hour classes from Monday to Friday and three hours on Saturday. The course will consist of lectures, practical exercises, and group discussions. The course will be divided into four modules, covering the following topics:

Module 1: Introduction to Research Methodology (9 hours)

- Introduction to research methodology and its importance in economics
- Types of research and research design
- Formulation of research questions and hypotheses
- Review of literature and the research process

Module 2: Data Collection and Sampling Techniques (9 hours)

- Data collection methods: primary and secondary data
- Quantitative and qualitative data collection techniques
- Sampling techniques and sample size determination



A handwritten signature in green ink, appearing to read "A. M. Abdul Azeez".

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- Designing questionnaires and surveys

Module 3: Data Analysis Techniques (9 hours)

- Data analysis techniques for economics research
- Descriptive statistics, hypothesis testing, and regression analysis
- Time series analysis, panel data analysis, and factor analysis
- Interpretation of results and report writing

Learning Objectives:

Upon completion of this course, students will be able to:

- Develop a research question, hypothesis, and research design
- Select and apply appropriate data collection and sampling techniques for economics research
- Apply data analysis techniques, including regression analysis, time series analysis, and factor analysis
- Understand and apply advanced research techniques, including experimental design, qualitative research techniques, and mixed-method research
- Comprehend ethical considerations in research and understand the importance of ethical behavior in research

Learning Outcomes:

Upon completion of this course, students will be able to:


- Develop a research proposal
- Conduct literature review and select appropriate research design
- Collect and analyze data using appropriate techniques
- Interpret and report research results
- Apply ethical considerations in research and maintain ethical standards

Even semester certificate programme: (November to March) – Banking and finance

Banking and finance

Course Description:




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This 36-hour certificate course in Banking and Finance is designed to provide learners with a comprehensive understanding of banking and finance principles, practices and operations. The course covers a wide range of topics, including the functions of commercial banks, monetary policy, financial markets, financial instruments, and risk management.

Overview:

The course will be delivered through a combination of lectures, case studies, group discussions and practical exercises. Learners will be assessed through a combination of quizzes, assignments and a final exam. The course is designed to provide learners with a thorough understanding of the principles and practices of banking and finance, and equip them with the skills required to succeed in the field.

Learning Objectives: Upon completion of this course, learners will be able to:

1. Understand the functions and operations of commercial banks
2. Explain the basics of monetary policy and its impact on financial markets
3. Identify and evaluate different financial instruments and their characteristics
4. Apply risk management techniques to manage financial risk
5. Understand the role of financial intermediaries and the interconnection between financial markets

Course Outcomes:

1. Develop a thorough understanding of the principles and practices of banking and finance
2. Apply knowledge of banking and finance to real-world scenarios
3. Identify and evaluate financial instruments and their characteristics
4. Develop an understanding of the role of financial intermediaries and their function in financial markets
5. Apply risk management techniques to manage financial risk

Hour-wise Syllabus and Modules:

Module 1: Introduction to Banking and Finance

- Introduction to banking and finance
- Functions of commercial banks
- Types of financial institutions

Module 2: Monetary Policy and Financial Markets

- Basics of monetary policy
- Central banks and their role in monetary policy
- Financial markets and their characteristics

Module 3: Financial Instruments



- Types of financial instruments
- Characteristics of financial instruments
- Evaluation of financial instruments

As a Economics UG student at our college, you will have access to a range of resources and opportunities, including internships, industry visits, workshops, and seminars, which will help you gain practical experience and stay up-to-date with the latest trends and developments in the field of commerce.

We also offer a range of extracurricular activities, including clubs, societies, and sports teams, which provide students with the opportunity to develop their leadership, teamwork, and communication skills while pursuing their interests outside the classroom.

At our Economics UG Department, we believe in providing a holistic education that nurtures the intellectual, social, and personal development of our students. We are committed to fostering a culture of excellence, innovation, and lifelong learning that prepares our graduates to become leaders and change-makers in the business world and beyond.

Grading Policy

The grading policy may include criteria such as attendance, participation, assignments, quizzes, exams, and overall performance in the course.

FACULTY

Department of economics consist of three faculties .The details about faculties is listed below ;



A handwritten signature in green ink, appearing to read "Azeez".

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DEPARTMENT STRUCTURE

| SL.NO | NAME | DESIGNATION | QUALIFICATION |
|-------|---------------------|------------------------|---------------|
| 1 | ASWATHI K T | HEAD OF THE DEPARTMENT | MA . NET |
| 2 | MUHAMMED MUSTHAFA | ASSISTANT PROFESSOR | MA . NET |
| 3 | RAHMATHMOL KADAMBOT | ASSISTANT PROFESSOR | MA . NET |

ROLES AND RESPONSIBILITIES ALLOTTED TO THE FACULTY

| FUNCTIONAL RESPONSIBILITY ALLOCATION | |
|--------------------------------------|----------------------|
| FUNCTIONAL RESPONSIBILITY AREA | |
| SR.NO. RESPONSIBILITY AREA. | STAFF IN CHARGE |
| ACTION PLAN | ASWATHI K T |
| CERTIFICATE PROGRAMME | RAHMATHMOL KADAMBOT |
| ECONOMICS ASSOCIATION | MUHAMMED MUSTHAFA |
| DOCUMENTATION | ASWATHI K T |
| COMPULSORY SOCIAL SERVICE | RAHMATHMOL KADAMBOT |
| ACADEMIC COORDINATOR | MUHAMMED MUSTHAFA |
| DEPARTMENTAL CLUB | ASWATHI KT |
| SEMINARS, NATIONAL, ETC | MUHAMMED MUSTHAFA |
| JOURNALS, MAGAZINES | RAHAMATHMOL KADAMBOT |
| TEXTBOOK LIBRARY | ASWATHI KT |
| DIGITAL RESOURCES | MUHAMMED MUSTHAFA |
| ONLINE CLASSES | MUHAMMED MUSTHAFA |
| LMS ISSUES | ASWATHI KT |
| STUDENT MENTOR-LEADER | RAHMATHMOL KADAMBOT |
| PROJECT & VIVA | MUHAMMED MUSTHAFA |
| PLACEMENT AND INTERNSHIP | ASWATHI KT |
| QUESTION BANK | RAHMATHMOL KADAMBOT |
| SPORTS | MUHAMMED MUSTHAFA |
| FACULTY DEVELOPMENT PROGRAMMES | ASWATHI KT |
| STAFF TOUR | MUHAMMED MUSTHAFA |
| OUTREACH ACTIVITIES | RAHMATHMOL KADAMBOT |



FACULTY- STUDENT RATIO 2022-23

| SL.NO | YEAR OF CLASS | NUMBER OF STUDENTS |
|-------|--------------------------|--------------------|
| 1 | FIRST YEAR BA ECONOMICS | 63 |
| 2 | SECOND YEAR BA ECONOMICS | 62 |
| 3 | THIRD YEAR BA ECONOMICS | 63 |

Advisory System:

| SL.NO | CLASS | ADVISOR IN CHARGE |
|-------|--|------------------------|
| 1 | 1 ST & 2 ND SEMESTER | RAHMATHMOL KADAMBOT |
| 2 | 3 RD & 4 TH SEMESTER | MUHAMMED MUSTHAFA |
| 3 | 5 TH & 6 TH SEMESTER | ASWATHI KT |

FUNCTIONING OF COMMITTEES

The Department formed many committees for the smooth and elegant functioning of the department.

1. Departmental Academic Committee (DAC):

Chairman : ASWATHI K T

Members : RAHMATHMOL KADAMBOT

MUHAMMED MUSTHAFA

Student Rep : fathima shamrin

External Faculty: RAMLA K (PSMO COLLEGE TIRURANGADI)

The DAC oversees academic standards and curriculum development within the Economics Department. It ensures that the syllabus is up-to-date, relevant, and in line with current economic trends. The committee also coordinates workshops, seminars, and guest lectures to enhance the learning experience.

2. Internal Examination Committee (IEC):

COORDINATOR: MUHAMMED MUSTHAFA




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MEMBER: RAHMATHMOL KADAMBOT

The IEC is responsible for the smooth conduct of internal assessments. This includes setting examination schedules, preparing question papers, and ensuring the fair and timely evaluation of answer scripts. The committee also handles exam-related grievances and maintains academic integrity.

3. Grievance Redressal Cell (GRC):

CONVENOR: RAHMATHMOL KADAMBOT

MEMBER: MUHAMMED MUSTHAFA

The GRC addresses student concerns and complaints regarding academic and administrative issues. It provides a platform for students to voice their grievances and seeks to resolve them in a fair and timely manner, ensuring a supportive learning environment.

4. Tour/IV Committee:

COORDINATOR: MUHAMMED MUSTHAFA

MEMBER: RAHMATHMOL KADAMBOT

The Tour/IV Committee organizes educational tours and industrial visits for students. These excursions provide practical exposure to economic concepts and real-world applications, enhancing students' understanding and experience of the subject matter.

Introduction:

The study tour organized by the Department of Economics, Kottakkal Farook Arts and Science college was a five-day trip to Goa, aimed at providing students with practical exposure to economic concepts and real-world scenarios. The tour took place from 12th February 2023 to 16th February 2023, with Tirur Railway Station as the starting point. The objective of the tour was to explore the economic aspects of the tourism industry and its impact on the local economy of Goa.




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Day 1: 12th March 2023

- Departure from Tirur Railway Station: The group assembled at Tirur Railway Station and boarded the train Mangaldweep express at 4.25 PM to Goa. The journey provided an opportunity for the students to interact and discuss their expectations from the study tour.



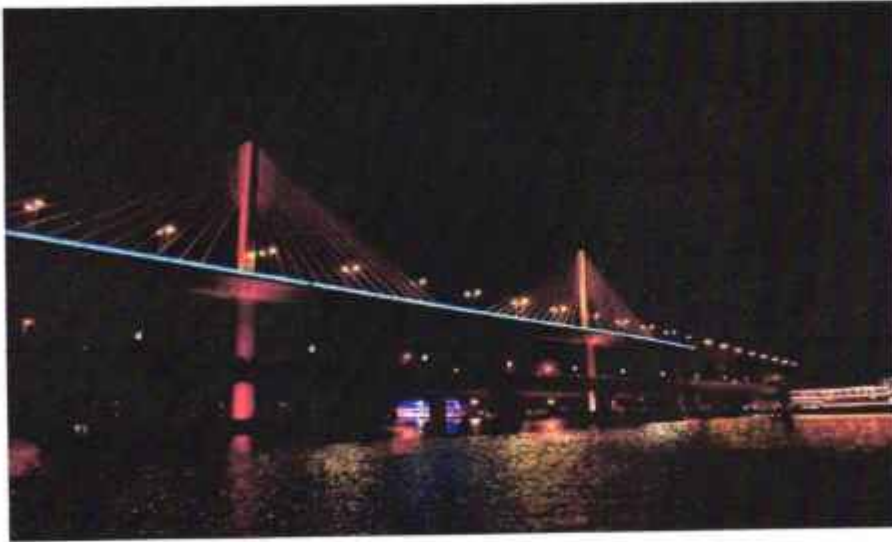
Tirur Railway station



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Day 2: 13th March 2023

- Arrival in Goa: The group reached Goa in the morning and checked into the pre-arranged accommodations.



Atul Setu Bridge

- Introduction to Goa's Economy: The day began with a session on the economic significance of tourism in Goa. Experts from the local tourism department provided insights into the contribution of the tourism sector to the state's economy.



Old Goa




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- Visit to Local Markets: The students visited local markets to observe the dynamics of supply and demand in a tourist-driven economy. They interacted with local vendors and understood the role of entrepreneurship in sustaining the market.



Anjuna Flea Market

Day 3: 14th March 2023

- Study of Beach Tourism: The day was dedicated to studying the impact of beach tourism on the local economy. The students visited popular beaches and interviewed tourists, business owners, and locals to gather data on employment, revenue generation, and environmental concerns related to beach tourism.



Baga Beach



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Baga Beach

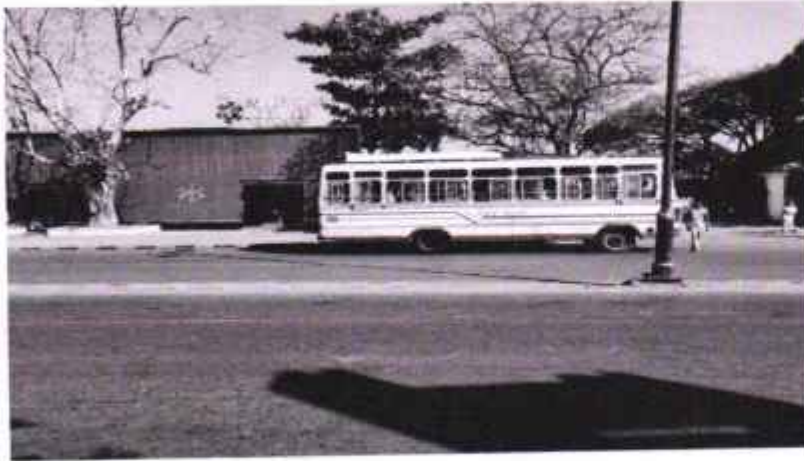
- Interaction with Local Entrepreneurs: In the evening, the students had an interactive session with local entrepreneurs involved in the tourism sector. They discussed the challenges faced by businesses, marketing strategies, and their role in shaping the economy.




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Day 4: 15th March 2023

- Sustainable Tourism Practices: The focus of the day was on understanding sustainable tourism practices. The group visited eco-friendly resorts and engaged in discussions on the importance of responsible tourism for long-term economic growth.



Old Goa



Aguada Fort

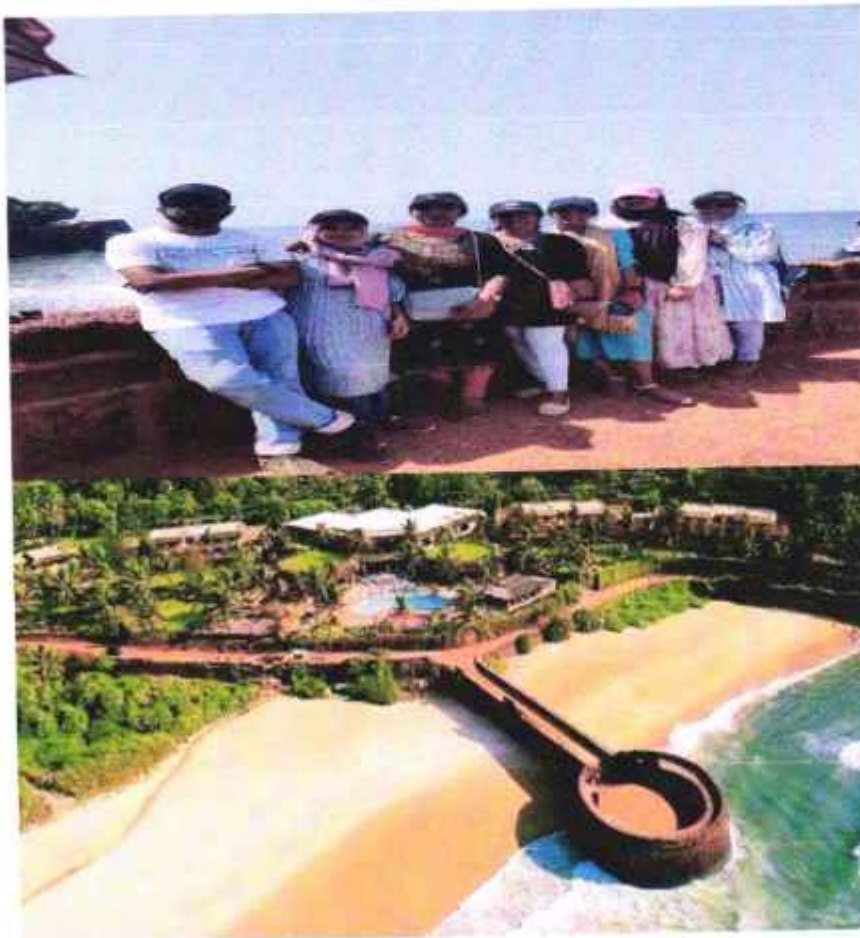



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- Visit to Historical Sites: The students explored the historical sites in Goa, such as Old Goa and Fort Aguada, to understand the economic significance of cultural tourism. They examined the preservation efforts and the economic benefits derived from heritage tourism.



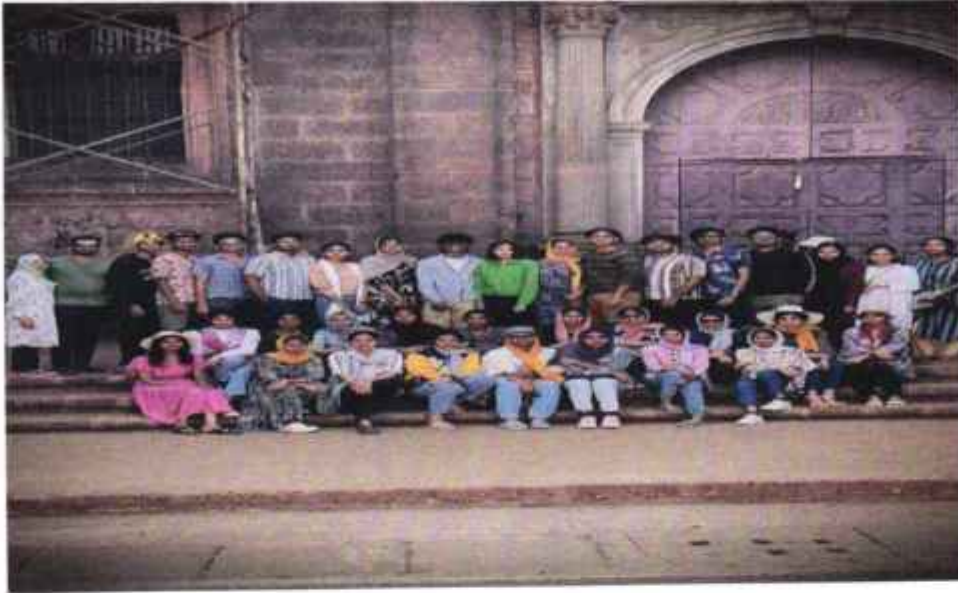
Old Goa Church



Sequirim Fort



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Prof. M. ABDUL AZEEZ
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Old Goa Church

- Group Presentation: The students worked in groups to analyze the data collected during the tour and prepare presentations on various aspects of the Goan tourism economy. Each group presented their findings, highlighting the economic impact, challenges, and potential solutions.

- Departure: After the presentations, the group checked out of the accommodations and departed from Goa, heading back to Tirur Railway Station by Madgaon express at 5.00 PM




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Madgaon Railway station

5. Experiential Learning :

Coordinator: RAHMATHMOL KADAMBOT

Experiential Learning Programme committee oversees the implementation of experiential learning programmes that provide practical exposure to the students.

The Department conducted an Experiential Learning Programme during the academic year of 2020-21. Due to the pandemic of Covid 19, every institutions shifted their learning platforms into virtual platforms. So a topic has divided among students in each semesters. Teachers provided guidelines for setting up home based activities and provided extra materials to read and encouraged the active participation of the students. Every students had submitted their project on time as a virtual content and document.

1. Demand and Supply Analysis of the Smartphone Industry
2. Analysis of Factors Affecting India's GDP Growth
3. Application of Linear Models in Predicting GDP Growth
4. An Examination of Market Structures: Perfect Competition vs. Monopoly
5. Income and Education: A Regression Analysis
6. Impact of Recent Monetary Policy Changes on Inflation and Unemployment



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7. Evaluating the Economic Impact of the Recent GST Changes
8. Impact of Pradhan Mantri Awas Yojana on Reducing Regional Disparities
9. Trend Analysis of the Indian Bond Market
10. Optimization in Production: A Mathematical Economics Approach

6.Extension Activity Programme :

Coordinator: MUHAMMED MUSTHAFA

Extension activities play a major strategic role in enriching the educational experience of students. These initiatives extend beyond the traditional classroom setting, fostering holistic development and societal engagement among students. The extension activity conducted by economics department are listed below:

| | | |
|---------|------------|--|
| 2022-23 | 14/6/2022 | Impact of digital payment system |
| | 25/7/2022 | Analysis of healthcare issues |
| | 10/12/2022 | Agricultural economic workshop among the farming community |
| | 15/1/2023 | Career guidance workshop |
| | 22/2/2023 | Financial inclusion workshop |



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7.project certification :




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FILE DOCUMENTATION-MINUTES OF ALL COMMITTEES

The effective recording of minutes is crucial for ensuring transparency, accountability, and continuity in decision-making processes and Economics Department keeps minutes of the Department Academic Committee, Internal Examination Committee, Grievances and Redressal Committee, Tour or IV Committee, and Experiential Learning Committees

1) Department Academic Committee: The Department Academic Committee is responsible for overseeing the academic programs and curricular activities. Accurate minutes of its meetings are essential to record discussions on curriculum updates, faculty feedback, examination patterns, and the implementation of academic policies. These minutes serve as a valuable resource for monitoring the progress of academic initiatives and ensuring compliance with the institution's academic standards.

2) Exam Committee: The Exam Committee plays a critical role in overseeing the examination process and ensuring its smooth conduct. Accurate minutes are maintained during committee meetings, covering discussions on exam schedules, question paper setting, evaluation processes, and result declaration. These minutes serve as essential records to maintain the integrity and fairness of the examination system.

The Internal Examination Committee is responsible for evaluating students' performance in internal assessments and projects. Detailed minutes are maintained to document discussions on assessment methods, grading criteria, assessment schedules, and student performance analysis. These minutes aid in maintaining consistency and quality in

internal evaluations.

3) Grievances and Redressal Committee: The Grievances and Redressal Committee deals with student grievances and ensures their timely resolution. During committee meetings minutes are recorded to document grievances raised, actions taken, and decisions made to address student




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concerns. These minutes play a vital role in maintaining transparency and accountability in the grievance redressal process.

4) Tour or IV Committee: The Tour or Industrial Visit (IV) Committee is responsible for organizing educational tours and industrial visits for students. Minutes are kept during committee meetings to outline the planning, budgeting, and execution of such tours. These minutes assist in evaluating the effectiveness of the tours/IVs and provide a guide for future planning.

5) Experiential Learning Committees: Experiential Learning Committees oversee the implementation of experiential learning programs that provide practical exposure to students. Detailed minutes are maintained during committee meetings, capturing discussions on program design, industry collaborations, student feedback, and program evaluation. These minutes aid in continuously enhancing the experiential.

FACULTY LEARNING FORUM

It is an internal sit-together discussion forum of faculty members scheduled casually or a casual sit-together on a particular day, or say Friday's last hour or week's last working day if Saturday happens to be. This forum's objectives are to discuss aspects of daily work schedules, happenings, problems related to academics, and discipline issues. It is to explore various pedagogies in higher education, to provide a platform for professional dialogues on new developments in the realm of Economics, and to encourage and foster the research culture amongst faculty members.

Topics discussed in the Learning Circles during the year:

- Assessment tied with course goals Virtual classroom platforms and its varieties
- Sharing the best practices in teaching and learning
- Effective handling of large classes
- How does student-teacher & student-student interaction affect learning Participation of students in literary activities
- Technological developments and its influences in language learning




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- New trends in language acquisition

STUDENTSHIP

This section carries information about students, academic monitoring to ensure timely handling of classes, learner-centric initiatives taken by the department, and student development and support services. The cultural and extracurricular activities, the industrial and village visits, and extension activities are also mentioned.

- Effective implementation of mentor-mentee policies
- Academic Monitoring
- Timely handling/ delivery of classes/topics
- Coverage of topics Sem- wise within stipulated time.
- Result Analysis
- Action Taken for time-bound semester plan coverage.

1) Learner Centric Initiatives

Advisory System:

The class advisor or tutor is an experienced faculty member assigned to a specific group of students to provide academic and personal guidance. They act as mentors and facilitators, ensuring the overall well-being and academic success of their assigned students.

2) Slow learner-centric classes:

Department conducted an Induction programme and a test based on it to find out slow learners and advanced learners. This programme gave a picture of these two categories.

Department also conducted periodic assessments to track students' academic progress and identify those who may be struggling to keep up with the pace of the curriculum. Our teachers closely observe students' performance in class, their engagement level, and participation to identify signs of slow learners.

Once identified, slow learners are provided with additional support through remedial classes, tutoring, or special education programs tailored to their individual needs. Department implemented various learning support systems, such as study groups and peer tutoring, to assist slow learners in catching up with their peers. Department created personalized learning plans for each identified slow learner to address their



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specific learning challenges and set achievable goals. Progress of slow learners is regularly monitored, and adjustments are made to their learning plans as needed to ensure steady improvement.

3) Advanced learner-centric activities:

Department identified advanced learners based on their consistently high academic performance in specific subjects or across multiple subjects. Department utilized standardized tests or gifted education programs to identify students with exceptional abilities in various areas.

Action Taken Report for Advanced Learners:

Enrichment Programs: Advanced learners are encouraged to participate in enrichment programs, workshops, and competitions to challenge their intellect further. Department offered advanced learners opportunities to explore more challenging topics and projects beyond the standard curriculum. Teachers employ differentiated instruction techniques to cater to the unique needs of advanced learners, fostering a conducive learning environment. Advanced learners are provided With mentorship and guidance to pursue their interests and talents, guiding them towards suitable career paths.

4) Special activity-oriented programmes

Economic Immersion Programs:

The Economics Department offers economic immersion programs to provide students with first-hand experience of various economic systems and practices. These programs include study tours, exchange programs, and internships abroad, giving students exposure to diverse economic environments and practices.

Student Development and Support Service:

The Student Development and Support Service at our institution is committed to fostering holistic growth and well-being among students. It has implemented targeted tutoring programs to assist students in challenging economics courses, resulting in a noticeable improvement in academic performance.

Leadership Development Programs: The service conducts leadership development programs to nurture students' leadership skills, encouraging them to take on active roles in student organizations and economic clubs.




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Support Services: It ensures the availability of support services for students with diverse needs, including accessibility accommodations for exams and lectures, thereby promoting an inclusive learning environment.

5) Students Development and Support Service

The Student Development and Support Service at our institution is committed to fostering holistic growth and well-being among students. It implemented targeted tutoring programs to assist students in challenging courses, resulting in a noticeable improvement in academic performance.


It conducted leadership development programs to nurture students' leadership skills, encouraging them to take on active roles in student organizations.

It ensured the availability of support services for students with diverse needs, including accessibility accommodations for exams and lectures.

SUPPLY OF STUDY MATERIALS

Faculties provided useful study materials related to their subject area other than the textbook. It helped students to get more information related to particular topics. These Materials are available in College D Space.




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DOCUMENTATION OF ACADEMIC ACTIVITIES

1) UPKEEP OF TEACHERS DIARY

Every faculty member in the English Department has diligently maintained their respective teacher's diary up to date. This ensures that a comprehensive and accurate record of their academic and administrative activities is available for assessment and improvement purposes. They regularly update their lesson plans, outlining the curriculum content, teaching methodologies, and assessment strategies. They also members record their assigned duties and responsibilities, including committee memberships, administrative tasks, and extracurricular activities. This promotes transparency and accountability in the department's functioning.

2) CLASS ADJUSTMENT DURING FACULTY LEAVE

The students were effectively engaged and continued their learning during the absence of regular faculty members. The department adopted a comprehensive approach that involved engaging students with other qualified faculty members. Highly competent and experienced substitute faculties were assigned to conduct the classes during the leave period. Additionally, students made frequent visits to the department's bookshelves, taking advantage of the diverse collection of literature and reference materials.

3) STUDENT ATTENDANCE MONITORING AND MENTORING BY ADVISORS

The English Department has implemented an efficient class monitoring system that involves regular assessments, class observations, and feedback sessions to gauge students' progress. The system ensures that student performance is closely monitored, and appropriate interventions are made when necessary.




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- The mentoring program in the Department plays a crucial role in providing personalized guidance and support to students. Each advisor is assigned a group of students to mentor throughout the academic year. The mentors actively engage with their mentees, discussing their academic goals, strengths, and areas for improvement.
- The Department keeps a comprehensive record of leaves taken by students to monitor their attendance and identify patterns that may affect their academic performance. Early intervention measures are taken when students show a consistent pattern of absenteeism.
- Regular communication with parents is a key aspect of the mentoring program. Advisors regularly update parents on their child's progress, areas for improvement, and overall well-being. This collaborative approach fosters a strong support system for students, leading to improved learning outcomes.

4) SUPPLEMENTAL LEARNING

The Department implemented supplemental learning system to provide additional support and enrichment to students. There are two essential components of the system: peer tutoring and the role of advanced learners in facilitating supplemental learning. These initiatives aim to foster a conducive learning environment that caters to the diverse needs of students and promotes collaborative learning within the department.

- 1) Peer Tutoring: The Department has established a peer tutoring program to enable students to receive academic assistance from their peers who excel in specific subjects or skills. Peer tutors are carefully selected based on their academic achievements, communication skills, and willingness to help others. The peer tutoring sessions provide one-on-one or small group support to struggling students, enabling them to overcome challenges and improve their understanding of course material.
- 2) Role of Advanced Learners in Supplemental Learning: Advanced learners in the Department play a vital role in the supplemental learning system. They act as mentors



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and facilitators, supporting their fellow students' academic growth through various means.

- 3) **Mentoring Slow Learners:** Advanced learners assist slow learners by providing additional explanations, sharing study strategies, and offering constructive feedback on their assignments. This peer-to-peer support empowers slow learners and helps them build confidence in their abilities.
- 4) **Leading Study Groups:** Advanced learners organize and lead study groups where students collaboratively discuss and analyse course material. These study sessions encourage active participation and promote a deeper understanding of the subject matter.

5) EXPERIENTIAL LEARNING PROGRAMME

Experiential learning goes beyond traditional classroom settings, offering students practical, hands-on experiences that enrich their educational journey. Experiential learning provides students with real-world applications of theoretical concepts, deepening their understanding. Practical exposure helps bridge the gap between academic knowledge and practical skills. Promoting and integrating experiential learning activities in degree programmes is pivotal for fostering well-rounded, skilled, and adaptable individuals who are better equipped to navigate the complexities of the modern world.



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STUDENT SUPPORT AND DEVELOPMENT ACTIVITIES

The student support and student development initiatives that have been undertaken in this academic year are presented.

1. Mentoring for students
2. Bridge/ Orientation courses
3. Digital Textbook Support
3. Project Skilling Orientation for 5th Sem UG

MENTORING

Special Coaching provided for supplementary examinations

Mentoring groups were formed under various mentees.

| MENTOR | MENTEE | REGISTER NUMBER | MOBILE NUMBER |
|-------------|----------------------------|-----------------|---------------|
| ASWATHI K T | 1.ABHISHEK A H | FPAWAECR56 | 9562492144 |
| | 2.ASBAH RASHID P V | FPAWAECR24 | 9048272782 |
| | 3.AYISHA RINSHA M P | FPAWAECR01 | 7736565926 |
| | 4.FATHIMA LULU M P | FPAWAECR46 | 8086673672 |
| | 5.FATHIMA RASHIDA NECHIYIL | FPAWAECR07 | 9072223277 |
| | 6.HASNA SHERIN U | FPAWAECR09 | 9349776608 |
| | 7.JITHIN.E | FPAWAECR58 | 7356441810 |
| | 8.MUHSINA.M | FPAWAECR12 | 7034353437 |
| | 9.NAVEEN K M | FPAWAECR60 | 9847316091 |
| | 10.REMEENA SHERIN | FPAWAECR49 | 6238092524 |
| | 11.SANA THAHSIN C T | FPAWAECR41 | 8075470086 |
| | 12.SHAMNA SHERI A | FPAWAECR54 | 9544316943 |
| | 13.SREELAL P | FPAWAECR62 | 9567265450 |
| | 14.SHAMEEMA M | FPAWAECR21 | 9846776659 |
| | 15.MOHAMMED SHIBIL K | FPAWAECR32 | 8139837350 |




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| | | | |
|---------------------|-------------------------|------------|------------|
| | 16.FARIZ SALMAN | FPAWAECR57 | 9061606046 |
| | 17.MUHAMMED ABID RAHMAN | FPAWAECR59 | 9072099672 |
| | 18.MUHAMMED FINAN. K | FPAWAECR29 | 8848660954 |
| | 19.MUHAMMED FARSEEN.P | FPAWAECR34 | 7736130102 |
| | 20.NAHEEL ASHRAF.K.K | FPAWAECR38 | 9778319520 |
| | 21.RISHADA.V.P | FPAWAECR18 | 9074971501 |
| MUHAMMED MUSTHafa | 1.ANSHIDA. K | FPAWAECR43 | 9633759981 |
| | 2.ATHULYA. C | FPAWAECR02 | 9526925903 |
| | 3.FARHANA | FPAWAECR03 | 9605661771 |
| | 4.FATHIMA FARHANA.P.K | FPAWAECR04 | 9961119848 |
| | 5.FATHIMA RABIYA. V.P | FPAWAECR06 | 9496442944 |
| | 6.FEMINA. M | FPAWAECR08 | 9846399048 |
| | 7.JINSI BABY | FPAWAECR11 | 7012166144 |
| | 8.MOHAMMED AMJAD | FPAWAECR26 | 9074394937 |
| | 9.MOHAMMED ANSHID. P | FPAWAECR28 | 8089521198 |
| | 10.MOHAMMED SAHAL. K | FPAWAECR31 | 7736904929 |
| | 11.MUFEEDA | FPAWAECR48 | 8086114555 |
| | 12.MUHAMMED SAHOOD.K.K | FPAWAECR36 | 8590662320 |
| | 13.NAFIA.P.T | FPAWAECR13 | 9400469673 |
| | 14.NASRIYA | FPAWAECR15 | 9562838403 |
| | 15.RINSIYA | FPAWAECR51 | 9778070625 |
| | 16.SAHMA FIDHA.P | FPAWAECR20 | 9061973346 |
| | 17.SHAHEEM | FPAWAECR39 | 9633994468 |
| | 18.SHAMNA. K.K | FPAWAECR22 | 8129738635 |
| | 19. SHIFANA SHERIN | FPAWAECR23 | 9072167379 |
| RAHMATHMOL KADAMBOT | 1.AKKIFA SHERI.T | FPAWAECR42 | 7994795331 |
| | 2.ASHARUDHEEN. V | FPAWAECR25 | 6238035754 |
| | 3.DILSHA. T | FPAWAECR45 | 9744250786 |
| | 4.FATHIMA FAHMIDA.K | FPAWAECR03 | 6238318525 |



| | | | |
|--|------------------------|------------|------------|
| | 5.FATHIMA MUFEEDA.P | FPAWAECR05 | 8943837610 |
| | 6.FATHIMA RINSHA | FPAWAECR40 | 8086288602 |
| | 7.JAISANA NASRIYA.C | FPAWAECR10 | 8714898418 |
| | 8.MAJDHA.K.T | FPAWAECR47 | 9048102692 |
| | 9.MOHAMMED ADIL.K.K | FPAWAECR27 | 8714078828 |
| | 10.MOHAMMED RISVAN.K | FPAWAECR30 | 7034253926 |
| | 11.MOHAMMED YASIN.E.P | FPAWAECR33 | 9072272762 |
| | 12.MUHAMMED MUFLIH | FPAWAECR35 | 8590541678 |
| | 13.MUNEEB.P | FPAWAECR37 | 9847938885 |
| | 14.NAHLA NASRIN | FPAWAECR14 | 9645258555 |
| | 15.NIHALA JUBIN.P | FPAWAECR16 | 9778328121 |
| | 16.RIDHA FATHIMA | FPAWAECR50 | 9995580924 |
| | 17.SAFVANA YASMIN | FPAWAECR19 | 9946269115 |
| | 18.SHABANA THASNI.M.P | FPAWAECR52 | 8606630615 |
| | 19.SHAMEEMA THASNI.A.C | FPAWAECR53 | 9747053715 |
| | 20.SHANOOJ.P.A | FPAWAECR61 | 9778586927 |
| | 21.THOYIBA.M | FPAWAECR63 | 9946743336 |

SPECIAL MENTORING DONE: Extra time for Exams-The special students who needed extra time mentored and with the help of the office of examinations extra time was provided both for mid-semester and end-semester exams.

MENTORING FOR WEAK SUBJECTS: The students were continuously mentored regarding their academics. They were motivated and continuously encouraged to seek



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help from the teachers of the subjects in which they are weak. ENCOURAGEMENT TO PARTICIPATE IN ASSOCIATION AND CULTURAL ACTIVITIES: The students were constantly encouraged to participate in all the co-curricular and inter-class events to help them develop self-confidence. One of the special students is also a member of the Theatre Club of the department.

MID SEM RESULT ANALYSIS: Result analysis of Mid-semester exams of the special students was done separately to know their performance. It was found that compared to the first year, the second-year students fared better

In the weekly departmental meetings issues related to these students were discussed. An effort was made to bring them together to study core papers on campus with assistance from teachers and a few senior students (supplemental learning) who were good at the subject. It was observed that this group study helped them in looking at each other's notes and getting their doubts cleared. Buddies were identified from their own classes to help them with any doubts regarding the subjects or any other thing. They became friendly with their seniors during meetings and so took help from them too. At the end of each semester their scores in all subjects were taken note of and they were advised and helped accordingly. Students who had attendance issues were constantly monitored and mentored and helped to sort out the same.

2. ORIENTATION PROGRAMMES FOR FIRST YEARS

A ten-day departmental-level orientation for the first semester BA Economics students was organized with a special timetable before the commencement of regular sessions. The main objective was to orient the students to KFASC academic culture with a focus on presentation and writing and referencing skills.

On the first-year students were given a college-level induction program in the main auditorium along with the PTA gathering. Here the students were briefed about the rules and regulations of the department with respect to dress code, discipline, attendance, the various clubs, associations,




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and other activities. This was clubbed with the Fresher's "welcome program" organized by the senior students.

ORIENTATION PROGRAMMES FOR FIRST YEARS

SECOND PHASE

| Date | Time | Activity |
|----------|----------------------|--|
| 19-09-22 | 10.00 am – 11.00 am | Know Your department university regulations, syllabus, grading, department rules etc. –ASWATHI.KT |
| | 11.00 am to 12.00 pm | Course Outline –MUHAMMED MUSTHAFA CBCSS Regulations- RAHMATH MOL K Second Language English Skills |
| | 12.00 pm to 1.00 pm | |
| | 2.00 pm – 3.00 pm | |
| | 3.00 pm to 4.00 pm | |
| | | |
| 20-09-22 | 10.00 am – 11.00 am | Basic concepts of national income-. RAHMATH MOL |
| | 11.00 am to 12.00 pm | National Income trends in India-. ASWATHI.KT |
| | 12.00 pm to 1.00 pm | Enlighten your views on economic development- MUHAMMED MUSTHAFA |
| | 2.00 pm – 3.00 pm | Second Language |
| | 3.00 pm to 4.00 pm | English Skills |
| 22-09-22 | 10.00 am – 11.00 am | Welcome to the world of Economics-ASWATHI |
| | 11.00 am to 12.00 pm | Economics of Small-ASWATHI |
| | 12.00 pm to 1.00 pm | Second Language |
| | 2.00 pm – 3.00 pm | English Skills |
| | 3.00 pm to 4.00 pm | Financial inclusion and India-MUSTHAFA |
| 23-09-22 | 10.00 am – 11.00 am | Developmental issues-RAHMATH MOL |



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| | | |
|-----------------|---|--|
| | 11.00 am to 12.00 pm 12.00 pm to 1.00 pm 2.00 pm – 3.00 pm 3.00 pm to 4.00 pm | Human development –MUHAMMED MUSTHAFA Fiscal policy of India- ASWATHLKT Sustainable development –RAHMATH MOL English skills |
| 26-09-22 | 10.00 am – 11.00 am 11.00 am to 12.00 pm 12.00 pm to 1.00 pm 2.00 pm – 3.00 pm 3.00 pm to 4.00 pm | Aggregate Economics -RAHMATH MOL National income calculation in India -MUSTHAFA An Introduction to ancestors of Economics- ASWATHI Second Language English Skills |
| 27-09-22 | 10.00 am – 11.00 am 11.00 am to 12.00 pm 12.00 pm to 1.00 pm 2.00 pm – 3.00 pm 3.00 pm to 4.00 pm | A World without Boundary-MUSTHAFA Scope of Digital trade -ASWATHI India's relations with rest of the world-RAHMATH MOL Second Language English Skills |
| 28-09-22 | 10.00 am – 11.00 am 11.00 am to 12.00 pm 12.00 pm to 1.00 pm 2.00 pm – 3.00 pm 3.00 pm to 4.00 pm | Second language Indian Economy: An analysis on structural changes-ASWATHI Development Experience and Policy implementation in India-RAHMATH MOL Revisiting Kerala model of Development- MUSTHAFA English Skills |
| 29-09-22 | 10.00 am – 11.00 am 11.00 am to 12.00 pm 12.00 pm to 1.00 pm | A strong Financial sector for a stronger India- RAHMATH MOL Financial Literacy at young age-MUSTHAFA Second Language |



| | | |
|-----------------|---|---|
| | 2.00 pm – 3.00 pm 3.00 pm to 4.00 pm | English Skills Economics in Digital world -ASWATHI |
| 30-09-22 | 10.00 am – 11.00 am 11.00 am to 12.00 pm 12.00 pm to 1.00 pm 2.00 pm – 3.00 pm 3.00 pm to 4.00 pm | English skills Measures of central tendency- RAHMATH MOL Money and banking- MUHAMMED MUSTHAFA Public revenue- ASWATHI.KT English skills |
| 03-10-22 | 10.00 am – 11.00 am 11.00 am to 12.00 pm 12.00 pm to 1.00 pm 2.00 pm – 3.00 pm 3.00 pm to 4.00 pm | Govt. Intervention for National Development- ASWATHI Budget Analysis-MUSTHAFA Current new economic policy-RAHMATH MOL Second Language English skills |



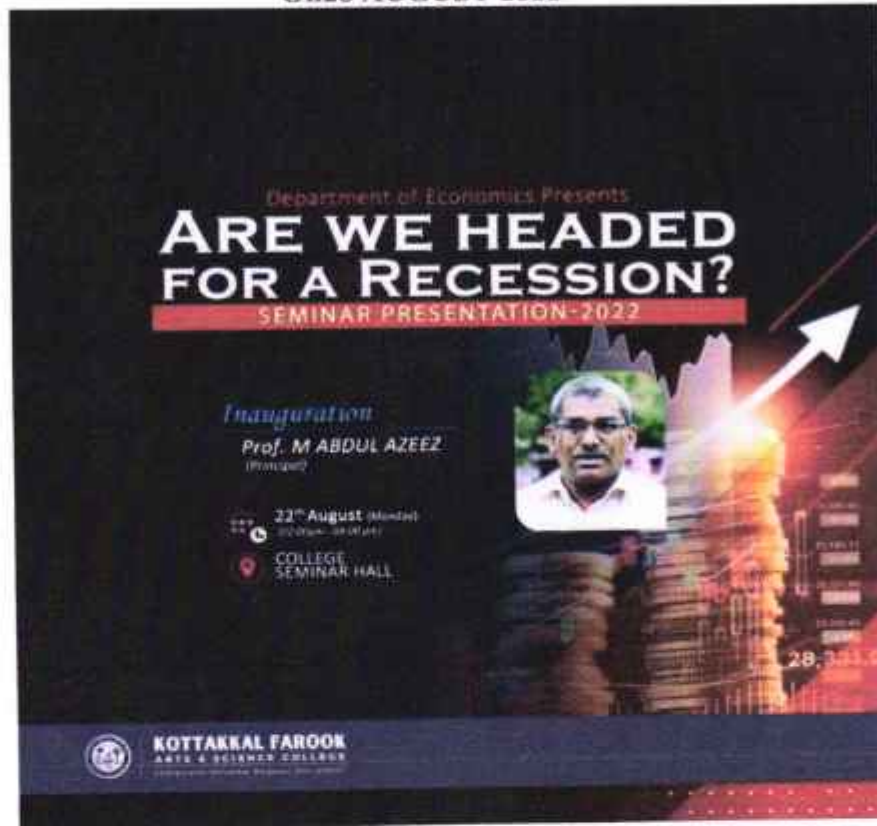
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SEMINARS ORGANIZED BY THE DEPARTMENT

REPORT ON ONE DAY SEMINAR
ARE WE HEADED FOR A RECESSION?

On 28 AUGUST 2022



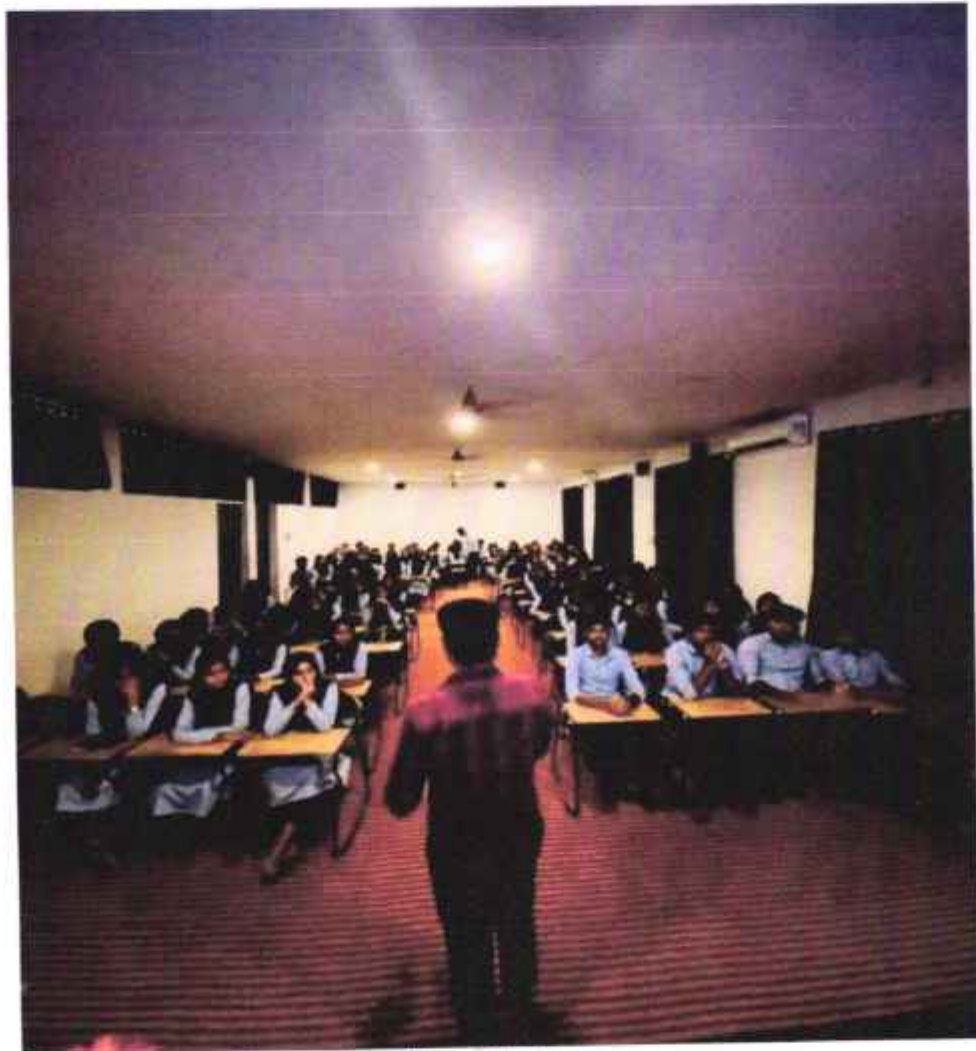
Department of Economics Kottakkal Farook Arts and Science college organized a one day seminar on “Are we headed for a recession” on August 28 2022 in college seminar hall. The seminar focused on the current economic situation and ongoing recession and its impact nationally and globally. The programme started at 2.00 PM with welcome address by Department head Aswathi.K.T. The dignitaries on the dias were Prof. Abdul Azeez, Principal Kottakkal Farook Arts and Science College, Mr. Mujeeb. T.P,Head of the PG department of commerce and management, Mr.Muhammed Musthafa, Assistant professor Economics department, Mrs.Rahmathmol Kadambot, Assistant professor Economics department.

Opening remarks and introduction of the programme was given by Prof. Abdul Azeez. He highlighted the recent economic situation and causes for the current Economic downturn.



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Mr. Mujeeb.T.P, talked about the major challenges of recession during the pandemic period. Mr. Muhammed Musthafa talked about the importance of studying economic cycles and the impact of recession in our economy. Mrs. Rahmathmol Kadambot talked about the recent economic situation.



Mr.Muhammed Musthafa interacting with students

Hafeefa Yasmin (3rd year BA Economics), Fathima Shamrin (3rd year BA Economics), Lubna Sherin (3rd year BA Economics), Thoufeer (2nd Year BA Economics), Fathima Hamani Kunnummal (2nd Year BA Economics), Fahida (2nd Year BA Economics) were presented the papers on the topic.




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Previous year toppers with momento

Later the presentation momento distributed to previous toppers by Prof. Addul Azeez. Finally the programme ended with vote of thanks given by Shifana Thasni(3rd year BA Economics).




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Report: Workshop on "Fiscal Policies and Their Impact on the Indian Economy"



Date: January 6, 2023

1. Introduction

The Department of Economics at Kottakkal Farook Arts and Science College organized a workshop titled "Fiscal Policies and Their Impact on the Indian Economy" on January 6, 2023. This workshop aimed to provide students with a comprehensive understanding of fiscal policies and their implications for the Indian economy through interactive sessions and expert talks.

2. Objectives of the Workshop

- To enhance students' knowledge of fiscal policies and their recent developments in India.
- To provide a platform for students to interact with experts in the field of economics.
- To foster critical thinking and analytical skills among students.
- To discuss current fiscal issues and their implications on policy decisions.

3. Agenda and Sessions

42



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The workshop was structured into multiple sessions covering various aspects of fiscal policies and their impact on the Indian economy.

- Inauguration and Welcome Address: 9:00 AM - 9:30 AM
- Session 1: Recent Fiscal Reforms: 9:30 AM - 11:00 AM
- Tea Break: 11:00 AM - 11:15 AM
- Session 2: Impact of Fiscal Policies on Economic Growth: 11:15 AM - 12:45 PM
- Lunch Break: 12:45 PM - 1:30 PM
- Session 3: Case Studies on Fiscal Policies: 1:30 PM - 3:00 PM
- Group Activity and Discussion: 3:00 PM - 4:00 PM
- Valedictory Session: 4:00 PM - 4:30 PM

4. Key Speakers and Topics

Ramla K

- Topic: Recent Fiscal Reforms
- Details: Ramla K provided an in-depth analysis of recent fiscal reforms in India, including the implementation of GST, changes in direct and indirect taxes, and other regulatory measures. The discussion covered their impacts on various sectors of the economy and future outlook.


Sarabi T

- Topic: Case Studies on Fiscal Policies
- Details: Sarabi T presented case studies on successful and unsuccessful fiscal policies in India. He analyzed the factors that contributed to their outcomes and drew lessons for future policy-making.

5. Activities and Discussions

- Group Activity: Students were divided into groups and given recent economic scenarios to analyze and propose fiscal policy solutions.




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- **Interactive Discussions:** Each session included Q&A segments where students could engage with the speakers, ask questions, and share their perspectives.
- **Panel Discussion:** A panel discussion with all speakers was conducted to address overarching questions on fiscal trends and policy challenges.

6. Participant Feedback

- **Positive Feedback:** Students appreciated the opportunity to learn from experienced professionals and engage in practical activities. The case studies and group activities were particularly well-received.
- **Constructive Feedback:** Some participants suggested having more interactive sessions and workshops spread over multiple days for a deeper dive into complex topics.

7. Learning Outcomes

- **Enhanced Knowledge:** Students gained a comprehensive understanding of fiscal policies and their impact on the Indian economy.
- **Analytical Skills:** Improved ability to analyze economic data and formulate policy recommendations.
- **Practical Insights:** Exposure to real-world case studies and practical examples of fiscal policies.
- **Collaborative Skills:** Strengthened teamwork and communication skills through group activities and discussions.

8. Conclusion

The workshop on "Fiscal Policies and Their Impact on the Indian Economy" was a successful event, providing valuable educational experiences for the students. The interactive sessions, expert talks, and practical activities enriched the students' understanding and prepared them for future academic and professional endeavors.

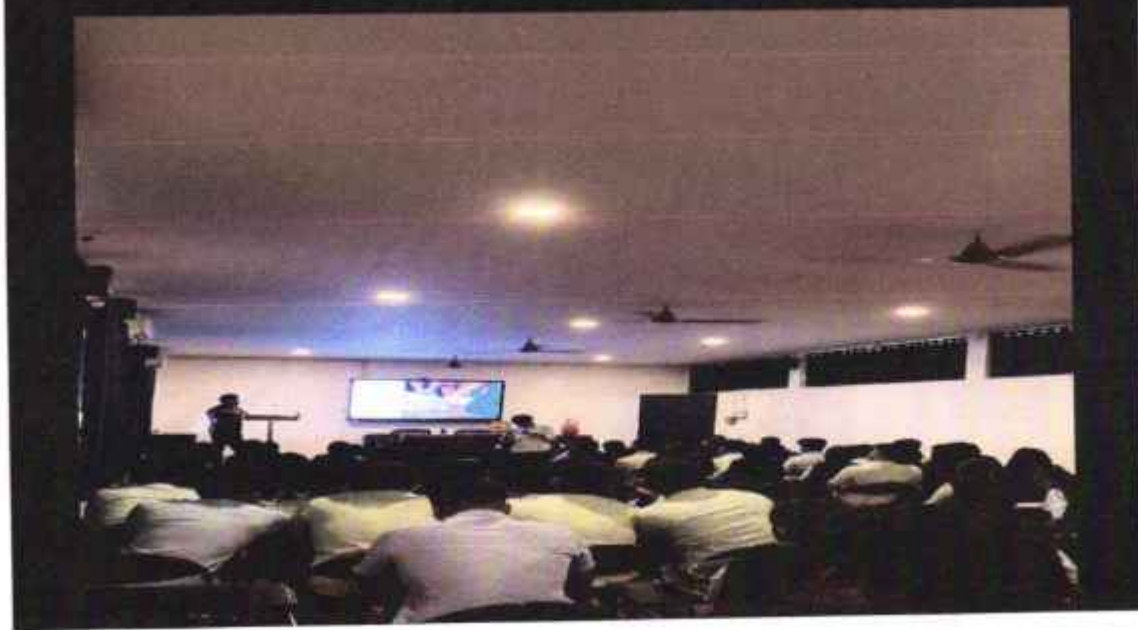
9. Acknowledgements

The Department of Economics extends its gratitude to the college administration, guest speakers, faculty members, and students who contributed to the success of the workshop. Special thanks to the organizing committee for their efforts in planning and executing the event.



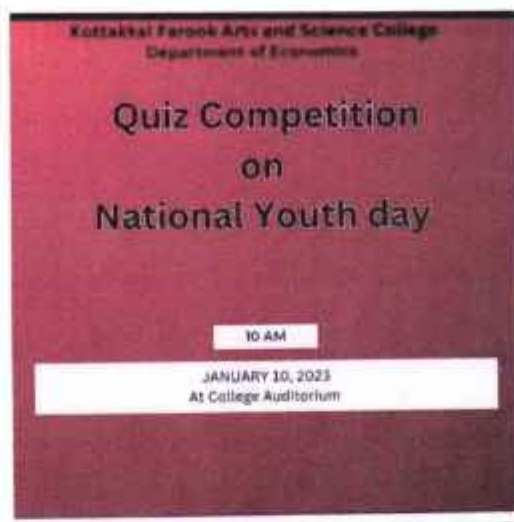
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Workshop on Fiscal policies and their Impact on the Indian Economy



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Report on Quiz Competition Conducted on January 10, 2023



1. Introduction

The Department of Economics at Kottakkal Farook Arts and Science College organized a quiz competition on January 10, 2023. The event was themed around National Youth Day, aligning with the department's commitment to celebrating and understanding the contributions of youth to India's development and the significance of Swami Vivekananda's teachings.

2. Objectives of the Quiz Competition

- To enhance students' knowledge of National Youth Day and its historical significance.
- To encourage critical thinking and application of youth-centric concepts and contributions.
- To promote a competitive spirit and teamwork among students.
- To provide an interactive and engaging learning experience.

3. Event Details

- **Date:** January 10, 2023
- **Venue:** College Auditorium, Kottakkal Farook Arts and Science College
- **Time:** 10:00 AM to 1:00 PM

4. Quiz Format

- **Rounds:** The quiz competition was conducted in three rounds - Preliminary, Semi-Final, and Final.
- **Question Types:** Multiple-choice questions, short answers, and buzzer rounds.
- **Topics Covered:** Historical background of National Youth Day, contributions of Swami Vivekananda, youth policies in India, and recent youth initiatives and developments.

5. Participation



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- **Participants:** The competition saw enthusiastic participation from students across various departments.
- **Teams:** A total of 30 teams, each consisting of three members, competed in the preliminary round.
- **Selection:** Eight teams advanced to the semi-finals based on their performance in the preliminary round. Four teams competed in the final round.

6. Winners and Prizes

The winners were awarded certificates and cash prizes.

7. Feedback from Participants

- **Student Feedback:** Participants expressed appreciation for the well-organized event and the challenging nature of the questions. They found the quiz to be a valuable learning experience that deepened their understanding of National Youth Day and the contributions of Indian youth.
- **Faculty Feedback:** Faculty members noted the high level of engagement and enthusiasm among students. They observed that the quiz effectively reinforced key concepts related to youth and their role in nation-building.

8. Conclusion

The quiz competition on National Youth Day conducted by the Department of Economics was a resounding success. It not only enhanced the participants' knowledge of youth contributions and historical significance but also fostered a spirit of healthy competition and teamwork. The event was well-received by both students and faculty, highlighting the importance of such interactive educational activities.

9. Acknowledgements

The Department of Economics extends its gratitude to the college administration, faculty members, and students who contributed to the success of the quiz competition. Special thanks to the organizing committee for their dedication and hard work in ensuring a smoothly conducted event.




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FACULTY PROFESSIONAL DEVELOPMENT PROGRAMMES

The Faculty Professional Development programs are held on the last Friday of every month and are coordinated and conducted by representatives from the Department of Economics and attended by all faculties in the department. Mrs. Rahmath mol kadamboT Facilitated as the faculty coordinator for the Department of Economics.

- A talk on "pedagogy and curriculum design"
- A session on soft skills (MS Office, word, excel, powerpoint.....etc)
- Orientation programme for newly joined faculty members (*Mastersoft, LMS, SOP etc-*)

KOTTAKKAL FAROOK ARTS AND SCIENCE COLLEGE

DEPARTMENT OF ECONOMICS

PROJECT DETIALS

ACADEMIC YEAR 2020-23

| SL.N O | REGISTER NO. | NAME OF THE STUDENT | PROJECT TOPIC | PROJECT THRUST AREA | GUIDE |
|-----------|-----------------|---------------------------|--|--|-------------------------|
| 1 | FPAUAECR 01 | AFNA SHERIN A P | A STUDY ON YOUNG CONSUMERS PREFERENCE OF UPI GATEWAY FOR CASHLESS TRANSACTIONS WITH SPECIAL REFERENCE TO THIRURANGADI MUNICIPALITY | CONSUMERS PREFERENCE | RAHMATHMO L KADAMBOT |
| 2 | FPAUAECR 02 | AYISHA VK | A STUDY ON HIGHER EDUCATION AMONG SCHEDULED CASTE WOMEN WITH SPACIAL REFERENCE TO THENNALA | HIGHER EDUCATION AMONG SCHEDULED CASTE | ASWATHI K T |



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| | | | GRAMA PANCHAYATH | | |
|---|----------------|-------------------|--|--|-------------------------|
| 3 | FPAUAECR 04 | FATHIMA ANEENA | A STUDY ON SURVIVAL STRATEGIES OF FISHER FLOCKS IN PARAPPANANGADI COASTAL AREA | SURVIVAL STRATEGIES OF FISHER FLOCKS | RAHMATHMO L KADAMBOT |
| 4 | FPAUAECR 06 | HAFEEFA YASMIN | A STUDY ON WOMEN DROPOUT IN HIGHER EDUCATION AMONG STUDENTS IN KOTTAKKAL FAROOK ARTS AND SCIENCE COLLEGE | WOMEN DROPOUT IN HIGHER EDUCATION | MUHAMMED MUSTHAFA |
| 5 | FPAUAECR 07 | HASNA SHARIN K | A STUDY ON THE ROLE OF SUPPLYCO MAVELI STORE IN RETAILING WITH SPECIAL REFERENCE TO KANNAMANGALAM GRAMA PANCHAYATH | ROLE OF SUPPLYCO MAVELI STORE | RAHMATHMO L KADAMBOT |
| 6 | FPAUAECR 08 | MUFEEDA A T | A STUDY ON SOCIO ECONOMIC CONDITION OF ONLINE ENTREPRENEURSHIP AMONG COLLEGE STUDENTS | ON SOCIO ECONOMIC CONDITION OF ONLINE ENTREPRENEURSHIP | ASWATHI K T |
| 7 | FPAUAECR 09 | NASIBA N | A STUDY ON SOCIO ECONOMIC CONDITION OF OLD AGE IN THENNALA PANCHAYATH | SOCIO ECONOMIC CONDITION OF OLD AGE | MUAHMED MUSTHAFA |
| 8 | FPAUAECR 10 | NASIFA K | A STUDY ON SOCIOECONOMIC CONDITION OF PRIVATE BUS EMPLOYEES WITH SPECIAL REFERENCE TO | SOCIOECONOMIC CONDITION OF PRIVATE BUS EMPLOYEES | RAHMATHMO L KADAMBOT |



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| | | | KOTTAKKAL MUNICIPALITY | | |
| 9 | FPAUAECR 11 | NASLA JASMIN | A STUDY ON CONSUMER SATISFACTION TOWARDS SUPER MARKET WITH SPECIAL REFERENCE TO THIRURANGADI MUNICIPALITY | CONSUMER SATISFACTION | ASWATHI K T |
| 10 | FPAUAECR 12 | NASVAMILH A K | A STUDY ON CONSUMER SATISFACTION OF INSTALLATION OF SOLAR PANEL AT KALPAKANCHERY IN VALAVANNUR PANCHAYATH | CONSUMER SATISFACTION | MUAHMMED MUSTHAFA |
| 11 | FPAUAECR 13 | RAEESA FARSANA | A STUDY ON QUALITY OF WORKLIFE OF CONTRACT WORKERS AT CALICUT AIRPORT | QUALITY OF WORKLIFE | RAHMATHMO L KADAMBOT |
| 12 | FPAUAECR 15 | SAFA FARVEEN K K | A STUDY ON SOCIO ECONOMIC CONDITION OF TEXTILE SHOP SALES WOMEN A CASE STUDY OF KOTTAKKAL MUNICIPALITY | SOCIO ECONOMIC CONDITION | ASWATHI K T |
| 13 | FPAUAECR 16 | SAHLA JASMI K | A STUDY ON THE CONSUMER PREFERENCE TOWARDS SECOND HAND VEHICLE WITH SPECIAL REFERENCE TO KOTTAKKAL MUNICIPALITY | CONSUMER PREFERENCE | MUAHMMED MUSTHAFA |
| 14 | FPAUAECR 17 | SANA FARVEEN P | ONLINE SHOPPING BEHAVIOUR AMONG COLLEGE STUDENTS WITH SPECIAL REFERENCE TO KOTTAKKAL | SHOPPING BEHAVIOUR AMONG COLLEGE STUDENTS | RAHMATHMO L KADAMBOT |



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| | | | FAROOK ARTS AND SCIENCE COLLEGE | | |
| 15 | FPAUAECR 18 | SANOABIYAN | A STUDY ON PRODUCT DEIVERSIFICATION OF KUDUMBASREE UNITS : WITH SPECIAL REFERENCE TO EDARIKODE PANCHAYATH | PRODUCT DEIVERSIFICATION OF KUDUMBASREE | ASWATHI K T |
| 16 | FPAUAECR 19 | SHAFLA SHERIN K | A STUDY ON AWARENESS OF AGRICULTURAL FINANCE AMONG FARMERS IN NANNBRA PANCHAYATH | STUDY ON AWARENESS OF AGRICULTURAL | MUHAMMED MUSTHAFA |
| 17 | FPAUAECR 20 | SHAHANAS | A STUDY ON THE CONSUMPTION PATTERN OF NON RESIDENT KERALITES HOUSEHOLD WITH SPECIAL REFERENCE TO TIRUR MUNICIPALITY | STUDY ON THE CONSUMPTION PATTERN | ASWATHI K T |
| 18 | FPAUAECR 21 | SHAHANA SHIRIN | A STUDY ON SOCIO ECONOMIC CONDITION OF VEGETABLE RETAILERS WITH SPECIAL REFERENCE TO KOTTAKKAL MUNICIPALITY | SOCIO ECONOMIC CONDITION VEGETABLE RETAILERS | RAHMATHMO L KADAMBOT |
| 19 | FPAUAECR 22 | VASILA K | SOCIO ECONOMIC CONDITIONS OF HARITHA KARMMA SENA WORKERS WITH SPECIAL REFERENCE TO EDARIKODE PANCHAYATH | ECONOMIC CONDITIONS OF HARITHA KARMMA SENA WORKERS | MUHAMMED MUSTHAFA |



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| 20 | FPAUAECR 24 | MOHAMED SHIBIN | A STUDY ON IMPACT OF DIGITAL PAYMENT ON RETAILERS WITH SPECIAL REFERENCE TO THIRURANGADI MUNICIPALITY | IMPACT OF DIGITAL PAYMENT | RAHMATHMO L KADAMBOT |
| 21 | FPAUAECR 25 | MOHAMME D JAZEEL M | A ANALYSIS ON CONSUMER SATISFACTION TOWARDS ELECTRONIC SCOOTERS | CONSUMER SATISFACTION | ASWATHI K T |
| 22 | FPAUAECR 26 | FATHIMA SHAMRIN P K | A STUDY ON JOB SATISFACTION AMONG SPINNING MILL WORKERS WITH SPECIAL REFERENCE TO MALAPPURAM COOPERATIVE SPINNING MILL LTD | JOB SATISFACTION AMONG SPINNING MILL WORKERS | MUHAMMED MUSTHAFA |
| 23 | FPAUAECR 27 | RAHMATHU NAZILA | EDUCATED UNEMPLOYMENT AMONG WOMEN A CASE STUDY ON THENNALA GRAMA PANCHAYATH | EDUCATED UNEMPLOYMENT | RAHMATHMO L KADAMBOT |
| 24 | FPAUAECR 28 | SHIFANA THASNI V | A STUDY ON THE MONTHLY EXPENDITURE ON DIABETIC PATIENTS IN KOTTAKKAL MUNICIPALITY | MONTHLY EXPENDITURE ON DIABETIC PATIENTS | MUHAMMED MUSTHAFA |
| 25 | FPAUAECR 29 | GIRI PRASAD E | A STUDY ON THE CONSUMER PERCEPTION AND AWARENESS TOWARDS ECO FRIENDLY PRODUCTS IN KOTTAKKAL MUNICIPALITY | CONSUMER PERCEPTION AND AWARENESS TOWARDS ECO FRIENDLY PRODUCTS | ASWATHI K T |



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| 26 | FPAUAECR 30 | AFEEDA SHERIN A | A STUDY ON THE PROBLEMS OF HOUSEKEEPING EMPLOYEES IN THE MEDICAL INDUSTRY IN KOTTAKKAL AREA | PROBLEMS OF HOUSEKEEPING EMPLOYEES | MUHAMMED MUSTHAFA |
| 27 | FPAUAECR 31 | AFEEDA T | A STUDY ON PROBLEMS OF DELIVERY BOYS WITH SPECIAL REFERENCE KOTTAKKAL MUNICIPALITY | PROBLEMS OF DELIVERY BOYS | RAHMATHMO L KADAMBOT |
| 28 | FPAUAECR 32 | ANAGHA C | A STUDY ON THE HOUSEHOLD HEALTH EXPENDITURE WITH SPECIAL REFERENCE TO PARAPPUR PANCHAYATH | HOUSEHOLD HEALTH EXPENDITURE | ASWATHI K T |
| 29 | FPAUAECR 34 | DRISYA I T | A STUDY ON BRAND PREFERENCE OF PACKED MILK, WITH SPECIAL REFERENCE TO THAVANUR PANCHAYATH | BRAND PREFERENCE OF PACKED MILK | MUHAMMED MUSTHAFA |
| 30 | FPAUAECR 35 | FASLA P | A STUDY ON WORKERS JOB SATISFACTION IN HYPER MARKET WITH SPACIAL REFERENCE TO VENGARA Bismi HYPER MARKET | JOB SATISFACTION IN HYPER MARKET | MUHAMMED MUSTHAFA |
| 31 | FPAUAECR 37 | FATHIMA JUNISHA | A COMPARATIVE ANALYSIS OF SOCIO ECONOMIC CONDITION OF SINGLE AND DUAL INCOME HOUSEHOLDS WITH SPECIAL REFERENCE TO VENGARA PANCHAYATH | SOCIO ECONOMIC CONDITION OF SINGLE AND DUAL INCOME HOUSEHOLDS | RAHMATHMO L KADAMBOT |




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| 32 | FPAUAECR 39 | HRIDILA P | A STUDY ON THE SOCIO ECONOMIC CONDITION OF RETURN MIGRANTS WITH SPECIAL REFERENCE TO THENNALA PANCHAYATH | SOCIO ECONOMIC CONDITION OF RETURN MIGRANTS | ASWATHI K T |
| 33 | FPAUAECR 40 | JUMSIDA K T | A STUDY ON THE CONSUMER SATISFACTION AND PREFERENCE TOWARDS THE MOBILE NETWORK SERVICE PROVIDERS WITH SPECIAL REFERENCE TO KOTTAKKAL FAROOK ARTS AND SCIENCE COLLEGE | CONSUMER SATISFACTION AND PREFERENCE TOWARDS THE MOBILE NETWORK SERVICE | MUHAMMED MUJSTHAF A |
| 34 | FPAUAECR 41 | LUBNA SHERIN P | A STUDY ON EMPLOYEE SATISFACTION WITH SPECIAL REFERENCE TO KSRTC MALAPPURAM DEPOT | EMPLOYEE SATISFACTION | RAHMATHMO L KADAMBOT |
| 35 | FPAUAECR 42 | MAHIYATH K P | A STUDY ON CONSUMER SATISFACTION ON PUBLIC DISTRIBUTION SYSTEM WITH SPECIAL REFERENCE TO THENNALA PANCHAYATH | CONSUMER SATISFACTION ON PUBLIC DISTRIBUTION SYSTEM | ASWATHI K T |
| 36 | FPAUAECR 43 | NINUFAR P | A STUDY ON PRODUCT DIVERSIFIATION AMONG THE STREET VENDORS IN THIRURANGADI MUNICIPALITY | PRODUCT DIVERSIFIATION AMONG THE STREET VENDORS | MUAHAMME D MUSTHAF A |
| 37 | FPAUAECR 44 | NOUSHABA JASMIN M | A STUDY ON WORKLIFE | WORKLIFE BALANCE OF | RAHMATHMO L KADAMBOT |



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| | | | BALANCE OF WOMEN EMPLOYEES WITH SPECIAL REFERENCE TO VENGARA PANCHAYATH | WOMEN EMPLOYEES | |
| 38 | FPAUAECR 45 | SAHALA A | A STUDY ON BRAND PREFERENCES OF SMART PHONES AMONG COLLEGE STUDENTS | BRAND PREFERENCES OF SMART PHONES | ASWATHI K T |
| 39 | FPAUAECR 46 | SAMEELATH K P | A STUDY ON THE SOCIO ECONOMIC IMPACT OF DISPALCEMENT DUE TO NATIONAL HIGHWAY EXPANSION A CASE STUDY OF THIENNALA GRAMA PANCHAYATH | SOCIO ECONOMIC IMPACT OF DISPALCEMENT | MUAHAMMED MUSTHAFA |
| 40 | FPAUAECR 47 | SHAHANAS BK | A STUDY ON HOUSEHOLD DAIRY FARMING WITH SPECIAL REFERENCE TO THENNALA PANACHAYATH | HOUSEHOLD DAIRY FARMING | RAHMATHMO L KADAMBOT |
| 41 | FPAUAECR 48 | SHAIMA C H | A STUDY ON THE CHALLENGES FACED BY EDIBLE OIL MILL WORKERS IN KODUR PANCHAYATH | CHALLENGES FACED BY EDIBLE OIL MILL | ASWATHI K T |
| 42 | FPAUAECR 49 | SHIBIYA V | A STUDY ON FINANCIAL LITTERACY OF PEOPLE IN AN EMERGENCY CONDITION WITH SPECIAL REFERENCE TO TIRUR MUNICIPALITY | FINANCIAL LITTERACY OF PEOPLE | MUHAMMED MUSTHAFA |
| 43 | FPAUAECR 50 | SHIFNA V K | A STUDY ON WOMEN | WOMEN PREFERENCE | RAHMATHMO L KADAMBOT |



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| | | | PREFERENCE TOWARDS BABY PRODUCTS : WITH SPECIAL REFERNCE TO THENNALA PANCHAYATH | TOWARDS BABY PRODUCTS | |
| 44 | FPAUAECR 51 | SIRSHA P | A STUDY ON THE HOME BASED FOOD PRODUCTION AND THE ROLE OF WOMEN WITH SPECIAL REFERENCE TO KOTTAKKAL MUNICIPALITY | HOME BASED FOOD PRODUCTION AND THE ROLE OF WOMEN | ASWATHI K T |
| 45 | FPAUAECR 53 | ASHIL BADUSIA | A STUDY ON SOCIO ECONOMIC IMPACT OF PHYSICAL FITNESS CENTERS IN THE LIFE STYLE OF PEOPLE IN KOTTAKKAL MUNICIPALITY | SOCIO ECONOMIC IMPACT OF PHYSICAL FITNESS CENTERS | MUHAMMED MUSTHAFA |
| 46 | FPAUAECR 54 | MOHAMME D SHAJAHAN K | INFLUENCE OF SOCIAL MEDIA AND BUYING BEHAVIOUR OF ELECTRONIC PRODUCTS AMONG COLLEGE STUDENTS WITH SPAECIAL REFERENCE TO KOTTAKKAL FAROOK ARTS AND SCIENCE COLLEGE | SOCIAL MEDIA AND BUYING | RAHMATHMO L KADAMBOT |
| 47 | FPAUAECR 55 | MUHAMME D SHARAFATH K | A STUDY ON SOCIOECONOMIC PROBLEMS OF WORKING WOMEN IN PRIVATE HOSPITALS WITH SPECIAL REFERENCE TO VENGARA PANCHAYATH | SOCIOECONOMIC PROBLEMS OF WORKING WOMEN | ASAWTHI K T |



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| 48 | FPAUAECR 56 | NASHIF ALI K | A STUDY ON RECENT TRENDS ON KERALITES STUDENTS STUDYING ABROAD WITH SPECIAL REFERENCE TO KOTTAKKAL MUNICIPALITY | RECENT TRENDS ON KERALITES STUDENTS STUDYING ABROAD | MUHAMMED MUSTHAFA |
| 49 | FPAUAECR 57 | SHABEER AHAMMED K | FACTORS INFLUENCING THE PURCHASE OF BRANDED SHOES AMONG YOUTH WITH SPECIAL REFERENCE TO EDARIKKODE PANCHAYATH | FACTORS INFLUENCING THE PURCHASE | RAHMATHMO L KADAMBOT |
| 50 | FPAUAECR 58 | SREERAG KP | A STUDY ON THE SOCIO ECONOMIC CONDITION OF HEAD LOAD WORKERS WITH SPECIAL REFERENCE TO KOTTAKKAL MUNICIPALITY | SOCIO ECONOMIC CONDITION OF HEAD LOAD WORKERS | ASWATHI K T |
| 51 | FPAUAECR 59 | HUSNA JABIN T | A STUDY ON THE CONSUMER PREFERENCE TOWARDS TWO WHEELER AMONG COLLEGE STUDENTS WITH SPECIAL TO KOTTAKKAL MUNICIPALITY | CONSUMER PREFERENCE TOWARDS TWO WHEELER AMONG COLLEGE STUDENTS | RAHMATHMO L KADAMBOT |
| 52 | FPAUAECR 60 | FAHEMA SHERIN V | A STUDY ON CONSUMER PREFERENCES TOWARDS VARIOUS BRANDS OF COSMETICS AMONG STUDENTS IN KOTTAKKAL FAROOK ARTS AND SCIENCE COLLEGE | CONSUMER PREFERENCES TOWARDS VARIOUS BRANDS OF COSMETICS | ASWATHI K T |



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| 53 | FPAUAECR 61 | MUBASHIRA A | CONSUMER SATISFACTION OF AKSHAYA CENTRE WITH SPECIAL REFERENCE TO KOTTAKKAL MUNCIPALITY | CONSUMER SATISFACTION OF AKSHAYA CENTRE | RAHMATHMO L KADAMBOT |
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DIGITAL TEXTBOOK SUPPORT

The Department of Economics provides digital textbooks to the students of the department to broaden their intellectual horizons and to aid in their regular classroom teachings. The list of textbooks is given in DSPACE and students can download or read a book, either prescribed or recommended from their home or a place of their ease. Free textbook references are available at DSpace.



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PARTICIPATION IN THE CO-CURRICULAR, CULTURAL AND EXTRACURRICULAR ACTIVITIES.

PARTICIPATION IN THE EXTRA CURRICULAR ACTIVITIES CONDUCTED IN THE COLLEGE 2022-23



- WE WON SECOND PRIZE IN STALL MAKING IN TRADE GALA 2022-23 CONDUCTED BY ENTREPRENEURSHIP CLUB IN COLLEGE.



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WE WON FIRST PRIZE IN GAME MAKING IN TRADE GALA 2022-23 CONDUCTED BY ENTREPRENEURSHIP CLUB IN COLLEGE.



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PARTICIPATION IN COLLEGE ANNUAL SPORTS MEET "CHAK DE" 2022-23



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APPRECIATION GIVEN BY COLLEGE ALUMNI FOR ACHIEVEMENT IN THE C ZONE AND INTERZONE ROLLER SKATING 2022-23 TO THE WINNER T J SIDHARTH 2ND YEAR BA ECONOMICS.




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PARTICIPATION IN COLLEGE ARTS FEST 2022-23 1ST YEAR BA ECONOMICS – WON FIRST PRIZE IN OPPANA.




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PARTICIPATION IN COLLEGE ARTS FEST 2022-23 "OCHA" FIRST YEAR BA ECONOMICS WON SECOND PRIZE IN VATTAPATTU.




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PARTICIPATION IN THE C ZONE 2022-23 AT MES COLLEGE PONNANI.



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