



KOTTAKKAL FAROOK **ARTS & SCIENCE COLLEGE**

KOTTAKKAL, PARAPPUR P.O, MALAPPURAM DISTRICT, KERALA, 676503

ACADEMIC POLICY

ACADEMIC POLICY OVERVIEW

The Academic Policies and Procedure Manual provides a comprehensive reference for all policies and procedures that govern academic conduct within the college. The manual follows the guidelines and regulations set forth by the UNIVERSITY OF CALICUT, DIRECTORATE OF COLLEGIATE EDUCATION, and KERALA STATE HIGHER EDUCATION COUNCIL.

The document covers various aspects of academic activities, including the conduct of academics, examinations, research and development activities, and grievance redressal mechanisms. These policies are subject to periodic review and revision to align with the evolving needs of the institution and prioritize academic interests. Any changes made to the policies will be communicated and implemented without discrimination.

The college takes pride in its modern infrastructure, which provides an ideal environment for academic pursuits. It features spacious and well-ventilated classrooms equipped with audio-visual facilities to enhance the learning experience. The faculty members, who come from diverse academic and industry backgrounds, offer valuable insights and contribute to the holistic development of students' personalities, knowledge, and careers. The college emphasizes the use of both traditional and ICT-enabled teaching methods to ensure effective teaching and learning. The teaching-learning process includes theory and practical sessions, tutorials, remedial classes, and expert lectures and experiential learning projects and activities: alongside the college integrates value and skill-based education by offering innovative certificate courses.

In line with its commitment to equal opportunity in education, KFASC prohibits discrimination based on age, colour, disability, national origin, race, religion, or sexual orientation. To ensure a safe and inclusive environment, the college has established an Anti-Ragging Committee, an Anti-harassment Cell, complaints and grievances cell (CGRC) and an Internal Complaints Committee (ICC) to address the safety concerns of female students and employees.

The college places great emphasis on the overall development of students and has implemented a mentoring system and a mechanism to identify the slow and advanced learners. The objectives of this system are to provide guidance and support, improve student-teacher relationships, enhance overall performance, and assist students in exploring various knowledge options. To bridge any gaps in the curriculum, the college offers enrichment programs such as skill based certificate courses, experiential learning measures, guest lectures, seminars, workshops,

field visits and other activities in collaboration with the Internal Quality Assurance Cell (IQAC). The conduct of various outreach activities, extension programmes, experiential learning projects and integration of value and skill based education is vested with the two full time co coordinators appointed for the same. A separate policy is developed to embed and integrate these programmes into the curriculum to increase employability of the UG /PG students.

COLLEGE LEVEL CURRICULUM IMPLEMENTATION

I. Academic Committee (AC)

The teaching and learning process at the college is planned and monitored by the Academic/ This committee, consisting of the Principal, Academic Coordinator, Academic In-Charge, HODs (Heads of Departments), class teachers, and class representatives, oversees the teaching-learning activities.

Academic Calendar

At the beginning of each semester or academic year, the Academic Committee (AC) prepares an Academic Calendar by the UNIVERSITY OF CALICUT, DIRECTORATE OF COLLEGIATE EDUCATION and KERALA STATE HIGHER EDUCATION COUNCIL calendars. This calendar outlines the schedule for various teaching, learning, examination, co-curricular, extra-curricular, and training activities. The dates for these activities are discussed and displayed in coordination with the respective committee in charge. The actual execution of the plan is monitored every month, and a review of the conducted activities is submitted to the Principal.

Subject Distribution and Timetable

At the start of each semester, the workload distribution and subject allocation to the faculty members are determined at the department level. The **Department program committee** then prepares and circulates the timetables for the students, taking into account the subject distribution. The Academic Committee HODs and **Department Coordinators** jointly finalise the general timetable.

1. Academic Monitoring System

The program committee members and HODs are responsible for monitoring various academic practices, including the conduct of prescribed theory and practical sessions, effective course content delivery, the use of pedagogical teaching methods, unbiased evaluation in continuous assessments and examinations, syllabus completion, and student attendance in their departments. Overall monitoring and reports must be sought from the HOD's and periodic

review of conduct of classes staff attendance and student attendance should be supervised by the Academic committee. Periodic feedback mechanism and its functioning also to be undertaken by the AC. The monitoring is aimed at improving student performance and ensuring the quality of education.

2. Academic Delivery

The number of theory and practical hours for each subject, as well as the total number of working days in a semester or year, adhere to the regulatory guidelines has to be followed. The concerned faculty members are responsible for preparing course outcomes (if not given in the syllabi) and planning the delivery of course content based on the proposed teaching days. They are also required to maintain records of conducted theory, tutorial, and practical sessions, which are periodically verified by the Head of the Departments, Academic Committee, IQAC and Principal. A syllabus completion report is submitted to the AC upon the completion of the semester.

If the required number of working days cannot be met due to unforeseen circumstances, *The Academic Committee* will plan additional working hours to ensure the timely completion of the curriculum.

3. Conduct of Theory/Practical Classes

Subject teachers are expected to prepare lecture-wise lesson plans, develop e-learning content or practical plans and strictly adhere to them. They should also prepare course content or notes and share relevant materials with students, give assignments and short project through the designated ERP portal. Promoting higher cognitive learning modules, such as experiential learning, participative learning, supplemental learning measures and problem-based learning, is encouraged in the classroom.

Subject teachers should conduct revisions through discussions, MCQs, and assignments. They should also discuss university question papers and guide students in preparing model answers. Special attention should be given to slow learners to help them understand challenging concepts. At the end of the semester or year, subject teachers must submit records of tutorials or remedial classes conducted.

4.Orientation/Expert Lectures/ alumni talk series

Orientation sessions should be conducted by faculty members with strong subject knowledge. Adequate lectures should be planned in coordination with experts. Distinguished Alumni and industry experts ,successful entrepreneurs academicians should be invited to have sessions with students to motivate them

frequently. During these sessions, experts should orient students about the subject's university question paper format, its relevance for higher studies, time management techniques, and overall motivation to boost student confidence.

5. Conduct of Remedial Classes

Remedial classes are designed for students who have backlogs from previous semesters. The HODs, in consultation with the academic department, assign subject teachers to conduct these classes. The subject teachers should retake or cover topics from the syllabus where students are facing difficulties, discuss university question papers, provide guidance for model answers, and conduct revision activities such as MCQs and assignments. Records of remedial classes must be submitted at the end of the semester or year. The learning of slow learners should be reviewed and followed up frequently by maintaining records of evidence.

6. Student Induction Programme

Induction programme as directed by the UGC should be conducted as per the time table prepared by the AC and IQAC for freshers to the college. Purpose of this programme is to help new students adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and self-exploration. AC should develop a well-planned event to educate the new entrants about the environment in the college and connect them with the people in it. Student Induction Programme engages with the new students as soon as they come into the institution; before regular classes start. At the start of the induction, the incumbents learn about the institutional policies, processes, practices, culture and values, and their mentor groups are formed. Students Induction could cover a number of different aspects as given in the UGC guidelines and it should be followed.

7. Integration of Experiential Learning and Value-Based Education

The college recognizes the importance of providing holistic education and goes beyond traditional teaching methods. Departments actively engage in experiential learning programs to enhance students' practical knowledge and skills. These programs allow students to apply theoretical concepts in real-life scenarios, fostering a deeper understanding of the subject matter.

The college has evolved a policy and guidelines to conduct experiential learning programme and it has gone to integrate value and skill-based education to provide

a holistic education. Two programme coordinators are given the responsibility to streamline the functioning and monitoring of these programmes.

Through experiential learning, students have the opportunity to participate in internships, industry visits, fieldwork, case studies, and practical projects. These activities enable them to develop critical thinking, problem-solving abilities, teamwork, and effective communication skills. By bridging the gap between theory and practice, the institute prepares students for the challenges of the professional world.

In addition to experiential learning, the institute emphasizes value-based education to shape well-rounded individuals. The integration of values and ethics into the curriculum cultivates integrity, empathy, and social responsibility among students. Various initiatives are undertaken to promote ethical behaviour, respect for diversity, and sustainable practices.

Skill-based education is also given significant importance alongside the regular curriculum. The institute recognizes the need for students to acquire practical skills that are relevant to their chosen fields. Skill development programs, workshops, and industry collaborations are conducted to enhance students' employability and make them industry-ready. These initiatives cover areas such as communication skills, problem-solving, leadership, technological proficiency, and entrepreneurship.

By incorporating experiential learning, value-based education, and skill development initiatives, the institute aims to provide a comprehensive and well-rounded academic experience. This approach ensures that students not only excel in their academic pursuits but also develop the necessary competencies to succeed in their professional and personal lives.

8. Co-curricular and Extra-curricular Activities

Various co-curricular and extra-curricular activities are organized by clubs ,respective committees within the college,student union ,NSS,EDP,YIP ,ENERGY CLUB ,TOURISM CLUB,PALLIATIVE CARE CLUB,BLOOD DONATION FORUM ,RED RIBBON CLUB ETC. SPORTS ACTIVITIES organised by department of physical education and arts and cultural activities by student union. Community engagement programmes are coordinated by various departments of the college.

Conclusion

These policies and procedures are subject to review, modification, and additional policy aspects as deemed necessary to ensure the smooth functioning and academic integrity of the college.

Appendix

Files to prepare and to be kept for NAAC accreditation:

1. **Academic Policies and Procedure Manual:** Compile a comprehensive manual that includes all the policies and procedures mentioned in the overview. This manual should provide detailed information on academic conduct, examinations, research and development activities, grievance redressal mechanisms, curriculum implementation, and other relevant aspects.
2. **Academic Calendar:** Prepare a detailed academic calendar for each semester or academic year, following the guidelines of the UNIVERSITY OF CALICUT, DIRECTORATE OF COLLEGIATE EDUCATION, and KERALA STATE HIGHER EDUCATION COUNCIL. The calendar should outline the schedule for teaching, learning, examinations, co-curricular activities, extra-curricular activities, and training programs.
3. **Subject Distribution and Timetable:** Develop a document that includes the workload distribution and subject allocation to faculty members for each semester. This document should also include the timetables for students, taking into account the subject distribution. Ensure that the timetable adheres to the guidelines provided by the regulatory bodies.
4. **Academic Monitoring System:** Create a system to monitor various academic practices, including the conduct of theory and practical sessions, course content delivery, teaching methods, evaluation methods, syllabus completion, and student attendance. Establish a mechanism to collect feedback and periodically review the performance of classes, staff attendance, and student attendance.
5. **Records of Conducted Classes:** Maintain records of conducted theory, tutorial, and practical sessions. These records should include details such as dates, topics covered, teaching materials used, and attendance records. Regularly verify and update these records to ensure the quality of education.
6. **Remedial Classes Records:** Keep records of remedial classes conducted for students with backlogs or facing difficulties in understanding certain subjects. Include details of topics covered, teaching methods used,

assignments given, and any other relevant information. These records should be submitted at the end of each semester or academic year.

7. Orientation and Expert Lectures: Maintain records of orientation sessions conducted for new students and expert lectures delivered by faculty members and guest speakers. Include details of topics covered, resources used, and student attendance. These records demonstrate efforts to enhance students' understanding and motivation.
8. Experiential Learning Programs: Develop a policy and guidelines for conducting experiential learning programs. Keep records of internships, industry visits, fieldwork, case studies, practical projects, and other activities that provide students with practical knowledge and skills. These records demonstrate the integration of experiential learning into the curriculum.
9. Value-Based Education Initiatives: Document initiatives and activities related to value-based education. Include information on ethical behaviour, diversity promotion, sustainability practices, and any other relevant programs. Provide evidence of integrating values and ethics into the curriculum.
10. Skill Development Programs: Maintain records of skill development programs, workshops, and industry collaborations conducted to enhance students' employability. Include details of the programs, participants, outcomes, and any certifications obtained. These records demonstrate a focus on developing practical skills relevant to students' chosen fields.
11. Co-curricular and Extra-curricular Activities: Keep records of various co-curricular and extra-curricular activities organized within the college, including sports activities, arts and cultural events, community engagement programs, and club activities. Include documentation of participation, achievements, and impact of these activities.

Ensure that all the files are organized, easily accessible, and regularly updated. These documents will serve as evidence of your college's adherence to academic policies, curriculum implementation, and various initiatives during the NAAC accreditation process.