



KOTTAKKAL FAROOK ARTS AND SCIENCE COLLEGE

DEPARTMENT OF ECONOMICS

ANNUAL REPORT

2020-21

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ANNUAL REPORT 2020-2021

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 I-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



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Complementary (Type 2-Course 1)	ECO1(2) C01	Introductory Economics I	6	4
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	EC05 B07	Fiscal Economics	6	4
Core8	EC05 B08	Indian Economic Development	6	4
Core 9	EC05 B09	Economics of Capital Market	5	4
Core 10	EC05 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
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	Complementary 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	Complementary 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.



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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.

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.

The academic year 2020-21 was innovative with an experimental shift from offline to online mode.

Under the Head of the Department, and Department Coordinator, every plan on upcoming classes were implemented and monitored. Timetable and Class schedule were arranged accordingly with due consideration on the network and other gadget-related issues of the students. Online classes were provided three hours per day and other associated notes and assignments were




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given in LMS Edmodo. With feedback and analysis, necessary changes were made accordingly. An online orientation class was envisaged as the new beginning for the first-year students and the final year class was given the utmost care and attention to let them have the opportunity of direct classes, initially on alternate days and then regularly.

Semester classes, Assignments & Internal Exams were planned during each Department Meeting. Guidelines and directions were given at all Department meetings about the conduct of Seminars, internal examinations, and other online programs. Various coordinators were selected to implement and monitor various programs envisaged. Three Class Advisors were given charge of three consecutive classes and were entrusted with the task to keep all necessary files regarding online participation and consolidated internal marks of the student.



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CERTIFICATE COURSE OFFERED BY THE DEPARTMENT

SL.NO	COURSE NAME
1	ECOCCE01 : CERTIFICATE COURSE IN BEHAVIOURAL ECONOMICS
2	ECOCPE02: CERTIFICATE COURSE IN PUBLIC POLICY AND ECONOMICS

CERTIFICATE COURSE-2020-21

ECOCCE01 : CERTIFICATE COURSE IN BEHAVIOURAL ECONOMICS

Course Description:

The Certificate Course in Behavioural Economics course is designed to provide students with an in-depth understanding of the principles of behavioural economics, which is a combination of psychology and economics. The course covers the basics of behavioural economics, including the impact of cognitive biases, heuristics, and emotions on decision-making. Students will also learn about the implications of behavioural economics in policy-making and business strategy.

Course Overview:

Each module focuses on a specific aspect of behavioural economics, building on the previous modules to provide a comprehensive understanding of the subject. The course includes lectures, case studies, group discussions, and assignments to help students apply the concepts they learn.


Learning Objectives:

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

- Understand the principles of behavioural economics and how they differ from traditional economics
- Recognize the impact of cognitive biases, heuristics, and emotions on decision-making
- Apply behavioural economics concepts to real-world problems in policy-making and business strategy
- Critically evaluate the effectiveness of behavioural economics interventions
- Communicate complex behavioural economics concepts to different audiences

Course Outcomes:




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By the end of the course, students will have:

- ☐ A comprehensive understanding of the principles of behavioural economics and their applications in different domains
- ☐ The ability to identify and analyze cognitive biases, heuristics, and emotions in decision-making processes
- ☐ The skills to design and evaluate behavioural economics interventions
- ☐ The ability to communicate behavioural economics concepts effectively to different audiences

Syllabus :

Module 1: Introduction to Behavioural Economics (3 hours)

- ☐ What is Behavioural Economics?
- ☐ How does it differ from traditional economics?
- ☐ Overview of key concepts in behavioural economics

Module 2: Cognitive Biases (3 hours)

- ☐ Types of cognitive biases
- ☐ Examples of cognitive biases in decision-making
- ☐ Implications of cognitive biases in policy-making and business strategy

Module 3: Heuristics (3 hours)

- ☐ Types of heuristics
- ☐ Examples of heuristics in decision-making
- ☐ Implications of heuristics in policy-making and business strategy

Module 4: Emotions (3 hours)

- ☐ The role of emotions in decision-making
- ☐ Types of emotions and their impact on decision-making
- ☐ Implications of emotions in policy-making and business strategy

Module 5: Prospect Theory (3 hours)

- ☐ Overview of prospect theory
- ☐ The impact of reference points on decision-making
- ☐ The role of loss aversion in decision-making




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Module 6: Nudge Theory (3 hours)

- Overview of nudge theory
- Examples of nudges in policy-making and business strategy
- Criticisms of nudge theory

Module 7: Social Norms (3 hours)

- Overview of social norms
- Examples of social norms in decision-making
- The role of social norms in policy-making and business strategy

Module 8: Choice Architecture (3 hours)

- Overview of choice architecture
- Examples of choice architecture in policy-making and business strategy
- Criticisms of choice architecture

Module 9: Incentives (3 hours)

- Overview of incentives
- Examples of incentives in decision-making
- The impact of incentives on behaviour

Module 10: Behavioural Economics in Policy-making (3 hours)

- How can behavioural economics be applied to policy-making?
- Examples of behavioural economics interventions in policy-making
- Evaluating the effectiveness of behavioural economics interventions

Module 11: Behavioural Economics in Business Strategy (3 hours)

- How can behavioural economics be applied to business strategy?
- Examples of behavioural economics interventions in business strategy
- Evaluating the effectiveness of behavioural economics interventions in business strategy

Module 12: Communication and Behavioural Economics




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CERTIFICATE COURSE-2020-21

ECOCPCPE02: CERTIFICATE COURSE IN PUBLIC POLICY AND ECONOMICS

Course Description:

The Certificate Course in Public Policy and Economics provides an introduction to the basic concepts of public policy and economics. The course will cover topics such as policy analysis, government intervention, market failure, public goods, and taxation.

Course Overview:

The course is designed to equip students with an understanding of how economic principles are used to analyze and formulate public policy. The course will be delivered through a mix of lectures, case studies, and interactive exercises.

Learning Objectives:

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

- Understand the role of economics in public policy
- Analyze the effects of government intervention in markets
- Identify market failures and design policies to address them
- Understand the principles of public goods and taxation
- Apply economic concepts to real-world policy issues

Course Outcomes:

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

- Explain how economic concepts are used to analyze public policy issues
- Identify the costs and benefits of government intervention in markets
- Design policies to address market failures and promote efficiency
- Understand the principles of public goods and taxation
- Apply economic analysis to real-world policy issues

Syllabus:




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Module 1: Introduction to Public Policy and Economics (2 hours)

- Overview of public policy and economics
- Role of economics in public policy

Module 2: Market Failures (8 hours)

- Externalities
- Public goods
- Common resources
- Market power

Module 3: Government Intervention in Markets (8 hours)

- Price controls
- Taxes and subsidies
- Regulation
- Public ownership

Module 4: Public Goods and Taxation (8 hours)

- Principles of public goods
- Types of taxes
- Tax incidence
- Taxation and efficiency

Module 5: Policy Analysis (6 hours)

- Cost-benefit analysis
- Distributional analysis
- Political feasibility

Department of Economics Certificate Course Report (2020-21)

The Certificate Course in Public Policy and Economics (ECOCCE02) offers foundational insights into public policy and economics, emphasizing concepts like policy analysis, market failure, and government intervention. Through lectures, case studies, and interactive exercises, students gain proficiency in applying economic principles to real-world policy challenges. Upon completion, participants adeptly analyze government impacts on markets, propose solutions to




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market failures, and comprehend the nuances of public goods and taxation. This course equips learners to critically assess and contribute to public policy formulation, bridging theoretical knowledge with practical application in economic policy arenas.

The Certificate Course in Behavioural Economics (2020-21) offered by the Department of Economics provides a rigorous exploration of the intersection between psychology and economics. Students gain insights into cognitive biases, heuristics, and emotional influences on decision-making, essential for both policy formulation and business strategy. Through lectures, case studies, and practical assignments, participants develop critical analysis skills and the ability to apply behavioural economics principles in diverse contexts. By course completion, students acquire proficiency in designing interventions and effectively communicating complex concepts to various stakeholders, preparing them to navigate behavioural influences in decision-making processes effectively.

Instructional methods

The COVID-19 academic era prompted a widespread adoption of online classes as a primary instructional method. This approach proved crucial in maintaining educational continuity while ensuring the safety of students and faculty.

Educational institutions rapidly embraced various digital tools and platforms to facilitate online learning. Learning Management Systems (LMS), video conferencing apps, and collaborative software became essential for delivering lectures, conducting discussions, and sharing resources. Students could access lectures and course materials at their own pace, accommodating diverse learning styles and time constraints. This flexibility helped bridge geographical barriers, allowing students to participate from different locations.

Educators had to adapt their teaching methods to suit the online environment. Strategies like asynchronous learning, interactive online sessions, and multimedia-rich content became prevalent. This shift encouraged creativity in instructional design, aiming to maintain engagement and enhance the learning experience.




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The move to online instruction also presented challenges, such as internet connectivity issues, digital literacy disparities, and difficulties in replicating hands-on experiences. To address these challenges, institutions implemented solutions like providing offline resources, conducting tech support sessions, and leveraging alternative assessment methods.

Maintaining student engagement in virtual classrooms was a priority. Interactive features in video conferencing tools, discussion forums, and collaborative projects were utilized to foster student participation. Educators explored innovative ways to create a sense of community and interaction among students.

ASSESSMENT AND EVALUATION

Traditional methods of assessment underwent modifications to suit the online format. Open-book exams, project-based assessments, and continuous evaluation gained prominence. Ensuring academic integrity and fair evaluation methods became focal points in the online learning environment.



A handwritten signature in green ink, appearing to read "Azeez", with a long horizontal stroke extending to the right.

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FACULTY

Faculties in a department play a crucial role in delivering quality education, fostering research and mentoring students. Their expertise and commitment are vital for the overall success and growth of the department.

Name of the Faculty	Qualification	Mobile Number	Designation
ASWATHI K T	MA.NET	7034785129	Head of the Department
MUHAMMED MUSTHAFA	MA, NET	9656809314	Department Coordinator
RAHMATHMOL KADAMBOT	MA, NET	9526828202	Assistant Professor

ROLES AND RESPONSIBILITIES OF FACULTIES

The faculties dedication influences the department's reputation and directly impacts the quality of education provided. The responsibilities of faculties include maintaining high teaching standards and contributing to the academic community.

Responsibility Area	Staff in Charge
Action Plan	ASWATHI K T
IQAC File In charge	RAHMATHMOL KADAMBOT
Career Advisor	MUHAMMED MUSTHAFA
Special Programmes Coordinator	MUHAMMED MUSTHAFA
Certificate Course	
ECONOMICS Association	RAHMATHMOL KADAMBOT
Documentation	ASWATHI K T
Newsletter, Journals, Magazines	RAHMATHMOL KADAMBOT
Seminars	MUHAMMED MUSTHAFA
Debate Club	ASWATHI K T
Student-Mentor Leader	MUHAMMED MUSTHAFA
Project and Viva	ASWATHI K T



Faculty Development Programmes	ASWATHI K T
Department and Staff Tour	MUHAMMED MUSTHAFA
Alumni Coordinator	RAHMATHMOL KADAMBOT
Women Cell	ASWATHI K T
Anti Ragging Squad	ASWATHI K T, RAHMATHMOL KADAMBOT

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 : SAJARUDHEEN

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

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. Due to covid-19 pandemic we cancelled tour/iv in this academic year.

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.




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6.Extension Activity Programme :

Coordinator: ASWATHI K T

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 cancelled due to pandemic.



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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 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/IVs. These minutes assist in evaluating the effectiveness of the tours/IVs and provide insights 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




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collaborations, student feedback, and program evaluation. These minutes aid in continuously enhancing the experiential learning initiatives.

FACULTY LEARNING FORUM

It is an internal meeting forum of faculty members scheduled casually on Fridays. 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 teaching platforms, pedagogies, facilities in higher education 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
- Sharing the best practices in teaching and learning
- Effective handling of large classes
- How does student-teacher & student-student interaction affects learning
- Technological developments and its influences in language learning
- New trends in language acquisition
- Conducting various literary activities
- Maintenance of students centred activities

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 English and attended by all faculties in the department. Mr Muhammed musthafa facilitated as the faculty coordinator for the Department. The various topics came under the discussion are:

- A talk based on the implementation of certificate courses and its curriculum
- Virtual classroom facilities




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- Orientation programmes for newly joined faculty members on Mastersoft, LMS, SOP etc.
- Scope, flexibility and availability of digital resources
- Effective implementation of mentor-mentee policies

**FACULTY DEVELOPMENT PROGRAMME ON
"DIGITAL HORIZONS: NAVIGATING THE FUTURE OF EDUCATION IN THE
DIGITAL AGE"**

REPORT

Date: 01-06-2020 to 09-06-2020

In response to the challenges posed by the COVID-19 pandemic, Kottakkal Farook Arts and Science College (KFASC) organized a seven-day Faculty Development Programme (FDP) titled "Digital Horizons: Navigating the Future of Education in the Digital Age." Conducted entirely online via Zoom, this FDP aimed to equip faculty members with the necessary skills to effectively utilize Zoom and Edmodo (LMS) for online teaching. The program saw active participation from 60 faculty members, who were eager to adapt to new teaching methodologies required by the current global situation.

The program commenced on June 1, 2020, with an online registration and welcome session at 9:00 AM. This was followed by an inaugural session that included a series of addresses. Mr. Muhammed Safwan, the IQAC Coordinator, delivered the welcome speech, setting a positive tone for the event. Mr. Mohammed Labeeb, Vice Principal, highlighted the significance of adapting to digital teaching tools in his presidential address. The official inauguration was conducted by Prof. M Abdul Azeez, Principal, who underscored the importance of digital education in these times. The session also featured felicitations by Mr. Mubarak N (Staff Secretary), Mr. Sreenath M (HOD, Department of English), and Mrs. Nafeesa P (HOD, Department of Economics), followed by a vote of thanks from Mrs. Beenamol N S (Asst. Professor, Department of Mathematics). Mr. Rashid Ahammed, System Admin at KFASC, then provided an overview of various online teaching tools, emphasizing their transformative potential for education.



On the second day, the focus shifted to mastering Zoom functionalities. The morning session, led by Mohammed Hashim K T, IT Admin at Reneco International Wildlife Consultant in Kazakhstan, covered scheduling meetings and managing participants. This session provided practical tips on organizing and managing virtual classes. In the afternoon, Mr. Mohammed Riyas T, IT Admin at INFOTECH, Ernakulam, discussed using Zoom for lectures, including screen sharing, whiteboards, and annotations, thereby enhancing interactive teaching methods.

The third day delved into advanced Zoom features and best practices. Mr. Binoy, IT Admin at Accenture, Coimbatore, started the day with a session on security and privacy settings in Zoom, addressing critical aspects of maintaining secure and private virtual classrooms. This was followed by a session on best practices for effective online teaching by

Mr. Mohammed Haneefa K T, Software Admin at KFASC, who shared strategies for maximizing student engagement. The day concluded with an interactive Q&A session

facilitated by Mr. Mohammed Anas, IT Admin at Beutymark Gold & Diamonds, CollegePadi, which addressed participants' queries and troubleshooting common issues.

Day four introduced participants to Edmodo, a popular learning management system. Mr. Rashid Ahammed introduced LMS and highlighted the importance of these systems in

modern education. In the subsequent session, Mr. Mohammed Haneefa K T presented an

overview of Edmodo, showcasing its features and benefits for managing courses and student

interactions.

On the fifth day, the sessions focused on utilizing Edmodo for classroom management. Mohammed Hashim K T demonstrated how to create and manage courses on

Edmodo efficiently. This was followed by a session on assignments, quizzes, and grade book

functionalities led by Mr. Mohammed Riyas T, which provided a detailed walkthrough



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on

creating assessments and managing grades on Edmodo.

The sixth day explored advanced Edmodo features and best practices. Mr.

Fasalurahiman, IT Admin at KINFRA, Kakkanchery, discussed the communication tools

available in Edmodo, including messages, notifications, and forums, and how they can be

used for effective communication. Mr. Binoy then shared insights on best practices for LMS

integration, emphasizing a seamless educational experience. The day ended with another

Q&A session facilitated by Mr. Rashid Ahammed, addressing participants' concerns and

challenges.

The final day of the FDP focused on the integration and practical application of Zoom and Edmodo. Mr. Mohammed Anas guided participants through the process of creating a

complete course using both platforms. The program concluded with a feedback session, where participants shared their experiences and provided feedback on the FDP. This session

emphasized continuous improvement and adaptation to digital teaching tools.

The FDP successfully concluded with a valedictory session, where certificates

were distributed to all participants. The program empowered faculty members with the skills

and confidence to navigate the digital landscape of education. The positive feedback from

participants underscored the program's success and its pivotal role in enhancing the digital

teaching capabilities of KFASC's faculty. The Internal Quality Assurance Cell of Kottakkal

Farook Arts and Science College remains committed to supporting faculty development and

adapting to the evolving educational environment.




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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.

- Academic Monitoring
- Possibilities of virtual classroom platforms
- Timely handling/ delivery of classes/topics
- Coverage of topics Sem-wise within stipulated time.
- Result Analysis
- An Talon fem-Sund semester plan coverage
- Learner Centric Initiatives

1) Advisory System:

The class advisor or tutor is an experienced faculty member signed or a sperttle grine 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

- a. Rahmathmol kadambot– Third Year BA ECONOMICS
- b. Aswathi K T– Second Year BA ECONOMICS
- c. Muhammed Musthafa– First Year BA ECONOMICS

2) Slow learner-centric classes:

Department conducted an Induction programme and a test based on it so 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




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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 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.

LIST OF ADVANCED LEARNERS

1. Fahmida. N
- 2 .Fathima Aneena
3. Nasla Jasmin
- 4 .Shafla sherin




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5. fathima Shamrin
- 6 .Shifana thasni
7. Lubna sherin
- 8 .Noushaba jasmin
9. Sahala. A -
10. Shaima.CH
11. Shibiya.v
12. Sreerag.kp
- 13 .Sirsha.p

LIST OF SLOW LEARNERS

1. Nasiba.N
- 2 .Safa farween
- 3 .Mohammed Shubin
- 4 .Mohammed jaseel
- 5 .Afeeda sherin
- 6 .Shifna.V.K

4) Special activity-oriented programmes

The Department Conducted Special Activity-Oriented Programmes To Students . These Programmes Are Designed To Enhance Students' Language Skills, Foster Creativity, And Special activity -oriented Programs Implemented By The Department Are:

- **Special Topics in Economics:** Courses covering areas such as health economics, pandemic economics, and digital economics, tailored to the context of COVID-19.
- **Economic Impact of COVID-19:** Forums where students present research on the



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economic consequences of the pandemic, fostering a deeper understanding of global economic dynamics.


3) 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. Academic and administrative activities are available for assessment and improvement purposes. They regularly update their lesson plans, outlining the curriculum content, teaching methodologies, and assessment strategies. These plans are aligned with the institution's academic objectives and provide a clear roadmap for delivering quality education. They also maintain records of their assigned duties and responsibilities, including committee memberships, administrative tasks, and extracurricular activities. This promotes transparency and accountability in the department's functioning. They document their strategies for monitoring student progress, performance, and engagement. These records enable the identification of students who may need additional support and facilitate interventions to enhance overall learning outcomes.

2) CLASS ADJUSTMENT DURING FACULTY LEAVE

The students were effectively engaged and continued their learning during the absence of regular faculty members. To ensure minimal disruption to the students' learning, the department adopted a comprehensive approach that involved engaging students with other qualified faculty members. Highly competent and experienced substitute faculties




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were assigned to conduct the classes during the leave period. The substitutes were well-versed in the subject matter and had a good understanding of the curriculum. During the faculty leave, students actively utilized various academic resources available in the department. They made extensive use of the digital library, accessing e-books, online journals, and research materials pertinent to their coursework. The language lab was also utilized for language practice and enhancement, fostering proficiency in written and spoken English. 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 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.

- **Mentoring Program:** The mentoring program in the English 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.
- **Tracking Leaves Taken by Students:** The English 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. Connecting with Parents. Regular communication with parents is a key report 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



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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 English 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 English Department play a vital role in the supplemental learning system. They act as mentors 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

The Department conducted an Experiential Learning Programme during the academic year




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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.

STUDENT SUPPORT AND DEVELOPMENT ACTIVITIES

The amdent 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
4. Project Skilling Orientation for 5th Sem UG& 3rd Sem PG.
5. Special Coaching provided for supplementary examinations

1) MENTORING

Mentoring groups were formed under various mentees to process their needs on time.

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 through online platforms regarding their academics. They were motivated and continuously encouraged to seek help from the teachers of the subjects in which they are weak.




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**MENTOR – MENTEE FILE
2020-2021**

Mentor	Mentee	Register number	Mobile number
ASWATHI K T	AFNA SHERIN A P	FPAUAECR01	9947859146
	AYISHA VK	FPAUAECR02	9946144590
	FAHMIDA A	FPAUAECR03	9645648009
	FATHIMA ANEENA	FPAUAECR04	9746708780
	FATHIMA HARSHIDHA PARAMBIL	FPAUAECR05	9605650241
	HAFEEFA YASMIN	FPAUAECR06	9846157124
	HASNA SHARIN K	FPAUAECR07	8590338009
	MUFEEA A T	FPAUAECR08	9048826478
	NASIBA N	FPAUAECR09	9895494593
	NASIFA K	FPAUAECR10	9072646164
	NASLA JASMIN	FPAUAECR11	6238770160
	NASVAMILHA K	FPAUAECR12	9995493938
	RAEESA FARSANA	FPAUAECR13	8075193098
	RIFA FATHIMA	FPAUAECR14	9656212980
	SAFA FARVEEN K K	FPAUAECR15	9961122175
	SAHLA JASMI K	FPAUAECR16	9037600188
	SANA FARVEEN P	FPAUAECR17	9656565890
	SANOBIYA N	FPAUAECR18	9048402534
	SHAFLA SHERIN K	FPAUAECR19	9496372980
	SHAHANAS	FPAUAECR20	9072880456
	SHAHANA SHIRIN	FPAUAECR21	7902867768
MUHAMMED MUSTHAFA	VASIKA K	FPAUAECR22	9061580324
	AFLAH K	FPAUAECR23	9526885005
	MOHAMED SHIBIN	FPAUAECR24	8078353550
	MOHAMMED JAZEEL M	FPAUAECR25	7907600070
	FATHIMA SHAMRIN P K	FPAUAECR26	9074885201
	RAHMATHU NAZILA	FPAUAECR27	8139047084
	SHIFANA THASNI V	FPAUAECR28	9947951487
	GIRI PRASAD E	FPAUAECR29	9995080601



	AFEEDA SHERIN A	FPAUAECR30	9843400466
	AFEEDA T	FPAUAECR31	9400486230
	ANAGHA C	FPAUAECR32	9562533914
	ANEESHA M	FPAUAECR33	7510223737
	DRISYA I T	FPAUAECR34	9745363319
	FASLA P	FPAUAECR35	9037469519
	FATHIMA FAHIZA M	FPAUAECR36	9995493938
	FATHIMA JUNISHA	FPAUAECR37	8714405548
	FIDHA A	FPAUAECR38	9961904834
	HRIDILA P	FPAUAECR39	9037709022
	JUMSIDA K T	FPAUAECR40	9526558969
RAHMATHMOL KADAMBOT	LUBNA SHERIN P	FPAUAECR41	9207628464
	MAHIYATH K P	FPAUAECR42	9562450450
	NINUFAR P	FPAUAECR43	9633121340
	NOUSHABA JASMIN M	FPAUAECR44	6235011646
	SAHALA A	FPAUAECR45	8089270414
	SAMEELATH K P	FPAUAECR46	7736696593
	SHAHANAS BK	FPAUAECR47	8089961237
	SHAIMA C H	FPAUAECR48	6238639152
	SHIBIYA V	FPAUAECR49	7356166804
	SHIFNA V K	FPAUAECR50	8089104308
	SIRSHA P	FPAUAECR51	8113067416
	THASHREEFA T	FPAUAECR52	9744309490
	ASHIL BADUSHA	FPAUAECR53	8606586638
	MOHAMMED SHAJAHAN K	FPAUAECR54	7559981641
	MUHAMMED SHARAFATH K	FPAUAECR55	9745929219
	NASHIF ALI K	FPAUAECR56	9567453835
	SHABEER AHAMMED K	FPAUAECR57	8137887600
	SREERAG KP	FPAUAECR58	9656855129

- ENCOURAGEMENT TO PARTICIPATE IN ASSOCIATION AND CULTURAL ACTIVITIES: The students were constantly encouraged to participate in all the co-



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curricular and inter-class events to help them develop self-confidence.

- MID SEM RESULT ANALYSIS: Result analysis of Mid-semester exams of the special students was done separately to know their performance.
- 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 an online venue 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 these learning atmosphere 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.



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ONLINE CLASSES

The COVID-19 pandemic necessitated a swift transition from traditional face-to-face instruction to online classes, presenting numerous challenges and opportunities for the academic community.

Many faculty and students encountered challenges related to technology access and proficiency, exacerbating existing disparities. Maintaining student engagement in virtual classes proved challenging, with distractions at home and potential feelings of isolation.

Departments faced logistical challenges in coordinating the adoption of virtual platforms, necessitating training sessions and technical support for faculty. Ensuring a standardized approach to online teaching across departments posed challenges, requiring collaborative efforts to maintain quality and consistency.

Zoom emerged as a cornerstone in facilitating real-time interactions, maintaining the essence of face-to-face communication through features like video conferencing, breakout rooms, and screen sharing. Zoom's user-friendly interface contributed to the flexibility of scheduling classes, accommodating diverse time zones and individual preferences.

Traditional assessment methods were disrupted, requiring a re-evaluation of evaluation strategies to ensure fairness and academic integrity. And Departments adapted assessment methods to the online format, incorporating open-book exams, project submissions, and continuous evaluation. The integration of plagiarism detection tools and secure online exam platforms became essential for maintaining academic integrity.

The shift to online classes necessitated the diversification of digital resources, including e-books, online journals, and multimedia content. Digital resources enhanced accessibility, allowing students to engage with materials at their own pace and providing a repository for supplementary learning.




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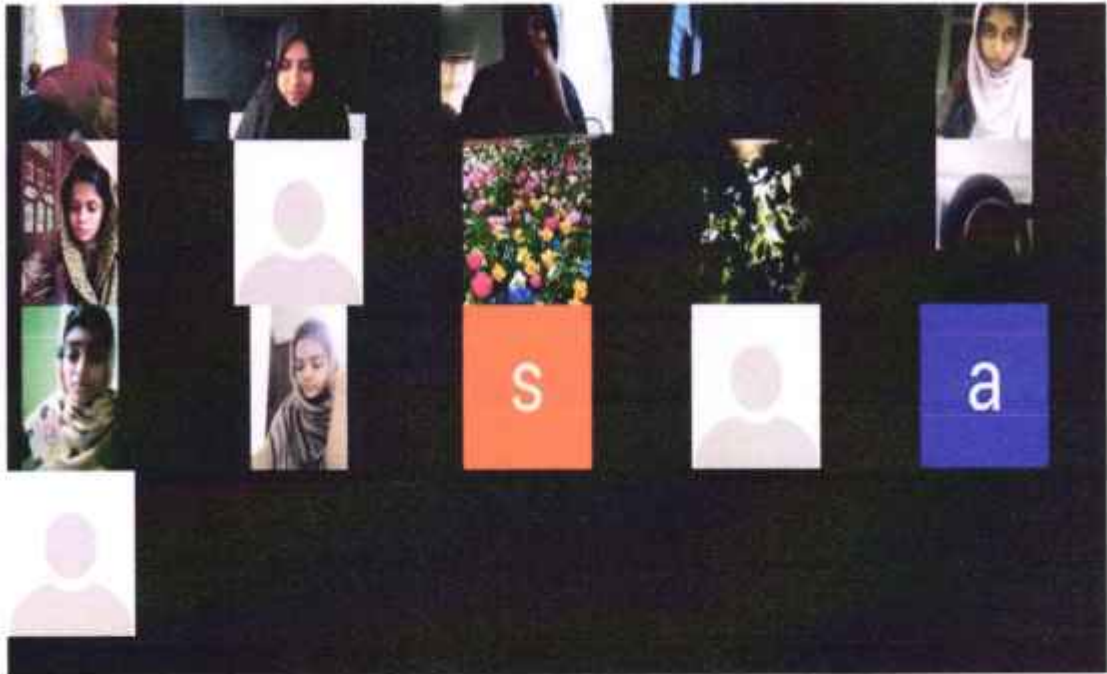
The transition to online classes during the COVID-19 academic era posed multifaceted challenges, from technological barriers to pedagogical adjustments. Departments faced coordination hurdles but demonstrated resilience in adapting to virtual platforms. The importance of Zoom in facilitating interactive learning was evident, and the flexibility of digital resources played a pivotal role in ensuring continued academic progress. The experiences during this period underscore the need for ongoing adaptation, professional development, and a collective commitment to navigating the evolving landscape of education.




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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.

GROUP LEARNING (Supplemental Learning)

The Department provided supplemental learning atmosphere to the students, especially to the slow learners, to enable them to face university exams confidently and enthusiastically.

Students were provided with the supplemental classes for the following subjects:

- Business Cycle Analysis (Second Year Students)
- Indian economy (Final Year Students)
- Fiscal policy and stabilization (Second Year Students)
- Kerala economy (Third Year Students)




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INDUCTION PROGRAMME FOR 1ST YEAR UG STUDENTS

Date	Time	Activity
1-12-2020	10 am – 11.00 am	Course outline –SARABI.T
	12 pm – 1.00 pm	An Introduction to economics- ASWATHI.KT
	2.pm – 3.00 pm	India as a developing economy : issues and challenges- MUHAMMED MUSTHAFA
2-12-2020	10 am – 11.00 am	Sustainable development and climate change-SARABI
	12 pm – 1.00 pm	Economic evils; inflation and deflation-ASWATHI
	2.pm – 3.00 pm	Monetary policy of RBI ;techniques and recent trends - MUSTHAFA
3-12-2020	10 am – 11.00 am	India as a developing economy; issues and challenges-SARABI
	12 pm – 1.00 pm	An analysis on union and state budget-MUSTHAFA
	2.pm – 3.00 pm	Fiscal policy of India -ASWATHI
4-12-2020	10 am – 11.00 am	An introduction to Indian financial market-MUSTHAFA
	12 pm – 1.00 pm	External sector of India; BOT and BOP -ASWATHI
	2.pm – 3.00 pm	International trade as an engine of Indian economy-SARABI
7-12-2020	10 am – 11.00 am	Global capital flows; a sort analysis-ASWATHI
	12 pm – 1.00 pm	National income accounting key concepts –SARABI
	2.pm – 3.00 pm	Why human development? -MUSTHAFA
8-12-2020	10 am – 11.00 am	Economic growth v/s Development –SARABI
	12 pm – 1.00 pm	Inclusive growth -MUSTHAFA
		Poverty ,inequality and unemployment -ASWATHI




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	2.pm – 3.00 pm	
9-12-2020	10 am – 11 am 12 pm – 1 pm 2 pm – 3 pm	Social banking -ASWATHI Why we need a central bank? -MUSTHAFA Growing trends in revenue in India -SARABI
10-12-2020	10 am – 11 am 12 pm – 1 pm 2 pm – 3 pm	Govt. Intervention for National Development-ASWATHI Fiscal Policy – Tax, Expenditure etc-MUSTHAFA Local Finance-SARABI
11-12-2020	10 am – 11 am 12 pm – 1 pm 2 pm – 3 pm	Importance of Plastic Money-MUSTHAFA Recent Trends in Cashless Economy-ASWATHI Advantages & Disadvantages of Digital Money-MUSTHAFA



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Department of Economics 2020-21

Webinar Report: Economic Condition of India During the COVID Period

Event: Webinar on "Economic Condition of India During the COVID Period"

Date: 18th December 2020

Organized by: Economics Department, Kottakkal Farook Arts and Science College

Inaugurated by: Prof. M Abdul Azeez (Principal)



Introduction:

The Economics Department of Kottakkal Farook Arts and Science College organized a comprehensive webinar on the "Economic Conditions of India During the COVID Period" on December 18, 2020. The webinar aimed to analyze the multifaceted economic impacts of the COVID-19 pandemic on India and discuss potential recovery strategies. The session was inaugurated by the esteemed Principal, Prof. M Abdul Azeez.




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Inaugural Address:

Prof. M Abdul Azeez delivered the inaugural address, emphasizing the significance of understanding economic shifts during unprecedented times like the COVID-19 pandemic. He highlighted the necessity for academic institutions to contribute to the discourse on economic recovery and resilience. Prof. Azeez commended the Economics Department for organizing the webinar and encouraged students and faculty to actively engage in such critical discussions.

Keynote Speakers and Sessions:

Muhammed Safwan,

Faculty Of Economics

Jawaher Navodaya, Bihar

Topic: Macroeconomic Impact of COVID-19 in India

Summary: Muhammed Safwan discussed the immediate macroeconomic effects of the pandemic, including GDP contraction, rising unemployment, and inflationary pressures. He provided data on the decline in various sectors such as manufacturing, services, and agriculture. He also touched upon the government's fiscal measures and monetary policies aimed at mitigating these impacts.

Aswathi KT

HOD, Dept of Economics

Kottakkal Farook Arts and Science College

Topic: Financial Markets and Investment Trends During COVID-19

Summary: Aswathi KT analyzed the volatility in financial markets during the pandemic. She highlighted how the stock market initially plummeted and then experienced a phased recovery. Her session included an overview of investment trends, with a particular focus on the shift towards digital and technology sectors.

Sampreeth TM

HOD, Dept of Political Science



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Topic: Government Policies and Economic Stimulus Packages

Summary: Sampreeth TM evaluated the efficacy of various government stimulus packages announced to support the economy. He discussed measures such as direct cash transfers, MSME support schemes, and the Atmanirbhar Bharat initiative. He also provided a critical analysis of the implementation and impact of these policies.

Panel Discussion:

A panel discussion followed the individual sessions, where the speakers answered questions from participants. The discussion was dynamic, covering topics like the digital divide, long-term economic reforms, and the role of international trade in post-pandemic recovery.

Conclusion:

The webinar concluded with a vote of thanks by the Head of the Economics Department. The event successfully provided a platform for in-depth discussion on the economic ramifications of the COVID-19 pandemic in India. Participants left with a deeper understanding of the challenges and potential pathways to economic recovery.




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Kottakkal Farook Arts and Science College
Department of Economics 2020-21

Report on Online Poem Writing Competition Held in December 12 2020



1. **Introduction**

The Department of Economics at Kottakkal Farook Arts and Science College organized an Online Poem Writing Competition in December 12, 2020. The event aimed to provide students with a creative platform to express their thoughts and emotions through poetry, fostering literary skills and artistic expression among participants.

2. **Objectives of the Competition**

- To encourage creativity and literary expression among students.
- To promote the art of poetry writing as a form of self-expression.
- To provide a platform for students to showcase their talent in poetry.

3. **Competition Details**

- **Date:** 12 December 2020
- **Mode:** The competition was conducted online due to prevailing circumstances, allowing participants to submit their poems electronically.
- **Theme:** Participants were free to choose their own themes for the poems, allowing for a diverse range of topics and styles.
- **Participants:** Students from various disciplines across the college enthusiastically participated in the competition.




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4. Judging Criteria

- **Originality:** Creativity and uniqueness of ideas presented in the poem.
- **Language and Style:** Effective use of language, poetic devices, and overall writing style.
- **Relevance to Theme:** Alignment of the poem with the chosen theme and its ability to convey a clear message.
- **Emotional Impact:** The ability of the poem to evoke emotions and resonate with the reader.

5. Prizes and Recognition

- **Winners:** Prizes were awarded to the top three poems based on the judging criteria.
- **Certificates:** All participants received participation certificates to acknowledge their contribution and effort.

6. Feedback and Response

- **Participant Feedback:** Participants appreciated the opportunity to showcase their creative abilities and explore different themes through poetry. They found the competition inspiring and a refreshing break from academic routines.
- **Faculty Feedback:** Faculty members noted the high quality of submissions and the diverse range of themes explored by the students. They highlighted the importance of such creative initiatives in nurturing holistic development among students.

7. Conclusion

The Online Poem Writing Competition organized by the Department of Economics was a successful event that provided students with a platform to express themselves creatively. It not only highlighted the literary talents within the college but also encouraged a sense of community and appreciation for the arts.

8. Acknowledgments

The Department of Economics extends its gratitude to all participants for their enthusiastic involvement, the faculty members for their support, and the organizing committee for ensuring the smooth conduct of the competition.




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Kottakkal Farook Arts and Science College

Department of Economics

Report on Elocution Competition

Event: Elocution Competition on "Impact of Artificial Intelligence in the Indian Economy"

Date: 25th, February, 2021

Organized by: Department of Economics, Kottakkal Farook Arts and Science College

Inaugurated by: Prof. M Abdul Azeez (Principal)



1. Introduction

The Department of Economics at Kottakkal Farook Arts and Science College organized an elocution competition on the topic "Impact of Artificial Intelligence in the Indian Economy" on February 25, 2021. The competition aimed to enhance students' understanding of artificial intelligence (AI) and its economic implications, fostering public speaking skills and critical thinking.

2. Objectives of the Competition

- To enhance students' knowledge of artificial intelligence and its impact on the Indian economy.



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- To encourage critical thinking and articulate expression of ideas.
- To promote public speaking skills among students.
- To provide a platform for students to share their insights on a contemporary economic issue.

3. Event Details

- **Date:** February 25, 2021
- **Venue:** College Auditorium, Kottakkal Farook Arts and Science College
- **Time:** 10:00 AM to 1:00 PM

4. Competition Format

- **Participants:** Students from various departments participated in the competition.
- **Judges:** The panel of judges included faculty members from the Economics Department.
- **Evaluation Criteria:** Content relevance, clarity of speech, argument strength, and overall presentation.

5. Topics Covered

Participants discussed various aspects of artificial intelligence and its impact on the Indian economy, including:

- **AI in Manufacturing and Automation:** The role of AI in increasing productivity and efficiency in manufacturing sectors.
- **AI in Healthcare:** How AI is revolutionizing healthcare services and improving patient outcomes.
- **AI in Finance:** The impact of AI on financial services, including fraud detection and personalized banking.
- **Job Displacement and Creation:** The dual impact of AI on job markets, including both displacement of jobs and creation of new opportunities.
- **AI and Economic Growth:** How AI contributes to economic growth and the challenges it poses.

6. Winners and Prizes

Prizes were distributed among the students.

7. Feedback from Participants

- **Student Feedback:** Participants appreciated the opportunity to engage with a contemporary and relevant topic. They found the competition to be intellectually stimulating and a valuable learning experience.
- **Faculty Feedback:** Faculty members were impressed with the depth of research and presentation skills demonstrated by the students. They noted the importance of such events in developing critical thinking and public speaking abilities.

8. Conclusion

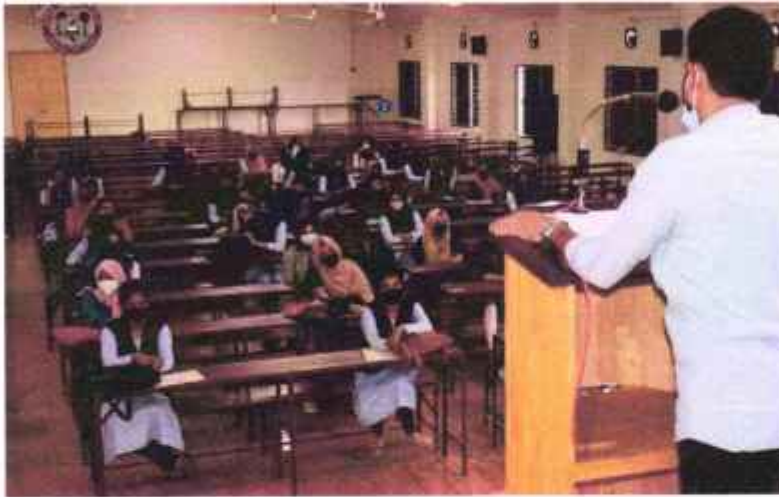


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The elocution competition on the "Impact of Artificial Intelligence in the Indian Economy" was a resounding success. It provided students with a platform to explore and articulate their views on AI and its economic implications, fostering a deeper understanding of this transformative technology. The event was well-received by both students and faculty, highlighting the importance of such educational activities.

9. Acknowledgments

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





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PROJECT DETAILS
ACADEMIC YEAR 2018-2021

Sl.NO.	Name	Reg No	Project Topic	Research thrust area	Project advisor
1	MAJIDA FARSANA	FPASAECR07	A STUDY ON THE INCOME AND CONSUMPTION PATTERN OF HOUSEHOLDS IN 18TH WARD OF VENGARA PANCHAYATH	INCOME AND CONSUMPTION PATTERN	ASWATHI K.T
2	SAHLA M.P.	FPASAECR12	A STUDY ON ROLE OF PUBLIC DISTRIBUTION SYSTEM IN ENSURING FOOD SECURITY IN KOTTAKKAL MUNICIPALITY	PUBLIC DISTRIBUTION SYSTEM	MUHAMMED MUSTHAFA
3	SUMAYYA.K.	FPASAECR15	A STUDY ON AWARENESS OF HEALTH INSURANCE IN KOTTAKKAL MUNICIPALITY	HEALTH INSURANCE	MUHAMMED MUSTHAFA
4	SALMAN FARIS A.T.	FPASAECR18	THE STUDY ON THE SOCIAL ECONOMIC PROBLEMS OF MIGRANT WORKERS IN KOTTAKKAL MUNICIPALITY	MIGRATION	MUHAMMED MUSTHAFA
5	AFEEFA A.	FPASAECR19	AN ANALYSIS ON BANANA CULTIVATION IN ULLANAM AREA: 6PARAPPANANGADI MUNICIPALITY	AGRICULTURE	ASWATHI K.T
6	AFNA P.	FPASAECR20	GENDER WISE WAGE DIFFERENCE IN CASUAL LABOUR AT NANNAMBRA PANCHAYATH	GENDER EQUALITY	MUHAMMED MUSTHAFA




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7	FATHIMA FARSANA P.K.	FPASAECR21	A STUDY ON WORKING CONDITION OF SALES WORKERS WITH SPECIAL REFERENCES TO TEXTILE SHOWROOMS IN KOTTAKKAL MUNICIPALITY	WORKING CONDITION OF WORKERS	ASWATHI K.T
8	SUVAIBA.A	FPASAECR24	A STUDY ON EDUCATED UNEMPLOYMENT AMONG WOMEN: WITH SPECIAL REFERENCE TO KOTTAKKAL MUNICIPALITY	EDUCATED UNEMPLOYMENT	RAHMATH MOL KADAMBOT
9	AKHILA. K	FPASAECR25	A STUDY ON EXPENDITURE PATTERN AMONG COLLEGE STUDENTS: WITH SPECIAL REFERENCE TO FAROOK ARTS &SCIENCE COLLEGE KOTTAKKAL	EXPENDITURE PATTERN	MUHAMMED MUSTHAFA
10	ASWATHI POOZHAMMAL	FPASAECR26	A STUDY ON THE ECONOMIC DEPENDENCY OF THE DISABLED CHILDREN: WITH SPECIAL REFERENCE TO AWH SPECIAL SCHOOL KOTTAKKAL	ECONOMIC DEPENDENCY OF THE DISABLED CHILDREN	ASWATHI K.T.
11	FATHIMA NIDHA P	FPASAECR31	ROLE OF SALES PROMOTIONAL ACTIVITIES ON PROFIT MAXIMATON: WITH SPECIAL REFERENCE TO EHAM DIGITAL	PROMOTIONAL ACTIVITIES	RAHMATH MOL KADAMBOT




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12	NADHA LAMIA	FPASAECR37	SOCIO-ECONOMIC PROBLEMS FACED BY AUTO RICKSHAW DRIVERS IN OTHUKUNGAL PANCHAYATH	SOCIO-ECONOMIC PROBLEMS	MUHAMMED MUSTHAFA
13	RINU FARISA.P.	FPASAECR38	A STUDY ON THE ONLINE SHOPPING HABITS OF THE HOUSEHOLDS: SPECIAL REFERENCE TO EDARIKODE PANCHAYATH	ONLINE SHOPPING HABITS	MUHAMMED MUSTHAFA
14	SHAMNASHERIV.P.	FPASAECRF	SOCIO-ECONOMIC CONDITION OF SENIOR CITIZENS IN KERALA WITH SPECIAL REFERENCE TO OTHUKKUNGAL PANCHAYATH	SOCIO-ECONOMIC CONDITION	RAHMATH MOL KADAMBOT
15	HASNA M.K.	FPASAECR33	AN ANALYSIS ON THE SOCIAL SECURITY AND LABOUR WELFARE OF THE CONSTRUCTION WORKERS IN MOONNIYUR PANCHAYATH	SOCIAL SECURITY AND LABOUR WELFARE	MUHAMMED MUSTHAFA
16	JALEESHA.KP	FPASAECR34	AN ANALYSIS OF NON-PERFORMING ASSETS IN EDARIKODE COOPERATIVE BANK	PERFORMING ASSETS	ASWATHI K.T
17	MAHREEN P.	FPASAECR35	A STUDY ON THE DEPOSIT MOBILIZATION PATTERN OF THE CO-OPERATIVE BANKS: WITH SPECIAL REFERENCE TO VELIMUKKU	CO-OPERATIVE BANKS	RAHMATH MOL KADAMBOT



			SERVICE CO-OPERATIVE BANK		
18	MUHSINA P.P.	FPASAECR36	A STUDY ON THE WAGE DIFFERENCES AMONG THE CASUAL LABOURS: SPECIAL REFERENCE TO AR NAGAR PANCHAYATH	WAGE DIFFERENCES AMONG THE CASUAL LABOURS	ASWATHI K.T.
19	SHAREEFA P.	FPASAECR40	A STUDY ON CUSTOMER PERCEPTION TOWARDS E-BANKING: WITH SPECIAL REFERENCE TO KOTTAKKAL MUNICIPALITY	E-BANKING:	RAHMATHMOL KADAMBOT
20	SUMAYA K.	FPASAECR41	A STUDY ON CONSUMPTION PATTERN OF NON RESIDENT KERALITES (NRK) HOUSEHOLDS IN EDARIKODE PANCHAYATH	CONSUMPTION PATTERN	ASWATHI K.T.
21	ARSHAD AMEEN N.	FPASAECR43	PROBLEMS AND PROSPECTS OF STREET VENDORS: WITH SPECIAL REFERENCE TO KOTTAKKAL TO EDARIKODE AREA	PROBLEMS AND PROSPECTS OF STREET VENDORS	RAHMATHMOL KADAMBOT
22	MOHAMMED SALAHUDHEEN K.P	FPASAECR44	AN ANALYSIS ON THE CONSUMPTION PATTERN OF ELECTRONIC GADGETS IN A R NAGAR PANCHAYATH: WITH SPECIAL REFERENCE TO MOBILE PHONE	CONSUMPTION PATTERN	ASWATHI K.T
23	MUHAMMAD AFSAL. A	FPASAECR45	ECONOMICS OF WHOLESALE	ECONOMICS OF WHOLESALE	ASWATHI K.T




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			VEGETABLE MARKET:WITH SPECIAL REFERENCE TO KOTTAKKAL MUNICIPALITY		
24	FATHIMA SHIRIN U	FPASAECR03	CUSTOMER SATISFACTION TOWARDS ONLINE FOOD DELIVERY SYSTEM IN MALAPPURAM DISTRICT:WITH SPECIAL REFERENCE TO KOTTAKKAL MUCIPALITY	CUSTOMER SATISFACTION	RAHMATHMOL KADAMBOT



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