

SOFT SKILLS: INDISPENSABLE FOR GLOBAL TEACHERS

Farook College: Prof.M.A Sudhir launched the finishing school curriculum on July 15, 2019, which was prepared by the Research Scholars Association in collaborate with IQAC as an additional programme for secondary school teacher trainees to develop their professional skills It is an innovative additional programme, which aims to empower the professional skills of the prospective teachers.

The Finishing School is the concept that reaches its horizon beyond 4E's-Education, Employment, Entrepreneurship & Empowerment. It trains and works towards providing skills that touch the basics of life, and enforces the professional, personal and holistic growth of an individual. Our Finishing School programme works on an agenda towards empowering the inner potential for a fulfilling and efficient life. The Finishing School has a unique training methodology that incorporates learning, skills, and self-development with a pedagogy/ curriculum that is entertaining, stimulating and The Finishing School's



Launching of finishing school curriculum by Dr. MA Sudhir (UGC Emeritus Professor, Gandhigram Rural)

Finishing School is the concept that reaches its horizon beyond 4E's-Education, Employment, Entrepreneurship & Empowerment.

tailor-made courses channelize individual energies towards a balanced, enriching life, meeting goals set forth. We utilize Content, Infrastructure, Systems and Digital Technology aids that enhance learning outcomes, developed in over three decades of experience in the education field. It finely blends into modern and futuristic professional set up and demand. Finishing Schools level up to an individual's confidence

and self-esteem so that they are able to face unusual and difficult situations with ease.

The major outcomes of the course is given below.

Personality Enrichment-to develop a balanced personality well equipped to adjust with demand of different social situation,

Leadership skills- to develop leadership qualities which enable each learner to initiate, and organise different which enable each

learner to initiate, and organise different programmes and manage a heterogeneous group,

Communication- to develop effective communication skills in both mother tongue and English,

Career planning -to plan their future
Career Goal setting- to have an realistic ambition in life

Confidence Development-to cultivate confidence in an individual to help them feel more relaxed while meeting new people.

Attitude - individuals to develop a certain kind of attitude in order to achieve higher professional growth,

Presentation Skills- to improve communication skills, presentation skills and group discussion skills which are important factors at a workplace.

Interpersonal skills and life skills- to build practical knowledge to lead an effective social life.

Social manners- to teach manners that are accepted as gracious and polite in social, professional, and family situations,

Self-knowledge and development- to know one's strength and weakness and to grow on a personal, social, mental and emotional level.

WORDS FROM PRINCIPAL



Dr. CA Jawahar

RESEARCH SCHOLARS IN NEW EPOCH

The developmental index of any nation positively correlates with quality research being produced. There is no worthy research without quality researchers, although it is difficult to explicitly list out what are the positive qualities for twenty first century scholars. In this post tech period everyone should have sound awareness on ICT tools for research, be professionally skilled and possess a systematic approach. The process of re-search is highly influential in development of mankind and it needs great effort in various aspects.

A good researcher must have a scientific mind, emotional maturity and eclectic approach and not be influenced by personal bias and superficial facts. Truthfulness is another pivotal quality of people who

discovers the unexplored things and suggests innovative methods. Without honesty and intellectual integrity an investigator can hardly contribute something valuable. A researcher should be accurate in observation, quick in perception, trained, patient, good explainer and should have quick power of understanding. The research fellow should have knowledge of the technique of research, personal interest in the areas of the study, and familiarity about the informants. India being amongst the young nations of the world possesses a huge potential in researches for the immediate future. May our budding scholars be a constituent of its fulfilment.

Finishing school curriculum: Grooming teachers in –the- making

Dr. Hassan Koya. M.P
Research coordinator



The prospective teachers are committed to explore their maximum potential during teaching practice after getting a sound theoretical and practical knowledge. But they may fail to some extent when met with situations which are not familiar to them.

A finishing school curriculum for prospective teachers is a novel concept which meets the specifications needed for a teacher in the twenty first century classroom. Finishing school focuses on developing the personal and professional qualities of a teacher in this digital era. This school will mould them to a culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient,

and spiritually enlightened individual who is a model for his/her students. As the name Finishing School reflects that it is intended to complete the education with more focus on deportment and etiquette than academics.

Finishing Schools, is expected to provide a complete platform for an individual to grow as a person on a social, mental as well as physical level. Finishing Schools aim at the overall development which helps the individual attain a correct level of balance between theoretical studies and practical life experiences.



Shahanas E
Research Scholar

ACADEMIC RESILIENCE AND ACADEMIC ACHIEVEMENT

Good academic attainment adequately equipping an individual to meet the challenges of the modern global world is the dream of every nation, community, parents, and students. Resilience is the ability to manage stress, to cope positively and keep going through tough times, to bounce back from adversity and achieve despite challenging conditions. It is a set of skills that are very much needed in the workplace and more specifically in the

21st century, where uncertainty and impermanence have come to define much in our lives.

One way of helping students to improve their academic achievement is by enhancing their academic resilience skills. Research shows that an often "missing link" in the classroom is the focus and development of resilience building, which consequently may lead to improved academic achievement. Extent literature on academic resilience is dominated by studies carried out on American, European,

and Asian populations. The extent to which such results can be generalized to other cultures such as our society cannot be ascertained without an empirical investigation. Besides, studies exploring factors related to academic outcomes in Kerala have not fully explored how academic resilience may relate to students' academic achievement. The contextual factors associated with resilience (cultural adherence and and commitment to the community) affect school

engagement, suggesting that greater school engagement may be the result of efforts by the school to improve certain resilient aspects of the environment. Resilience with school engagement aims to identify the external and internal factors that predict resilience in a sample of students in a socially disadvantaged situation, observing a positive relationship between the two study variables. It has also been found that non-resilient students are more impacted by

contextual risk variables (neighbourhood, school climate or risky friendships), with resilience softening the negative effect of said contextual factors on academic performance. Similarly, it is worth highlighting the existence of a large body of research that, when studying academic resilience, defines the construct as performance, with resilient students being seen as those who achieve good academic results.

Finally, and from the perspective of psychopedagogic

guidance rather than scientific research, Skinner and Pitzer propose a perspective on school engagement that emphasizes its role in organizing the daily school experiences of children and youth, as well as their cumulative learning, long-term achievement and eventual academic success. The proposed intervention is enriched by the inclusion of concepts such as daily resilience, which focuses on the analysis of how students respond to mistakes, difficulties or failures at school.

ROLE OF PEERS IN PROMOTING SCHOOL ENGAGEMENT

Sini Susan Mathai
Research Scholar

The study of school engagement is a topic of great relevance in educational research as it offers a new vision for student development. The concept School Engagement introduced by Fredericks, Blumenfeld and Paris (2004), encompasses three dimensions-behavioral, emotional and cognitive. Behavioral engagement means active participation in school-related activities, involvement in academic and learning-related tasks, positive conduct and the absence of disruptive behavior. Emotional engagement involves a relationship with teachers, peers, and academics. Cognitive engagement consists of an investment in learning and the

readiness to work hard to master difficult tasks.

Family, peers, and school are the three main contexts associated with school engagement. Among them, the role of peers plays a vital role in school engagement as a student spends an average of 6-8 hours in schools. It is obvious that they spend a large amount of time with their classmates and hence, the students are likely to be influenced by them. It is assumed that friends and other peer relationships can motivate students to engage in school work. Adelabu(2007) observed that a particularly strong association exists between peer acceptance and school engagement and hence school-based relationships are

critical. Sanches, Colon and Esparaza(2005) conducted a study on Latino-urban high school students and observed that school belonging was associated with more frequent classroom participation, homework completion, exam preparation and better school attendance. It shows that this relationship can be a mutual reinforcer, as the more engaged the students are, the stronger their sense of belonging, and the more the sense of belonging, the more actively they engage academically.



INCLUSIVE EDUCATION - THE PURPOSE AND THE CHALLENGES

Smitha R | Research Scholar

Inclusive education refers to the education of all students and all students as being equal participants in the process of learning. The vision of inclusive education programme is to provide education to Children With Special Needs (CWSN) in inclusive set up with all other children and the mission is to remove social and psychological isolation from the mind of CWSN. After the introduction of RTE Act, 2009 and subsequent Amendment to the Act in 2012, education of CWSN in inclusive setup with other children has been given top priority and importance.

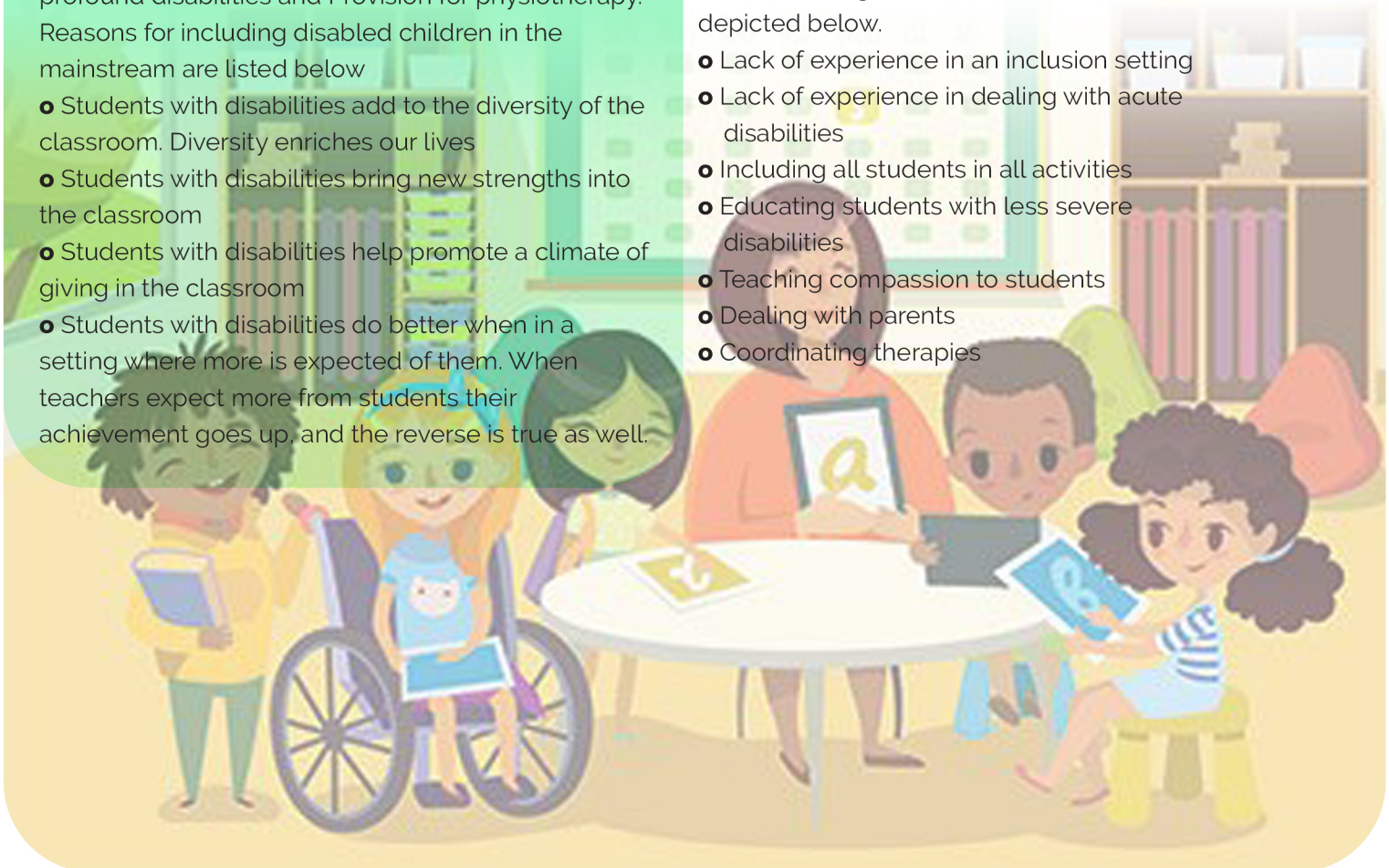
For facilitating the education of CWSN in formal schools, the following important activities have been undertaken by the State under Inclusive Education Programme to address the specific needs of CWSN. They are Identification of CWSN, Training for identifying CWSN, Student enrolment of CWSN in formal schools, Organizing orientation programmes and counseling for parents Orientation programmes for teachers, Organising of School readiness programme for CWSN, Provision of Transport/Escort Allowances for CWSN for attending neighbourhood schools, provision of Home-Based Education for profound disabilities and Provision for physiotherapy. Reasons for including disabled children in the mainstream are listed below

- Students with disabilities add to the diversity of the classroom. Diversity enriches our lives
- Students with disabilities bring new strengths into the classroom
- Students with disabilities help promote a climate of giving in the classroom
- Students with disabilities do better when in a setting where more is expected of them. When teachers expect more from students their achievement goes up, and the reverse is true as well.

In an inclusive classroom, children with disabilities have the opportunity to experience what its like to be considered normal enough to learn in a regular classroom environment, they are inspired by the positive performances of their peers, and they rise to the higher expectations of their teachers.

Students with disabilities challenge us to provide better ways to educate ALL kids. This process benefits all learners, not just those with disabilities since research reveals that all children have different ways of learning. Children with disabilities develop stronger neural connections in a richer learning environment. Young children are in a sensitive developmental period concerning their openness to neural imprinting from external stimuli, thus all children, including those with special needs, benefit greatly from an optimal learning environment. Though there are many provisions for the enhancement of CWSN, there are many challenges for the teachers to overcome to serve all students equally. Some of the challenges that teachers face are depicted below.

- Lack of experience in an inclusion setting
- Lack of experience in dealing with acute disabilities
- Including all students in all activities
- Educating students with less severe disabilities
- Teaching compassion to students
- Dealing with parents
- Coordinating therapies



INTEGRATING ART INTO TEACHING

Saritha A.S.
Research Scholar

Edutainment is a learning design to make education and entertainment combined harmonically to get a positive classroom atmosphere. Changing the classroom atmosphere with integrating arts can create positive atmosphere. Art integration is a trend in education system and researches in the area have signified its advantages on classroom process. Through Art integration various matching arts forms are mixed with content transaction.

Visual and performing arts can be integrated with teaching-learning process according to the need and capabilities of the students, classroom settings, nature of the content, resources available, etc. Art based approach to teaching provides an invaluable addition to the classroom as it addresses the multiple ways of understanding and expressing knowledge. A major criticism against Art integration is the probability of teachers not proficient in all the art forms but if the teacher has an open mind and willingness to bring the arts alive in the classroom, it

will not be a hurdle. The success of art integrated approach in classrooms depends mainly on the approach taken by the teacher in planning and implementing the programme.



Today the world has been reduced into a single letter or into a particular device. Without it our life is impossible and it has become an inevitable part and basic need of human being. Everything right from daily routine and private life to public and professional life highly depends on it. This device is in our hand every moment and educational field has also been changed into this letter. M-Learning which is the need of the hour is defined as training or education conducted

via a mobile device such as a Smartphone or tablet, usually related to a wireless network such as GSM, G3 or Wi-Fi. Our students are natives of digital world and its digital language is their mother tongue. So they easily absorb content through this digital-method.

Mobile learning are cost effective and flexible, it creates a flexible learning environment that can happen anytime because they can access content whenever and wherever they want. Collaboration is one of the biggest advantages of mobile learning. Today's younger employees enjoy collaborating with others in the workplace and more engagement results in better performance. People

Shafeek P
Research Scholar

M-Learning

learn at different rates, and mobile learning allows people to learn in their own way at their own individual pace. Research fields also use mobile for various purpose such as Mendely, which is a free reference manager and an academic social network. Manage your research and showcase your work. Google Forms is another popularly used research survey administration app that is included in the Google Drive office suite along with Google Docs, Google Sheets, and Google Slides. Forms features all of the collaboration and sharing features found in Docs, Sheets, and Slides. An intensive exploration and implementing m-learning by teachers is hence the need of the hour.

EMOTION REGULATION: A WAY TO MENTAL HEALTH

Linisha C.K.
Research Scholar

Education is a continuous process in life. It is widely understood as an important factor for social mobility. Education that is imparted today focuses on the cognitive aspect and a little importance to the affective domain. Emotion is a moved or stirred up state of feeling, that is how it appears to the individual himself. Development of adequate regulation of emotion is important in the development of social competence and psychopathology. The ability to appropriately express, manage, identify and respond to emotion is necessary for social competence. The word emotion is etymologically derived from the Latin word

Latin word Emovero which means to stir up or excite. Emotion is moved or stirred up state of feeling that is how it appears to the individual himself. It is a disturbing muscular and glandular activity that is how it appears to the external observer. There are two types of emotions in human emotion. Positive emotions such as happiness, love, sympathy, empathy, etc. and negative emotions such as unhappiness, anger, anxiety, and jealousy, etc. Feeling positive emotions also can help in seeing problem-solving options and finding cues for good decision making. Goleman (1995) defined Emotions as a feeling and its distinctive thought, psychological and biological states and ranges of propensities to act. So regulation of emotion is a very important process for the development

of mood disorders. Emotion regulation is the ability to modify the experience and expressions of emotions (Gross & Thompson 2007). In a classroom situation positive emotions, feedback and rewards facilitate better learning. Using positive emotion regulation strategies to enhance positive emotions is an effective approach in educational settings. The person who is skilled in emotion regulation is more socially desirable, better handling conflicts and has better interpersonal skills. For an adolescent student, there are many strategies of emotion regulation that should be integrated into the public health systems in attempts to decrease social problems. It should be also highlighted in the school education curriculum.



Suhara A
Research Scholar

FRIENDSHIP IN ADOLESCENCE

Friendship in childhood and early adolescence can feasibly best be thought of as correlative binary relationships, most often between same-age and in same-sex individuals. The delineation of friendship means that both individuals must view each other as a friend. In divergence to parent-child relationships, friendship is considered voluntary, such that individuals embrace to become involved in these relationships. This moreover means that friendship can dissolve or break-up over time. It is stamped by mutual affection. Friendship in adolescence serves to provide support and self-esteem enhancement, Emotional soundness, Affection and freedom for intimate disclosure. Instrumental and informational support, Offer consistent validation of interests,

aspiration, and fears, popularize the growth of interpersonal awareness and, Offer relationships for later romantic, marital and parental relationships.

Researchers have shown that children with friends report less psychological distress and higher self-esteem than do children without friends. Positive friendship quality has been associated with higher levels of global self-worth, more positive perceptions of social competence and lower levels of internalizing problems. Friendship is one special bond that you cannot replace with any other bond. It is a special relationship where there is no place for ego. To move with Helen Keller Walking with a friend in the dark is better than walking alone in the light.

ICT WORKSHOP

Aiming to provide an intense training on ICT tools for research scholars and teachers RSA in collaboration with IQAC organized one day workshop on AN INTRODUCTION TO ICT TOOLS FOR RESEARCH on 27.03.2019. Shafeek P, RSA president welcomed the participants and Dr.C.A Jawahar, principal of Farook Training College inaugurated the workshop. Dr. Hassnkoya M.P, Research Coordinator chaired the session. Dr. Muhammed Salim and Dr. Manoj Praveen G facilitate the programme.

Technical sessions of workshop lead by Dr. K.S Sajan (Assistant Professor ,NSS Ottappalam), Dr. Manoj Praveen G (Associate Professor ,FTC), and K Vijesh (Senior Research Fellow, FTC). Workshop was very effective for budding scholars and it gave a good hand on training of easy and useful ICT tools for research. A.S Saritha, RSA secretary delivered the vote of thanks.



Photogram

Ph.D Awardees



Dr. M. Saheedali



Dr. Prasheeda P



Dr. Jinu M.K.



Dr. Blessytha Anwar



Dr. Shimimol P.S.



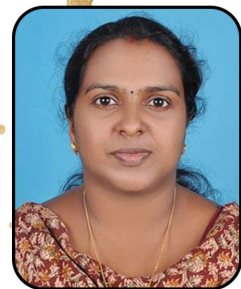
Dr. Sindhu C.M.



Dr. Shamina E



Dr. Leema K.M.



Dr. Jasna P Varijan

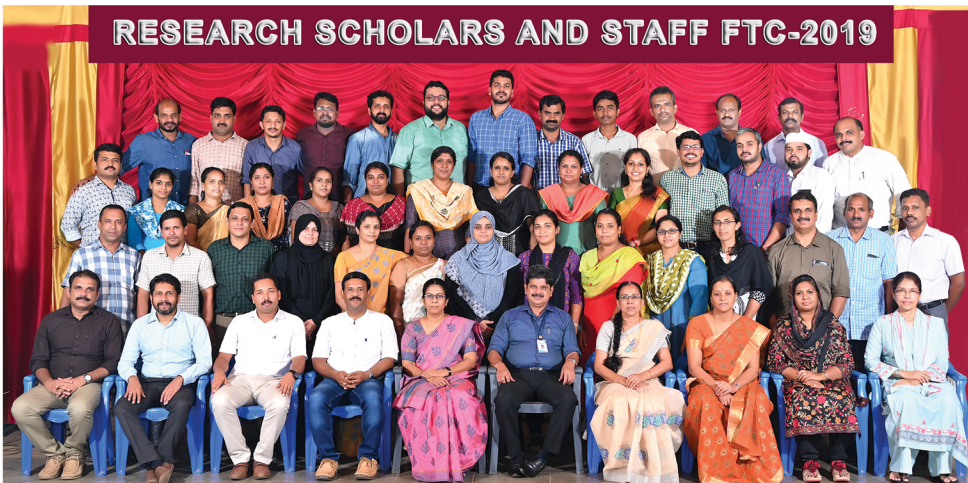
CONGRATULATIONS

Token of Appreciation



Sajmadas endowment Awar 2019

Adieu



Voyage En Peniche