



Farook Training College

Research Centre in Education.
Farook College, Kozhikode, Kerala.

Cycle 3 NAAC Re-accreditation 2023.


SSR - Criterion II

2.2.2. Reports with seal and signature of Principal

Affidavit

I do here by certify that, all the pages in this document are duly authenticated by me, under my privilege as the Head of the Institution of Farook Training College Kozhikode, Kerala




Principal
Farook Training College
P.O. Farook College, (Calicut)

Reports of the activities

1. Mentoring or academic counselling.


The programme involves individual tutoring of students from B. Ed and M. Ed batches. The three hour programme conducted every week aims at identifying and enhancing the individual capabilities of each student. Expert guidance for the programme is provided by all the faculty of the institution.

2. Peer feedback or tutoring

The program encompasses diverse activities such as micro teaching, criticism classes, reading and reflecting on texts, and peer teaching. Micro Teaching serves as a controlled setting for refining teaching skills whereas criticism classes cultivate critical thinking and improved reasoning. The reading and reflection on texts not only instill habits of reading and analysis but also expose students to diverse ideas. The micro teaching and criticism classes are conducted under the guidance of the optional teachers.

For the peer teaching task, specific educators are assigned. Dr. UmerFarooq, Dr. Niranjana, Dr. FathimaJaseena M.P.M, Dr. Aseel Abdul Wahid, and Dr. Anees Mohamed play key roles in guiding students, emphasizing communication skills and professional development. The overarching goal remains the enhancement of students' teaching skills, critical thinking, and proficiency in reading and writing. Each activity is allocated a specific duration – 30 hours for micro teaching, 30 hours for criticism and feedback, and 25 hours for peer teaching – ensuring a comprehensive and balanced developmental approach.




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3. Remedial learning engagement

The programme, led by Dr. Anees C Mohammad, ensures the empowerment of socially disadvantaged students from SC, ST, and OBC categories. It involves providing books and necessary support, and all teachers are actively engaged in clearing doubts regarding academic matters. Timely resolution of queries is a consistent practice, upheld throughout the year, with a designated hour per week dedicated to this initiative.

4. Learning enhancement or enrichment input

Engaging all B.Ed and M.Ed students, the programme spans five days per semester, focusing on the preparation of Online Collaborative Learning Platform (OCLP) materials. These resources are accessible year-round. Dr. Vijayakumari, Dr. Niranjana, Mr. FasalulAbid, and Dr. Aseel Abdul Wahid are key educators involved. The OCLP serves to facilitate the teaching-learning process, coordinating activities through online and Learning Management System (LMS) platforms. This involves creating and sharing demo videos on various teaching tools, guiding teachers on blended and online learning, and organizing seminars, webinars, and workshops to promote innovation in teaching and online platforms. Additionally, students are encouraged to develop their ICT resources and create learning materials for their courses. The program extends support to the Examination and Evaluation Committee (EEC) for conducting online examinations, as well as aiding in the open defense through the online platform.



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5. Assistive devices and adaptive structures (for the differently abled)

The objective of the programme is to provide the essential assistance required for the special students to encourage their overall development. All the faculty are involved in facilitating the requirements, such as providing Braille and distributing sports items for entertainment, throughout the year.

6. Multilingual interactions and inputs

The programme conducted throughout the year involving all the faculty, equips all B.Ed and M.Ed students to attend classes, practicals and university exams in bilingual mode.



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