



Farook Training College

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

Cycle 3 NAAC Re-accreditation 2023.


SSR - Criterion II

2.4.1. Documentary evidence in support of the selected response/s

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




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1. Organizing Learning (lesson plan)

The acquisition of proficient skills in lesson plan composition among students has been a result of consistent engagement in a diverse array of activities. The foundational groundwork for lesson planning preparation was laid during the initial stages through micro-teaching sessions. These sessions, integral to the orientation program, provided students with fundamental insights. Subsequently, as part of this process, students actively engaged in preparing micro lessons, thereby fostering their practical understanding.

Further advancement in crafting macro teaching lesson plans was achieved through collaborative peer discussion sessions and Criticism lessons. The objectives of peer discussion sessions were strategically designed to achieve several key outcomes: fostering a comprehensive understanding of Lesson Planning's conceptual framework and its pivotal role in classroom teaching, reinforcing the foundational concepts of lesson planning, providing a structured guideline for effective teaching practices, ensuring the coherent presentation of content, establishing a platform for comprehensive discussions on diverse facets of Lesson Planning, nurturing a positive teaching disposition, encouraging the formulation of lesson plans employing varied teaching approaches/methodologies, facilitating meaningful discussions on lesson plans among peers and educator mentors, and ultimately enhancing the overall competence in lesson planning. As a tangible outcome, it is expected that student teachers will meticulously prepare a minimum of 8 discussion-based lesson plans adhering to the constructivist format.

The refinement of lesson planning skills is further cultivated through Criticism Lessons sessions. A primary objective of the program is to provide hands-on experience in crafting lesson plans tailored for classroom teaching. The arrangement of Criticism classes should be optional. Student teachers will undertake a dual role within this activity. As performers, they are tasked with conducting a 40-minute macro lesson in VIII or IX (XI for Commerce and Computer Science). Simultaneously, in their role as observers, they are required to attentively observe the Criticism Lessons conducted by their peers. Each




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student teacher is expected to prepare eight (8) lesson plans as per the schedule and actively participate in these Criticism classes.

The integration of varied learning methodologies and the emphasis on collaborative engagement have significantly contributed to the progressive development of students' competencies in effective lesson plan writing. This approach ensures a robust foundation for their future roles as proficient educators.

Micro Teaching Workshop



Peer Discussion Lessons



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Criticism Lessons



2. Developing Teaching Competencies

The development of teaching competency among teacher trainees is facilitated by a wide array of activities integrated throughout the course. These activities include Micro teaching, criticism lessons, workshops on Teacher Enrichment focusing on the Preparation of Teaching Learning Materials (Chart and Model), Observation Lessons & Faculty Demonstration Lessons, EPC sessions on Art and Drama in Education, Yoga, Health & Physical Education, School Internship experiences, Critical Understanding of ICT, Workshops on Digital Textbook/E-Resources, EPC - Understanding the Self Workshops, Seminars, EPC sessions on Language Across Curriculum - Reading and Reflecting on Text, Soft Skill Workshops, and Expository Writing Workshops.

These activities collectively contribute significantly to the development of teaching skills among trainees. Each activity serves as a cornerstone in the holistic preparation of aspiring educators, covering a wide spectrum of pedagogical aspects essential for effective teaching practices.




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Chart Workshop

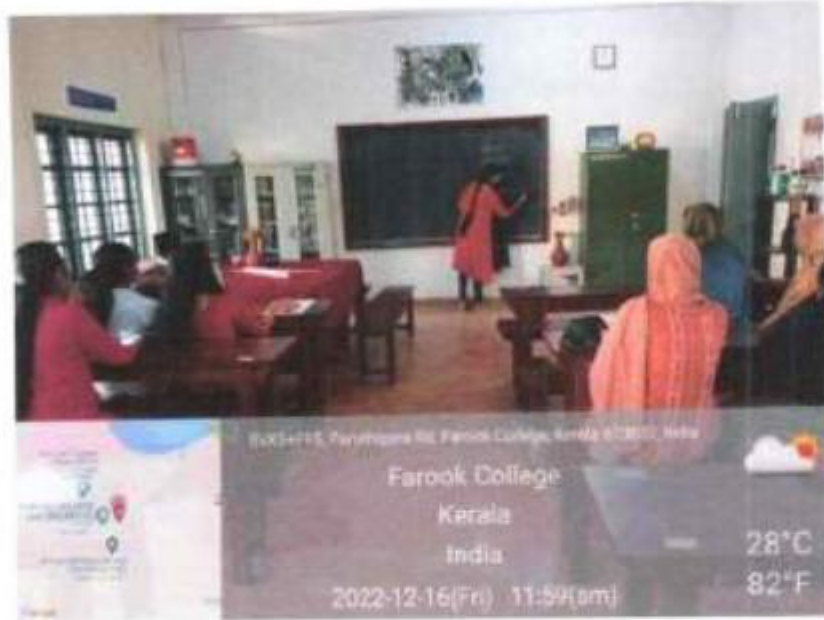


Art and Drama



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Micro Teaching



Understanding Self Workshop




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EPC- Language Across Curriculum



3. Assessment of Learning

The assessment of learning through internal tests and process evaluations of workshops and EPC sessions offers a comprehensive view of student progress and the efficacy of educational interventions. These assessment methods collectively contribute to the ongoing enhancement of the learning experience, fostering a holistic and enriched educational journey for the students.

Internal tests play a crucial role in gauging the academic progress and understanding of students. These assessments are strategically designed to assess comprehension, retention, and application of knowledge gained during the course. They serve as periodic checkpoints to measure individual growth, identify areas for improvement, and track the learning trajectory. The tests are structured to cover the breadth and depth of the curriculum, ensuring a comprehensive evaluation of student learning outcomes.

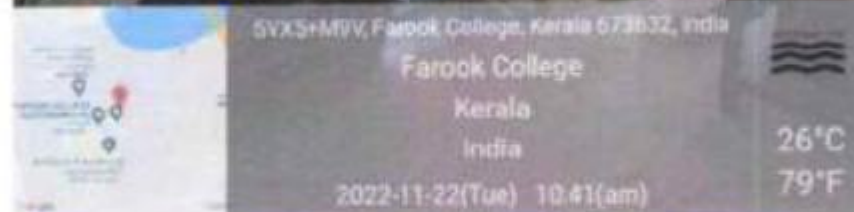
The assessment of workshops and EPC sessions extends beyond conventional testing. Process evaluation focuses on the qualitative aspects of learning, emphasizing the experiential and practical dimensions. Workshops centered on teacher enrichment, curriculum planning, pedagogical practices, and other related themes are evaluated based on their ability to impart practical skills, stimulate critical thinking, and foster interactive learning environments. The EPC sessions, which aim to enhance professional competencies and curriculum understanding, are assessed for their effectiveness in participation.




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Both workshops and EPC sessions are evaluated based on criteria such as engagement levels, application of theoretical concepts into practical scenarios, collaborative learning experiences, and the acquisition of tangible skills. These evaluations aim to provide constructive feedback to educators, ensuring continual improvement in the design and execution of these learning experiences.

EPC- Teacher evaluation




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4. Technology Use and Integration

The college has actively prioritized the seamless integration of ICT (Information and Communication Technology) within the teaching-learning paradigm, offering a plethora of opportunities for its incorporation. With a strategic focus on enhancing ICT proficiency among teacher trainees, the institution has orchestrated various workshops dedicated to equipping them with comprehensive ICT skills.

Specifically designed workshops, such as the Workshop on Digital Text Book/E-Resources, ICT Workshops, and ICT Workshops focused on Poster Making, exemplify the institution's commitment to fostering ICT competency among its educators-in-training. These programs serve as pivotal platforms for participants to acquire hands-on experience, explore diverse ICT tools, and gain practical insights into effectively utilizing technology in educational settings.

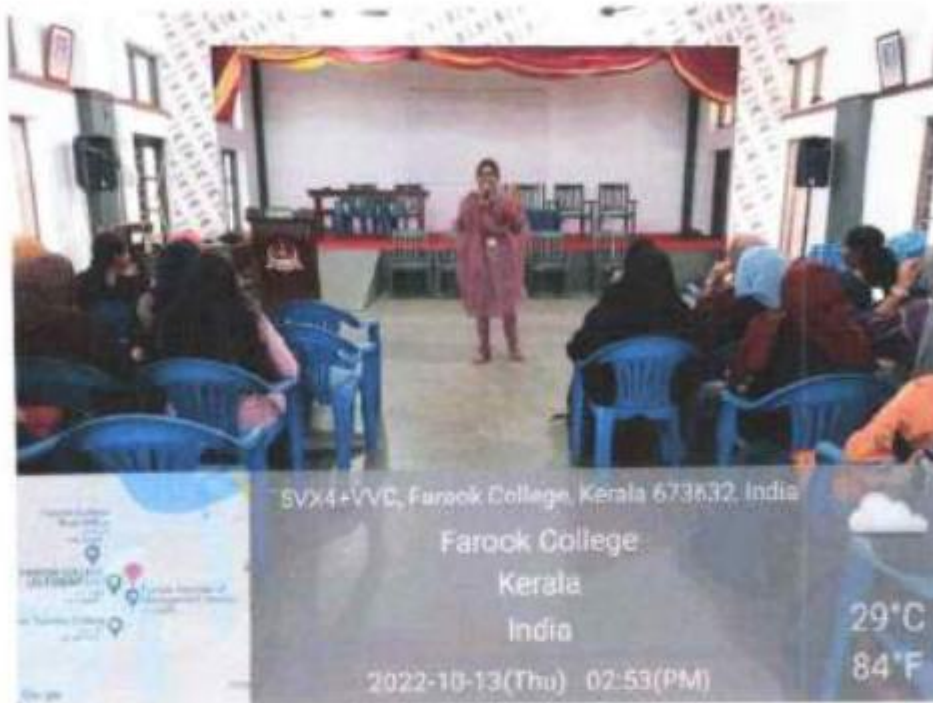
The orchestrated workshops are meticulously tailored to cover a broad spectrum of ICT applications relevant to the teaching process. They emphasize skill development, empowering teacher trainees with the necessary expertise to adeptly employ ICT tools, thereby enriching the teaching-learning experience. These initiatives underscore the college's dedication to nurturing a technologically adept cadre of educators poised to leverage ICT effectively in their future pedagogical endeavors.

Workshop on Digital Text Book/E-Resources



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ICT Workshop on Poster Making



5. Organizing Field Visits

The college has instituted a comprehensive approach to student development by incorporating field visits as an integral component of the curriculum. Both first and second-year students enrolled in B.Ed. and M.Ed. programs partake in organized field trips aimed at fostering a deeper understanding of cultural diversity and community engagement. These visits serve a dual purpose: to comprehend cultural nuances and to actively engage in community work.

The primary objective of these field trips is to augment the holistic development of students. By immersing themselves in different cultural settings and actively participating in community initiatives, students gain invaluable experiential learning opportunities. These experiences go beyond traditional classroom teachings, encouraging a practical understanding of societal dynamics and cultural variations.




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Moreover, these visits aim to instill a sense of social responsibility and empathy among students. By actively involving themselves in community work, students develop a heightened awareness of societal needs and contribute meaningfully to community welfare initiatives. This hands-on engagement fosters a well-rounded approach to education, emphasizing the significance of real-world experiences in shaping future educators.

Working with community



Field Trip



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6. Conducting Outreach/ Out of Classroom Activities

The college has been steadfast in its commitment to facilitating multicultural experiences through a diverse array of outreach and out-of-classroom activities. Throughout the duration of the course, the institution has deliberately orchestrated various programs aimed at providing students with a rich tapestry of cultural exposure.

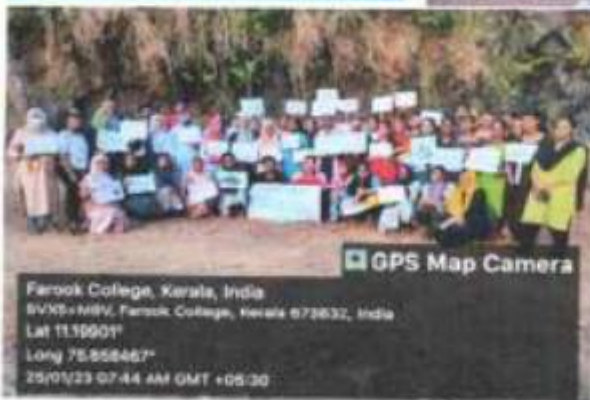
The strategic organization of these programs has been a cornerstone of the college's approach, offering a multifaceted spectrum of experiences. Some of the key initiatives encompassed the Community Living Camp, World Environmental Day celebrations at Kadalundy Wildlife Sanctuary, a Blood Donation Awareness Campaign across multiple schools, distribution of learning materials as part of the Hridayapoorvam Project to selected schools, 'Puthularikku Oru Vote' advocacy campaign, distribution of 'Pothichoru' meals, interactive sessions with students at the 'Prasanthi' special school, and liaison activities with schools during internship periods.

Each program was meticulously designed to transcend traditional classroom boundaries, fostering a deeper understanding of cultural diversity, community engagement, and societal responsibility. These initiatives provided students with immersive experiences, allowing them to comprehend the intricate fabric of society and the significance of active participation in community welfare initiatives. The college's concerted efforts in orchestrating these diverse programs reflect its dedication to nurturing socially conscious and culturally aware individuals. These experiences have played an instrumental role in broadening students' perspectives, equipping them with not just academic knowledge but also with a profound appreciation for diverse cultures and a sense of social commitment.




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Community Living Camp



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World Environmental Day celebrations



Blood donation awareness class



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Interaction with 'Prasanthi' special school students



Puthulaharikku oru vote



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7. Community Engagement

The college consistently provides students with opportunities to actively participate in community-related activities, thereby offering a diverse range of experiences aimed at understanding various social contexts. These programs are strategically arranged to expose students to the multifaceted nature of societal dynamics.

Initiatives such as Krishitheeram, focusing on agricultural farming, and Hridayapoorvam, involving the distribution of blankets and learning materials to selected schools, underscore the college's commitment to community engagement. These programs serve as platforms for students to not only gain theoretical knowledge but also immerse themselves in practical experiences, fostering a deeper understanding of societal needs. Additionally, the college orchestrates activities such as cleaning and library renovation at mental health centers. These initiatives exemplify the institution's dedication to promoting social welfare and addressing critical community needs.

By actively involving students in these community-oriented endeavors, the college aims to instill a sense of social responsibility and empathy. These experiences go beyond academic learning, enabling students to develop a holistic perspective and an appreciation for the diverse societal challenges. The college's concerted efforts in organizing such programs align with its vision to produce socially conscious individuals equipped to contribute meaningfully to society.

Krishitheeram Project




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Distribution of blankets




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Distribution of Learning Material



8. Facilitating Inclusive Education

The college places significant emphasis on fostering inclusive education, integrating theory into practical application within classroom settings and through visits to special schools. Numerous opportunities are deliberately arranged to provide students with firsthand experiences in inclusive education initiatives.

The approach to inclusive education commences within the classroom through theoretical orientations, ensuring a comprehensive understanding among students. This theoretical foundation is further reinforced by practical immersion, such as interactions with students at 'Prasanthi' special school, celebrating Children's Day at Kanivu special school, and organizing programs at Ramanattukara Buds Special School.




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These initiatives are pivotal in bridging the gap between theory and practice, allowing students to witness and engage with diverse learning environments. By participating in these programs, students gain invaluable insights into the challenges and nuances of inclusive education. Moreover, these experiences foster a deeper appreciation for the importance of inclusive practices within educational settings. The deliberate organization of such programs exemplifies the college's commitment to nurturing educators who are not only well-versed in theory but also adept at applying inclusive principles in practical scenarios. These experiences enable students to become advocates for inclusive education, equipped with the knowledge and sensitivity necessary to create inclusive learning environments.

Special School Visit



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9. Preparing Individualized Educational Plan (IEP)

Throughout the course duration, the college prioritizes the development and implementation of Individualized Educational Plans (IEP) tailored specifically for differently abled and special needs students. This commitment extends beyond theory into practical application, ensuring that these individuals receive personalized educational strategies and support.

The institution not only focuses on creating IEPs but also ensures that basic facilities are in place to accommodate the needs of these students. These facilities are designed to provide an inclusive and conducive learning environment, addressing the unique requirements of differently abled individuals.



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By meticulously crafting IEPs and providing necessary facilities, the college endeavors to create an educational landscape that caters to the diverse learning needs of all students. This commitment to inclusivity and personalized support underscores the institution's dedication to ensuring that every individual, irrespective of their abilities, receives an equitable and enriching educational experience.

IEP Sample

FAROOK TRAINING COLLEGE
Research Centre in Education, Affiliated to University of Calicut
Recognised by UGC/NCTE
(Accredited by SAAC at A+ grade with CGPA 5.29)
Farook College (P.O), Kozhikode - 673 632



Individualized Education Plan (IEP)

1. Student's Information

Name : **MUHAMMAD FASIL**
Course of Study : **B.Ed**
Year of Study : **2021-23**
Admission Number :
Gender : **MALE**
Date of Birth : **25-03-1996**
Age : **27**
Address : **JHEKKUMPATTU E113
CHALAPPURAM, CALICUT**
Contact Number : **8113849646**

2. Parent's / Guardian Information

Name : **MR. Mulla**
Address : **JHEKKUMPATTU (H)
CHALAPPURAM, CALICUT**
Occupation : **Taxi**
Contact Number : **9048314197**




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MICROLESSON - 04

Name of Teacher Trainee : HADHISA
 Subject : Chemistry
 Topic : Solutions
 Skill : Skill of stimulus Variation

Date: 14/10/22

Strength: 01

Duration: 5 min

Class : VIII

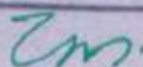
- Components :
- 1) Teacher Movements
 - 2) Gestures
 - 3) Change in speech pattern.
 - 4) Pausing
 - 5) Focusing.
 - 6) change in interaction style
 - 7) Oral-Visual Switching.

Teacher - Student Activity

Component of Skill

Teacher: Good morning students Student: Good morning	
Teacher: This is not a powerful good morning. I need a very powerful good morning. So let's try this one more time with power. Very good morning students.	Gestures
Students: Good morning students.	
Teacher: Yes, excellent. We have been dealing with the chapter 'Solutions' Right? Students: yes miss.	pausing
Teacher: Alright, so what is a solute?	Gestures




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Students: Constituent present in smaller quantity.

Teacher: Yes very good. What is a Solvent?

Students: Constituent present in large quantity.

Teacher: Yes. And we already said in aqueous solution, water always the solvent irrespective of its amount right?

Students: Yes.

Teacher: So today we are continuing with the properties of Solutes. Okay?

Mr. think about - Friday evening after a heavy lunch and then I come to class to teach chemistry. The first hour you all will pay attention. Right?

Students: Yes.

Teacher: What if I continue to next hour also? Slowly your attention level will start to decrease. Am I right?

Students: Yes.

Teacher: And as time goes by, it will reduce to minimum.

Then what if I continue after 3:30 also? Remember it is a Friday evening.

Oh, I can read from all your expressions. So by 3:30 you would have reached to your limit and beyond that no matter whatever I say you would have totally lost your attention and interest. So it's a point to which you cannot take it anymore. Right?

Students: Yes.

Teacher: Let us do a simple experiment. Who is willing to help me out?

Students: Me.

Teacher: Okay. So we have a beaker with water. I want

Teacher Monotone

change in Speech Pattern

Focusing

change in Interaction style.

Pacing

Gestures

change in Speech Pattern

change in Interaction style



You to dissolve the maximum amount of salt you can and tell me if there is any point such that even trying to dissolve salt it doesn't dissolve?

oral-Visual Switching

Are We ready?

Students: Yes.

Teacher: Good, you hear a clap. So you can see that, after a point there is a limit to which you can dissolve a salt. Right? See you can see undissolved salt at the bottom. So there is a limit just like our Friday evening. Right?

Gestures

oral-Visual Switching

Students: Yes.

Teacher: Such solutions in which maximum amount of solute has been dissolved is known as Saturated Solution. So what it is called?

Gestures

Teacher Movement

Students: Saturated Solution.

Teacher: Very good. So which state where you all on a Friday evening.

Students: Saturated.

Teacher: Now anyone guess what the solution before saturation is known as? Anybody?

Gestures

Students: Unsaturated Solution.

Teacher: Yes, it is called as an unsaturated solution. Can an unsaturated solution dissolve more amount of solute?

Focussing

Students: Yes.

Teacher: Good. As our today's home is going to end we will learn more about saturated solution in next class and we will give a proper definition to what a saturated solution is.

Change in Speech Pattern

Thank you students.

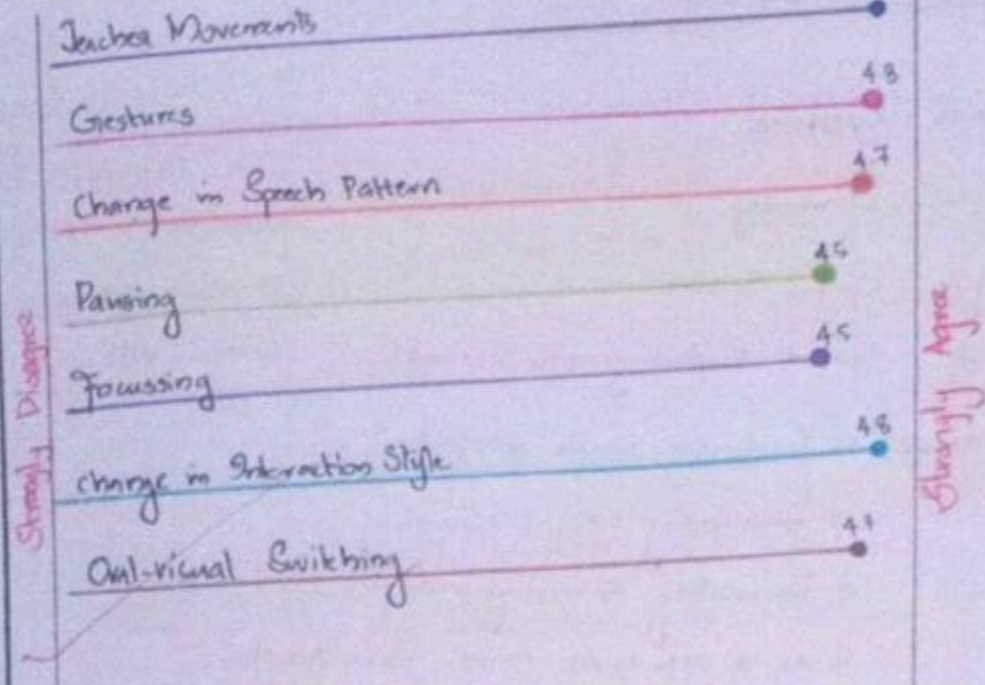
Students: Thank you miss.



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Score



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EPC - 1

ENGAGING WITH SUBJECT RELATED REFERENCE BOOKS.

Submitted To

Dr. Ishana Shahanez
Asst. Professor
Farook Training College

Submitted on

13-01-23


14/1/23

Submitted By

SHAMLA VP
1st B.Ed PS
Roll No: 16




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CONTENTS.

- Reference books
- Photoelectric effect (Introduction)
- Experimental study of photoelectric effect
- Characteristics of the photoelectric effect
- Laws of photoelectric emission
- Einstein's photoelectric equation
- Explanation of laws of photoelectric emission from Einstein's photoelectric equation.
- ~~Conclusion~~



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EPC-1

TASK 1 :: Language Across curriculum -
Reading and Reflecting on Texts

'Engaging with Narrative and
Descriptive Accounts'

SUBMITTED BY

Shilpa Sudheesh
3rd Year B.Ed
Physical science

SUBMITTED TO

Ashwathy Miss



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NOORUSIMHASANAGAL

- B. Jeyamohan Nair

This book "Noorusimhasanagal" written by famous Indian Tamil and Malayalam writer B. Jeyamohan is a touching piece on a man's life where his caste follows him like a shadow. No matter what level of economic, financial or social hierarchy he has managed to ascend to, the label of his caste pulls him down. The stratified society mocks him behind his back when he is in power, in his face when he is weak. This book is an answer to people who still doubt why the untouchables/dalits need a helping hand.

The author Bahuleyan Jeyamohan (born 22 April 1961) is an Indian Tamil and Malayalam language writer and literary critic from Nagercoil, Tamil Nadu. Drawing on the strength of his life experience and extensive travel around India, Jeyamohan is able to re-examine and interpret the essence of India's rich literary and classical traditions. Encountered with different traumas in life including the suicide of his friend, father and mother, Jeyamohan was drawn into an itinerant lifestyle, constantly travelling the country in search of physical and spiritual experience. He received many of his formative ideas of historiography and literary narrative during this period. This story "Noorusimhasanagi"




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EDU 102 COURSE ON EPC-1 :- Language Across Curriculum -
Reading and Reflecting on Texts

EPC-1

TASK :- Engaging with subject-related Reference books

SUBMITTED TO :-

Arshana Miss
Assistant Professor

Farook Training College

Date :- 13/01/2023



SUBMITTED BY :-

Shilpa Sudheesh

Roll NO :- 17

BEd Physical Science

Farook Training College

EVOLUTION OF STARS

The lifecycle of stars - from their birth to death

Stars are formed when dispersed matter in gaseous form starts coalescing together under the force of gravity into a compact object. Gravity continuously tries to shrink the object and in this process, the density and temperature inside the star rises. At some stage, both the temperature and the density reach values where the intramolecular distance is small enough for nuclear fusion reaction to start. Nuclear fusion of light nuclei, typically hydrogen into helium, produces an enormous amount of energy which heats up the gas and also produces a radiation pressure. The radiation pressure and the pressure of the hot gas act outwards and thus serve to counterbalance the inward force of gravity which would otherwise lead to a gravitational collapse.

In the initial stages of star formation, the mass of the gas is contracting but the density and temperature in the interior region of the star has not reached the critical values required for the nuclear fusion reactions to start. However, the process of gravitational contraction itself generates heat and this acts to slow down the collapse. Eventually, the temperature and density in the interior core reach values which make it possible for the hydrogen nuclei to overcome the coulomb barrier and fuse together to form Helium plus an enormous amount of energy. This energy is responsible for the outward pressure which balances out the inward gravitational pressure and the star reaches an equilibrium configuration. The star is now, what is called a Main Sequence star, our own sun being the most well known example of such a star. The star spends most of its life in this phase.

The initial nuclear fusion process is, as we have seen, the fusion of Hydrogen into helium. Clearly, there is only a finite amount of hydrogen in the core of the star (where the conditions are present for fusion). After all the hydrogen is exhausted, on a time scale of a few billion years, there



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no more fusion to produce energy. The gravitational contraction process starts once again and goes on till the core of the star becomes dense (and hot) enough for helium to undergo fusion into heavier nuclei, typically carbon. This marks the end of the main sequence phase of the star's life and its fate after that is decided by the mass of the star. For stars with masses comparable to the sun, the next phase is the Red Giant phase.

The Helium "burning" in the core obviously produces a lot of heat which, apart from causing the outward pressure, also heats up the outer regions of the star. At some point, the hydrogen in the outer region can start fusing and producing Helium and energy, a process which causes the outer layers of the star to expand enormously. The star increases hugely in size and becomes a Red Giant. The precise analysis of these ideas into a definite mathematical formalism requires integrating quantum mechanics, statistical mechanics and nuclear physics. Over the years, this formalism has indeed been developed and physicists now have equations which can be analyzed numerically. Estimates on our own sun show that it will become a Red Giant in about 5 Billion years and will then have a radius which is roughly equal to the present orbital distance of Mars.

The Red Giant stage continues until the Helium in the core is exhausted. The gravitational contraction process takes over once again and the star starts contracting once again. The interior region, especially the core, will at some point, reach a stage where fusion reactions of heavier nuclei become possible. However, the process does not continue indefinitely - from our knowledge of nuclear processes, we know that nuclei heavier than iron cannot release energy and thus, eventually, the star would have exhausted all its nuclear fuel.

The fate of a star after this depends critically on its mass. After nuclear fusion has ceased inside the star, there is no outward pressure arising out of the energy released by fusion processes. However, there is another outward pressure which comes into play and which is unique to quantum theory. Electrons, neutrons and protons are all half integral spin particles and thus obey the Fermi-Dirac statistics which implies that in an



assembly of any of these, no 2 particles can occupy the same quantum state. Thus, even at the lowest possible temperature, the particles would not be all in the lowest possible energy state. Instead, they will occupy states from the lowest to a maximum energy level which is called the Fermi level. In such a state, called a degenerate state, the average energy and pressure is non-vanishing even at the lowest temperature. This "degeneracy pressure" act in a direction which opposes the gravitational contraction and the fate of a star after nuclear burning depends on whether the gravitational force is greater or lesser than the degeneracy pressure. This in turn depends on the mass of the star.

For stars with a mass less than 1.4 solar masses M_{sun} , called the Chandrasekhar limit, the star collapses into an extremely dense compact object called a "White Dwarf". A white dwarf typically has a mass which is almost the mass of the sun but packed into a volume the size of the Earth. Electron degeneracy pressure is responsible for counterbalancing the inward gravitational force in a white dwarf.

For stellar masses above the "Chandrasekhar limit", till about 3 solar masses, the electrons and protons combine to form neutrons. The neutrons once again are fermions and hence also exert a degeneracy pressure. When this pressure counterbalances the gravitational force, the result is a Neutron star. These have densities comparable to densities of nuclear matter in an atomic nuclei.

For stellar masses above 3 solar masses, the degeneracy pressure is no longer able to counter the inward gravitational force. The collapse continues and after its radius crosses a value called the Schwarzschild radius, the star becomes a Black hole. These are objects that have such a strong gravitational field that nothing, not even light can escape from it. Once black holes are formed, a quantum mechanical effect allows it to radiate particles out. This phenomenon is called the Hawking effect since it was predicted by the noted cosmologist, Stephen Hawking.



EDU-302

EPC-2

ART AND DRAMA IN

EDUCATION



Submitted by

Angel Ronald
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R.No - 6




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അന്തഃസീമ

[ആന്തരികം, മാനസികം
ലക്ഷണങ്ങൾ - std ix]

അമ്മേ, ലക്ഷണങ്ങൾ
എടുത്തേന്ന്...
അമ്മേ.....



ഈ നല്ലത് വേർതിരിയ്ക്കുക
അമ്മേന്ന് ചൊല്ലാം.
മോളേ.....



എന്താ...?



ഈ രീതിയിൽ മൂത്രങ്ങൾ വേണം
നമുക്കു നമ്മർ എടുപ്പിച്ചാൽ
പുഴുപ്പുനിർമ്മാണം
മോളേ അമ്മേ...



മേലിറങ്ങി
ഇത് അന്തഃസീമ
ആണ്...



ആമോഷനികൾ ആന്തരികം
നല്ല അമ്മേ മൂത്രങ്ങൾ
നമുക്കു എടുക്കുന്നതാണ്
അന്തഃസീമ...

അമ്മേ...



അമ്മേ... അമ്മേ...
അന്തഃസീമിന്റെ
ലക്ഷണങ്ങൾ

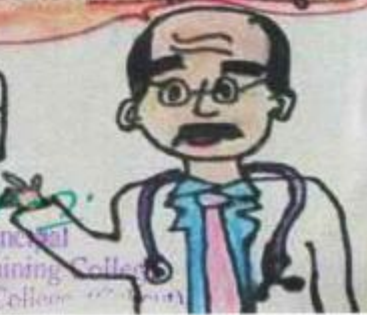


മമ്മേ...



നിത്യമായി മൂത്രങ്ങൾ
ആമോഷനികൾ അന്തഃസീമിന്റെ
ലക്ഷണങ്ങൾ ഉപയോഗിക്കുന്ന
ആമോഷനികൾ അന്തഃസീമ

അമ്മേ...



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B.Ed. COURSE

2021-23

REPORT OF INNOVATIVE WORK, BEYOND THE CLASS ROOM ACTIVITIES AND ORGANIZATION / PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Certified that this is a bonafide record of

Name of the Student : DILSHA.K.V

Roll No. : 8

Optional Subject : PHYSICAL SCIENCE

MEMBER OF THE FACULTY

Place Farook College.....

Date 31/1/23.....



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CO-CURRICULAR ACTIVITIES

Organised Sports [4, 5 - Nov 2022]

As a part of our internship during 2021-23, we organised Youth Sports at GSVHSS, Ferok on 4, 5 November 2022. The Venue was at Nellur mini Stadium. The Sports was inaugurated by A.M Sideque Sir, Ferok ACP, moreover, Headmaster Sriniv Sir and other ward members, teachers were also participated in the inaugural section. At first day, we had the duty of tools and equipments. At the time of each event, we provided the equipments like shotput, discus, etc and the tools like Quick lime powder and rope for drawing tracks and marking the spots. We also helped other Committees like refreshments, first aid, all committee did their job well.

On second day of sports, we had the duty of call room where we have to prepare the students for each item which has to be come up with after the ongoing event. Besides us, registration committee was there who provides registration details, chest number etc for us. After my work, I coordinated the long jump section, I gave the instructions for students that how to run before jump, don't step your foot on the last cross marks, if so you will disqualified. Teachers were also great support for all. We helped them. Lunch was provided at school. We also accompanied them and gave support as possible by us. Students were well performed in each event.



Arranged Science fair stalls [23 Sept 2022]

As a part of science fair conducted on 23rd September 2022 at Granapath VHS school, Feroke, we arranged science stalls. We, physical science team made so many experiments like galvanic cell, naphthalene balls dancing, separation of immiscible liquids, magic with $KMnO_4$ and glycerine, we also demonstrated our working models and skill models, charts in that stall. They were so many models, equipment, apparatus in the lab, we all brought it to the concerned stall and typed each name and pasted it on the desk. We four students had the full time duty in the stall in order to give explanation to students and parents, & teachers who were visiting each stall in a curious manner. We prepared so many coloured solutions of $CuSO_4$, Ni , $KMnO_4$, $K_2Cr_2O_7$ etc. Hydraulic press & its principle (Archimedes' principle), Pascal's law etc. were also explained. The stall was quite interesting.

After the judgement, we had another duty of documentation of this science fair. We, Farook College students arranged each section like, UP, HS, HSS into working model, skill model, IT fair, Social Science fair etc. After our work, we just visited each stall of IT, language like Urdu, Arabic, Malayalam, English, Hindi, Social Science lab was also quite interesting. Teachers were also very thankful to us because of great help in documentation work made the task become smooth and fast in order to announce the result.

Organized Youth festival [10, 11, 12 - Oct 2022]

The Youth festival was held at GIGIVASS, Feroke on 10, 11, 12, Oct 2022. It was inaugurated by film artist, Shri. Pradeep Balan, on 10th October 11:00 am. As a part of this youth festival, there was practicing section one month before in evening. We had the duty to control each floor whether they are practicing or not. There were different B-Ed colleges having different duty in order to manage the best successfully. From that, Farook Training College had the Stage Committee duty. We divided into 4 groups. Since there were four stages with different names. I had the duty at 'Saranggi' stage where at first day, kids patriotic Song, group Song etc were conducted. On second day, HS HSs, Mappalapattu, Urdu Song etc and final day there were programmes only at main stage. The programmes were Kolkali, Drama, and Thiruvadhira. On final day, we had duty in Green room, we helped students to makeup and give first aid after their performance.

Meanwhile, we also did the documentation work, we prepared the judgement slip as per the instruction of 'Dason Sir,' who has incharge of registration & documentation. We have to sort each programme group wise and solo wise. Then we will hand over this to teachers who writing the certificate. We also helped doc committee to serve the doc and to control the crowd. It was memorable experience during our internship days.



BEYOND THE CLASSROOM ACTIVITIES.

Science lab cleaning [17 Oct 2022]

As a part of our internship in G6VHSS, Perole, we conducted science fair on Sept 23 for U.P, H.S and HSS including VHSE. It was a informative and interesting programme for students, teachers and parents. After this, we should have to clean the lab and arrange all in a systematic way. We, physical science teachers trained and natural science, as a team cleaned all equipment like beaker, conical flask, test tube, watch glasses and arranged it in the shelf. We also placed each chemicals in the alphabetical order. There were so many reagent, models, chart which arrived as a new stock. We unboxed it all hang the periodic table and displayed the model of lungs, eye, human body etc in the biology corner. The apparatus in the shelf of physics also arranged and grouped into lens, magnet, measuring apparatus in one shelf like barometer, Spring balance, lastometer etc.

After setting all, we cleaned the blackboard, arranged benches, desks, table and chairs. And cleaned the floor, washing basin. The teachers Sudha, Rathi, Dhanya, Jaseela, were there to help us.



MED 09
TEACHER EDUCATION-PRACTICAL

PEER TEACHING

Submitted to

Dst. Umesh Farooque
Asst. Prob. of Education
&
Research Guide.
Farook Training college
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Umesh
05/01/2022

Submitted by

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Submitted on

22.12.2022.



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List of students with Topic.

S/No	Name	Topic
1.	Ambily Joseph	In-Service Programmes for ensuring quality - agencies NCFRT, SCERT
2.	Binisha . P	NCFRT, NCTE
3.	Greeshma . P	Postfolio assessment
4.	Nasreen . K.M	National Curriculum Framework (2005)
5.	Saleef Jose	NEUPA, IASE, CIET
6.	Munavisa	Components of Pre-Service and In-Service teacher education Programme.
7.	Reshmi Ramesh	Grading system (Secondary Education)
8.	Deepa. K	Agencies of In-Service and Pre-Service teacher education Programme - National and International level.
9.	Suvini.	Critical appraisal of secondary and Senior Secondary education in India.
11.	Kadheerha musriya	Problems of education for differently abled children and disadvantaged children.

12.	Shahidha	conceptual understandings of Ideology.
13.	Haritha. A	Problems and Prospects of Teacher Education.
14.	Jasna Joseph	Nature, Scope, need and importance of research in Teacher Education.
15.	Jasna Thomas.	Secondary school curriculum: Features, Principles, Relevance.
16.	Jaknath. V.P	Equalization of educational opportunity in secondary education.
17.	Irfana. P.K	Teacher education in developed countries.
18.	Fabina Dhilmiya	Problems and issues of secondary and Senior Secondary education in India.
19.	Anjali. P.M	Pre-Service Programmes of Teacher Education.
20.	Anju. B.K.	Issues and challenges of quality assurance and accreditation of teacher education institutes and integrating technology in teacher education.
21.	Mushsina, K	collaboration and Partnership in Teacher Education.



22.	Sumayya	Quality Education.
23.	Paavathi. u.	competency Based Teaching Learning.
24.	Jamshiya. k.	Areas of research in TE trends and implications in T.E
25.	Rinju. M.P	Issues and challenges of teacher education. Preparing for special school teachers.
26.	Raveena Keishna	Problems of girls education.
27.	Anoop. c	Problems and challenges related to universalisation of secondary education
28.	Aswathi. M	Policies of Teacher Education
29.	Aswathi. V.R	Professionalising secondary and senior secondary education. Pre-service and inservice programmes in secondary education
30.	Bindya Rashna	Delos commission Report
31.	Resmi. k. Nani	Dynamic Indian Society
32.	Raihanath	Kothari commission (1964-66)
33.	Sujisha. k.k	University education commission
34.	Mancy. s	Nature and forms of inequality Secondary level.
35.	Roshna Shaboom. P	Innovations in Teacher Education Regional, national, and international level.
36.	Rahida Rajan. P	Impacting gender sensitivity - Removing gender bias in Curriculum.

37.	Irfana Musthafa	Vocationalisation of Secondary Education.
38.	Linsfa.C.P	National Policy on Education
39.	Nimmi.V.U	Wastage and stagnation at Secondary level.
40.	Pravitha.P.P	Senior Secondary school Curriculum - Features, Principles, Relevance.
41.	Anjali.K.V	Agencies of pre-service and in-service T.R.E Programmes at district and state level.
42.	Roshna Mole.M	Areas of research in Secondary education.
43.	Shamexali.	Research in Secondary and Senior Secondary Education.
44.	Muhammed Fazal.O	Reflective Teaching, meaning, nature, objectives.
45.	Akhila.C.V	Modes of pre-service and In-service teacher education merits and demerits.

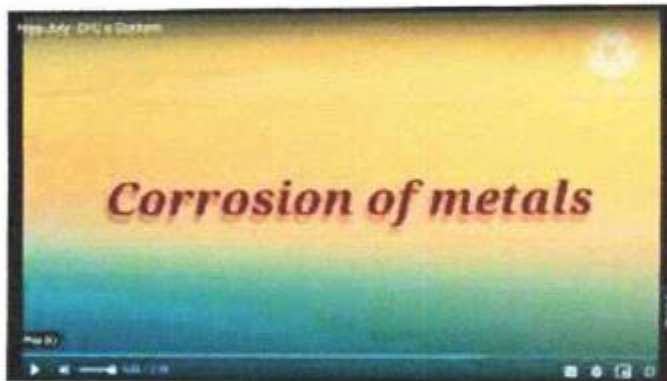


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E-CONTENT



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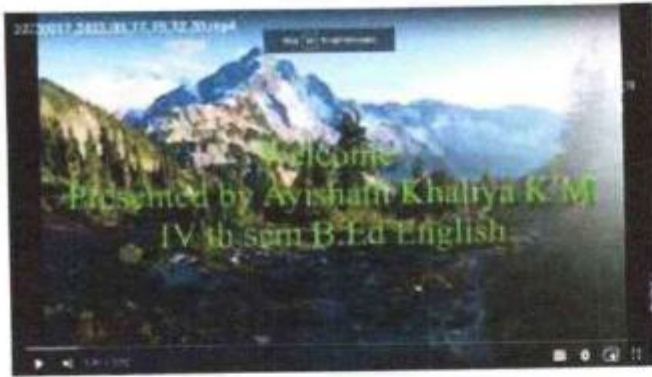
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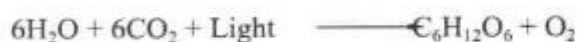
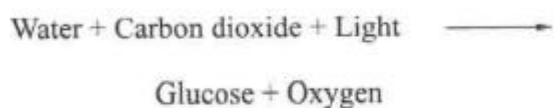
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CHEMICAL REACTIONS

PHOTOCHEMICAL REACTIONS

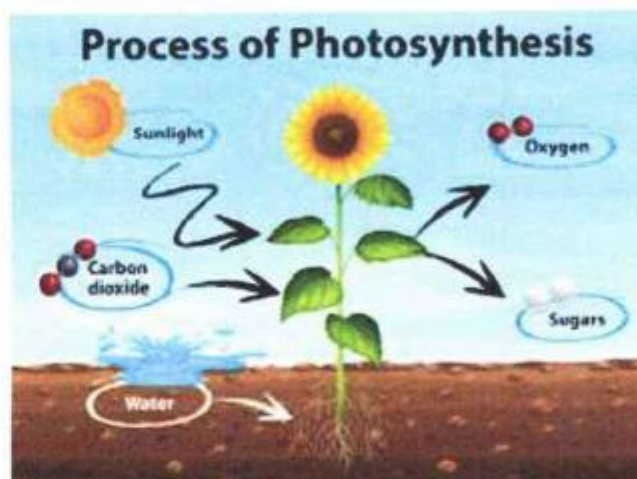
PHOTOSYNTHESIS

Photosynthesis is a chemical reaction that is responsible for sustaining life on earth. In this reaction, plants produce glucose by absorbing light. Note the chemical equation of this reaction.



Click the following link to watch video of photosynthesis.

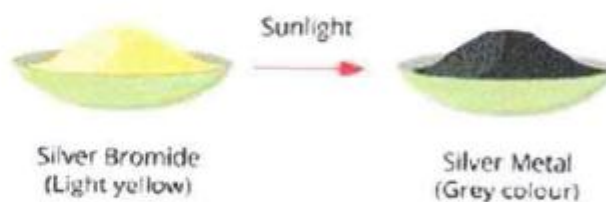
<https://youtu.be/D1Ymc311XS8>



SALT THAT TURNS BLACK IN SUNLIGHT

Take some silver bromide in two dry watch glasses. Wrap one of them with a black paper. Keep both of them in sunlight for some time.

- What do you observe?
- In which watch glass does the colour of silver bromide change?
- Which form of energy was responsible for this chemical change?



This was due to the deposition of silver produced as a result of the decomposition of silver bromide by the absorption of light.

Chemical reactions which liberate or absorb light energy are known as **Photochemical Reactions**.



What could be the reason for storing certain medicines and chemicals in brown bottles?

<https://youtube.com/shorts/Iw9HM9kcAUw?feature=share>

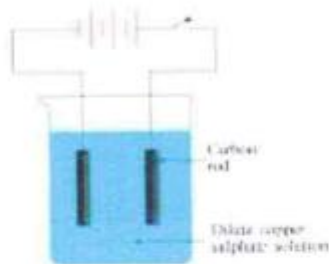
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<https://www.youtube.com/watch?v=GhbuhT1GDpI>

ELECTROCHEMICAL REACTIONS

ELECTROLYSIS

Set up the apparatus as shown in Figure.



What changes do you observe when electricity is passed through the circuit?

- In the colour of copper sulphate solution:

- On the carbon rods :

The change in colour of copper sulphate solution and the deposition of copper at the electrode proves that a chemical change has occurred.

- Does it happen if a carbon rod is simply kept in copper sulphate solution?
- Which form of energy was responsible for this chemical change?
- Was the energy liberated or absorbed?

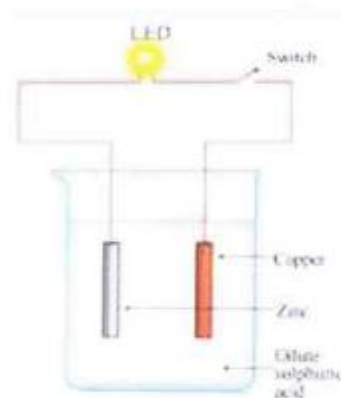
Try see
link below for help....



The process in which a substance undergoes decomposition by the absorption of electrical energy is known as electrolysis.

Scan the code to see a simulation

Set up the apparatus as shown below



- Why does the LED glow when the switch is turned on?
- How is this form of energy produced?

Here, electricity is produced as a result of a chemical reaction between the acid and the metals kept immersed in it.

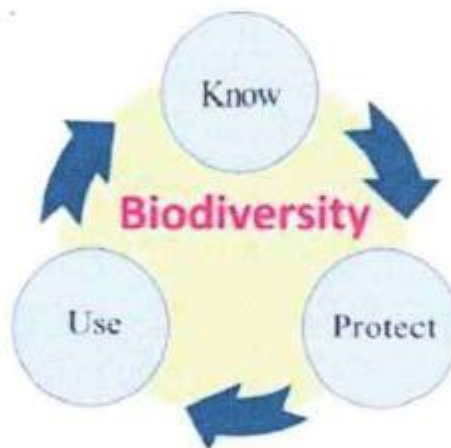
Arrangements which produce electricity as a result of chemical reaction are known as Electrochemical cells.

CONSERVATION OF BIODIVERSITY

Biodiversity mainly refers to the variety and variability of life existing on the planet Earth. The term biodiversity usually refers to the process of measuring the variation at the genetic, species, and ecosystem level. Biodiversity plays a vital role in boosting the ecosystem. The factors responsible for the cause of changes in biodiversity are:

- ❖ Pollution
- ❖ Invasive species
- ❖ Overexploitation
- ❖ Change in the climatic conditions

We all need to conserve biodiversity, as it leads to the conservation of essential ecological diversity to preserve the continuity of food chains. Sustainable development is possible only with the protection Of nature.



There are mainly two types of conservation

- a. IN-SITUE CONSERVATION
- b. EX-SITUE CONSERVATION



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SONG OF A DREAM

SAROJINI NAIDU

ONCE in the dream of a night I
stood
Lone in the light of a magical wood,
Soul-deep in visions that poppy-like
sprang;
And spirits of Truth were the birds
that sang,
And spirits of Love were the stars
that glowed,
And spirits of Peace were the
streams that flowed
In that magical wood in the land of
sleep.

Lone in the light of that magical
grove,
I felt the stars of the spirits of Love
Gather and gleam round my delicate
youth,
And I heard the song of the spirits of



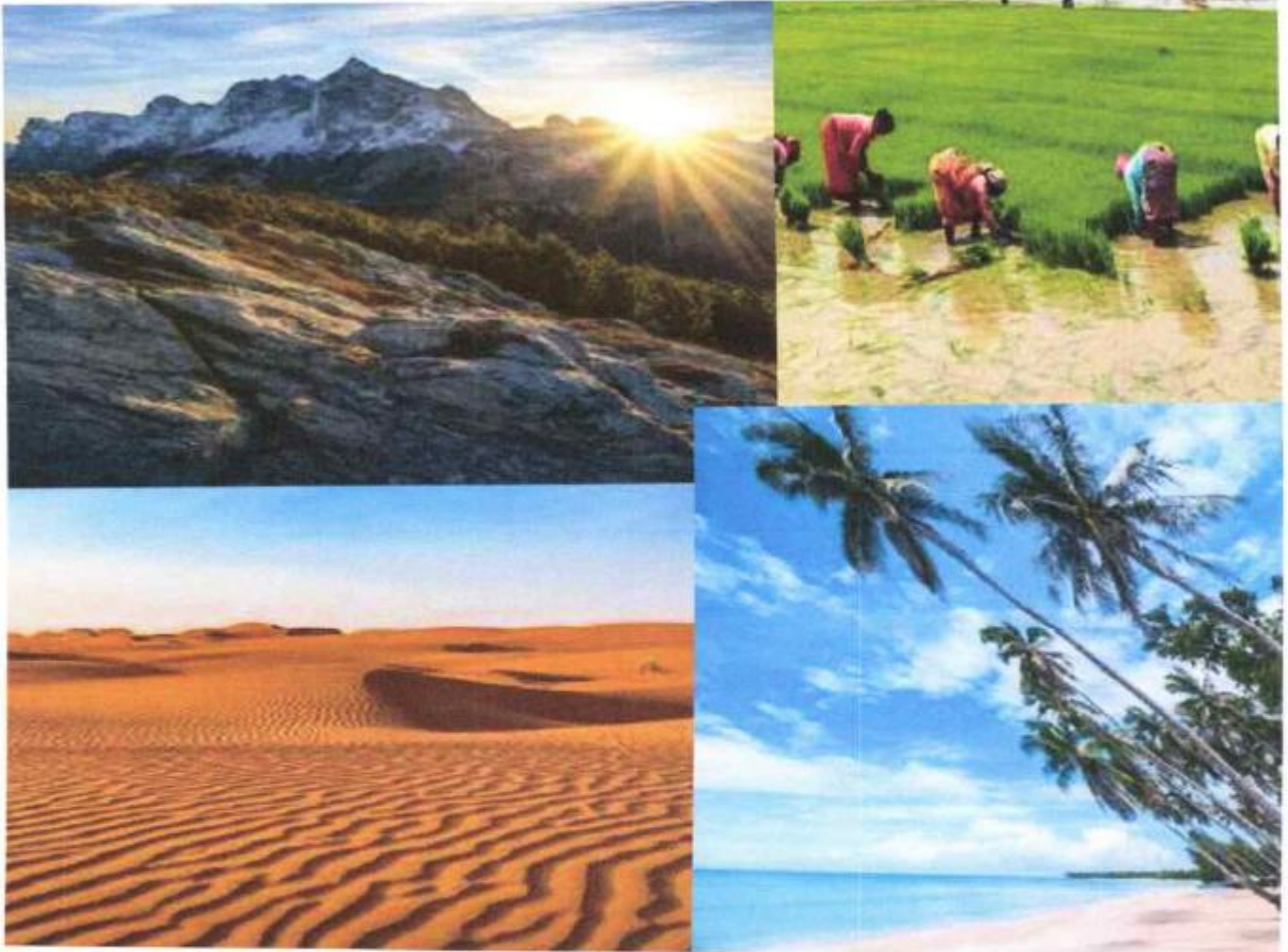
Truth;
To quench my longing I bent me low
By the streams of the spirits of
Peace that flow
In that magical wood in the land of
sleep.

See video :<https://youtu.be/ROGrijunDEEg>



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OUR INDIA



*India is my country. All Indians are
by brothers and sisters. I love my
country and I am proud of its rich
and varied heritage.....*

Let's know more about India

<https://youtu.be/35npVaFGHMY>



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We Indians are proud of the variety heritage of our country. The diversity in attire, language, tradition, etc. makes India unique. This diversity is also evident in physiography, climate, vegetation, lifestyle, etc. Amidst these diversities, the Indians live united like siblings; breaking the barriers of caste, religion and language. This chapter will help you to know more about the diversities of India vegetation, lifestyle, etc. Amidst these diversities, the Indians

India - Location and neighbouring countries

We have earlier discussed the continents. Can you identify the continent to which India belongs?

Find out India's neighbouring countries from the map of Asia.

