



Farook Training College

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

Cycle 3 NAAC Re-accreditation 2023.


SSR - Criterion II

2.4.2. Documentary evidence in support of each selected activity

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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Documentary evidence in support of each selected activity

Learners gain many important skills and competencies as they actively participate in various activities like microteaching, criticism classes, discussion lessons, initiatory school experiences, lesson plan preparation, and BRC visit. They acquire skills and knowledge regarding creating learning objectives, content mapping, writing lesson plans, managing student diversity in the classroom, and evaluating students' progress. Through the

completion of each task, students can get a variety of the previously mentioned competencies. For instance, during their initiatory school experiences, students learn how to write learning objectives, map content appropriately, gather a variety of relevant learning resources, connect with the community, and so on. Documentary proofs of these activities

are provided below.



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EDU 09 12 - Pedagogic practices in physical science

ASSIGNMENT

Topic: Pedagogic analysis of unit of X std

Submitted to

Dr Sushama chokhanaz ulladan
Asst prof. of physical science
Farook training college

Submitted by

Nafeesathul Nadhav
2nd sem B.ed ps
Roll NO : 10
Farook training
college,



Ums
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Pedagogic Analysis

Class : Xth std

Subject : chemistry

unit : വാതകനിലമനുഭൂതം മോൾ സങ്കരപ്രകമ്പം

Subtopics

- * വാതകത്തിന്റെ വ്യാപ്തം.
- * വാതകത്തിന്റെ മർദ്ദം
- * താപനില
- * വ്യാപ്തവും മർദ്ദവും
- * വ്യാപ്തവും താപനിലയും
- * വ്യാപ്തവും തന്മാത്രകളുടെ എണ്ണവും .
- * അപേക്ഷിത അറ്റോമിക മാസ്
- * അറ്റോമുകളുടെ എണ്ണം
- * ഗ്രാം അറ്റോമിക മാസ്
- * മൂല മോൾ അറ്റോമുകൾ
- * മോളികുലാർ മാസ്സും ഗ്രാം മോളികുലാർ മാസ്സും.
- * തന്മാത്രകളുടെ എണ്ണം
- * മൂല മോൾ തന്മാത്രകൾ
- * വാതകങ്ങളുടെ വ്യാപ്തവും മോളും തമ്മിലുള്ള ബന്ധം



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പ്രധാനപ്പെട്ട കാര്യങ്ങൾ

- * ചർച്ചയിലൂടെ പാതകങ്ങളുടെ സ്വഭാവഗുണങ്ങൾ പട്ടികപ്പെടുത്തുന്നു.
- * പരിഭവങ്ങളിലൂടെയും വിശകലനത്തിലൂടെയും വാതകത്തിന്റെ വ്യാപ്തം, ദർശനം, താപനില എന്നിവയെപ്പറ്റി പാഠനം നടത്തുന്നു.
- * പരിഭവങ്ങളിലൂടെ പാതകങ്ങളുടെ വ്യാപ്തവും ദർശനവും തമ്മിലുള്ള ബന്ധം തിരിച്ചറിഞ്ഞ് നിത്യജീവിതത്തിലെ സന്ദർഭങ്ങൾ പട്ടികപ്പെടുത്തുന്നു.
- * പരിഭവം നിരീക്ഷണത്തിലൂടെയും പട്ടിക വിശകലനം ചെയ്തും പാതകങ്ങളുടെ വ്യാപ്തവും താപനിലയും തമ്മിലുള്ള ബന്ധം തിരിച്ചറിഞ്ഞ് ജീവിത സന്ദർഭങ്ങൾ വിശദീകരിക്കുന്നു.
- * ചർച്ചയിലൂടെ പാതകങ്ങളുടെ വ്യാപ്തവും തന്മാത്രകളുടെ എണ്ണവും തമ്മിലുള്ള ബന്ധം തിരിച്ചറിയുന്നു.
- * ചർച്ചയിലൂടെ മാസ് അളവ്നോക്കി സൂക്ഷ്മകണങ്ങളുടെ എണ്ണം കണക്കാക്കാമെന്ന് പരിചയപ്പെടുത്തുന്നു.
- * പട്ടിക വിശകലനത്തിലൂടെയും ചർച്ചയിലൂടെയും മതലകങ്ങളുടെ അപേക്ഷിത അറ്റോമിക മാസിനെ പറ്റി പാഠനം നടത്തുന്നു.
- * ചർച്ചയിലൂടെ ഒരു മോൾ ആറ്റം നിർവചിക്കുന്നു.
- * പട്ടിക വിശകലനത്തിലൂടെയും ചർച്ചയിലൂടെയും ഗ്രാമ അറ്റോമിക മാസ് നിർവചിക്കുന്നു.



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MED 10

TEACHER EDUCATION (PRACTICAL)

3. Visit BRC/ DIET/ TTI/ Pre - Primary Teachers' Training Institutes and interact with students, teachers, principal for a study on the system of teacher training in these institutions

Submitted by,

Suvin V M

M.Ed III Semester



Farook Training College

Research Centre in Education

University of Calicut

2021-23



Suvin V M
Principal
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Introduction

As part of two years M.Ed curriculum, all students have to visit BRC/DIET/TTI/Pre Primary Teachers' Training institutes and interact with students, teachers, principal for a study on the system of teacher training in these institutions. I got a chance to visit BRC Kondotty which is located in Morayur in Malappuram District with two of my classmates on 01-10-2022 and understand the activities, organisation, structure and different aspects of BRC's. BRCs are Block Resource Centres of Education and the head of the institution is the Block Project Co-ordinator (BPC). The major academic roles of BRC include- the development of the centre as a rich academic resource with ample reference materials for the teachers, development of strong human resource pools (by inviting resource persons) from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals to form Resource Groups in different subject areas for primary and upper primary level, regular school visits for addressing emerging pedagogic issues and issues related to school development, organization of teacher training and monthly meetings to discuss academic issues and design strategies for better school performance, setting up of performance indicators to track and enhance school performance, consultation with community members and Panchayat Raj Institutions to strive for school improvement, designing a Quality Improvement Plan for the block/cluster and strive to achieve that in a time bound manner and monitoring the progress of quality using Quality Monitoring Tools in collaboration with nearby DIET.

Objectives of this activity


- To familiarise with teacher training activities in BRC
- To understand the significance of BRC in the field of teacher education
- To familiarise the functions of BRC

Name of the Institution visited: BRC Kondotty, Morayur, visited on 01/10/2022, Saturday

Execution

As part of BRC visit we have planned to interview BPC (Block Project Co-ordinator) or teachers of BRC to collect the details about the institution such as the history, structure, faculties, programmes, facilities etc. So we have prepared an interview schedule with 17 questions prior to the visit. We have collected request letter from our college, addressed to the head of the BRC to permit the visit and the procedure. Before the visit we ensured the




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availability of the head and staffs in the institution and took permission to visit on 1st October 2022.

On the day of visit we interviewed the head Dr. Sudheeran Cheerakkoda (BPC) and collected the details.



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INTERVIEW SCHEDULE FOR TEACHERS OF BRC

Name of BRC :

Name of BPC/Teacher:

School address :

1. Can you explain the history of the BRC?
2. When was it upgraded?
3. How long have you been in charge of BRC?
4. How many courses are being conducted in each academic year?
 - In which subject
 - In which level
 - Which are the schools that come under this institution?
 - What are the criteria for selecting the course participants?
5. How often do you conduct the course?
6. What is the nature of the course?

	Cluster
	Workshop
	Training programme
	Refresher course
	Orientation course
	Others

7. What is the duration of the course in general?

❖ One day



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- ❖ Two day
- ❖ One week
- ❖ Two week
- ❖ One month

8. Whether the courses are based on the content or methodology?

9. What follow ups do you provide after the completion of these courses?

10. How do you allocate the fund for the programme?

11. How do you identify the need for the programme?

12. What are the criteria for selecting resource persons?

13. Is there any provision for additional reference for course participants in BRC?

- ❖ Library
- ❖ Providing reading materials
- ❖ ICT

14. Can you explain about the management and administration of the Institution?

15. How many teaching and non teaching staffs are here?

16. What about the infrastructure facilities of the institution?

17. What are the difficulties that you face while conducting the course?




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Analysis of collected data

Name of BRC : BRC Kondotty

Name of BPC : Dr. Sudheeran Cheerakkoda

School Address : GMLPS Morayur

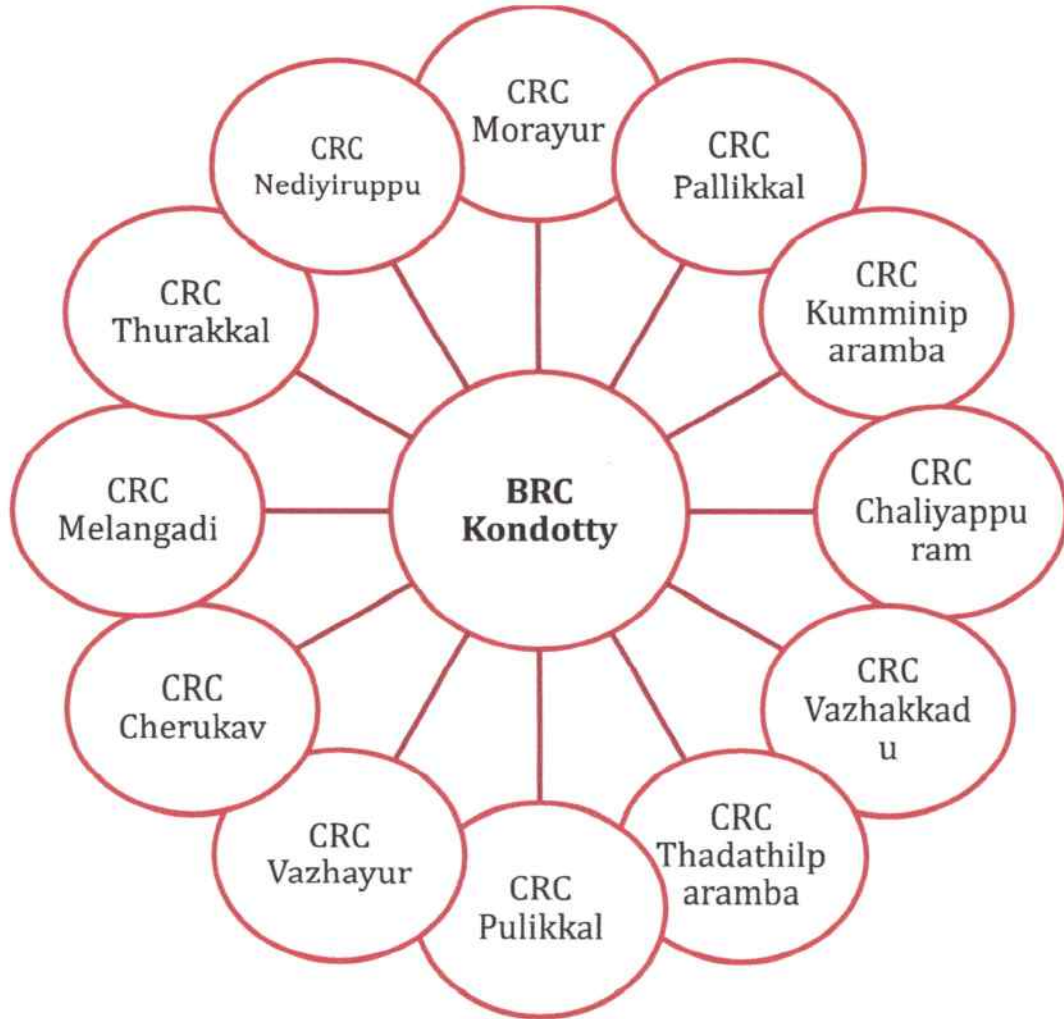


Block Resource Centres (BRCs) are temporary set up in order to enhance the education in Kerala. They have been established in every state under DPEP/SSA to provide academic monitoring and providing onsite support to the teachers. In Kerala BRCs were established under DPEP in 1994. DPEP came to an end in 2000 when the country launched another centrally sponsored programme namely Sarva Shiksha Abhiyan (SSA). Under SSA BRCs were aimed to provide academic support to teachers and schools on regular basis in each block of every district. Presently BRCs are under Samagra Shiksha scheme, an integrated scheme for school education covering the entire gamut from pre – school to class XII. In Kerala this scheme is termed as Samagra Shiksha Kerala (SSK) and BRCs are considered as a parallel wing under SSK. BRCs were funded 60% by Ministry of Education, Government of India and 40% by Government of Kerala (State Government).

BRC Kondotty is one among the 15 BRCs in Malappuram district, which consists of six Gramapanchayaths and one Municipality. Each BRC is divided into CRCs [Cluster Resource Centres). Under BRC Kondotty, there are 12 CRCs.



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One CRC consists of around ten schools. There are 106 government and aided schools and 42 unaided schools under this BRC. Every school in India should register in U-DISE (Unified District Information System for Education), a database about schools in India, which has been done through their respective BRCs.

LIST OF SCHOOLS UNDER BRC KONDOTTY

Sl. No.	Name of the School	UDISE Code
1	GMLPS Kondotty, Chungam	32050200102
2	GMLPS Kondotty	32050200103
3	GMLPS Melangadi	32050200105
4	GMLPS Kanhiraparamba	32050200106
5	AMLPS Neerad	32050200107
6	GLPS Thurakkal	32050200108



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B.Ed. COURSE-2021-23


RECORD OF DISCUSSION, DEMONSTRATION & CRITICISM LESSONS

Certified that this is a bonafide Record of

Name of the Student : Adel k.k

Roll No. : 02

Optional Subject : Physical Science


MEMBER OF THE FACULTY

Place.....

Date.....



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PRINCIPAL




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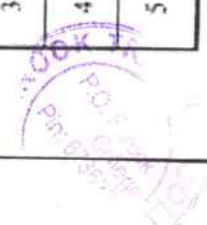


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Demonstration Lessons



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Demonstration Lesson - 1

Name of the teacher : Anjana
 Name of the observer : Adil Kile
 Subject : Basic Science
 Unit : Oxidation
 Topic : Alcohols, moxides
 Date : 14/12/20

Standard : VIII
 Division : B
 Strength : 40
 Duration : 45 min
 Date : 14/12/20



Introduction

അയ്യപ്പൻ പഠനത്തിൽ (പ്രത്യേക) പഠന പരിപാടിയുടെ തുടർച്ചയായി ഉപയോഗിക്കുന്ന പരീക്ഷണങ്ങൾ ഉപയോഗിച്ച് വിവിധ തരം പദാർത്ഥങ്ങൾ പരസ്പരം പ്രതിപ്രവർത്തിക്കുന്നു. ഉദാഹരണമായി, പദാർത്ഥങ്ങൾ പരസ്പരം പ്രതിപ്രവർത്തിക്കുന്നു. ഉദാഹരണമായി, പദാർത്ഥങ്ങൾ പരസ്പരം പ്രതിപ്രവർത്തിക്കുന്നു. ഉദാഹരണമായി, പദാർത്ഥങ്ങൾ പരസ്പരം പ്രതിപ്രവർത്തിക്കുന്നു.

Learning Experience

അയ്യപ്പൻ പഠനത്തിൽ (പ്രത്യേക) പഠന പരിപാടിയുടെ തുടർച്ചയായി ഉപയോഗിക്കുന്ന പരീക്ഷണങ്ങൾ ഉപയോഗിച്ച് വിവിധ തരം പദാർത്ഥങ്ങൾ പരസ്പരം പ്രതിപ്രവർത്തിക്കുന്നു. ഉദാഹരണമായി, പദാർത്ഥങ്ങൾ പരസ്പരം പ്രതിപ്രവർത്തിക്കുന്നു.

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B.Ed. COURSE

2021-23

REPORT OF INITIATORY SCHOOL EXPERIENCE

Certified that this is a bonafide record of

Name of the Student : DIKSHA K.V
.....

Roll No. : 08
.....

Optional Subject : PHYSICAL SCIENCE
.....

MEMBER OF THE FACULTY

Place..... Farook College

Date..... 28/6/2022



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June 13-2022' FIRST DAY OF SCHOOL INITIATORY

MON

Today my first school initiatory started. For that I chose GVHSS Cheruvannur. From my class, me and Saranya were opted this school. We reached there at 9:30 am. First day, all are excited to facing students. From artificial setup of micro teaching, we reached in front of the reality. We met Prabha teacher, deputy HM at Office. We gave our attendance sheet and masked signature. We enquired her about which classes were allotted for us. She told us to meet Bindhu teacher. But Bindhu teacher told to meet Sajeendhran Sir. Because today, new H.M was going to join. So almost all staffs are busy. Bindhu teacher, Our chemistry teacher, need to accompany the former H.M, who going to Granapathi school as new H.M. So, we didn't disturb them, instead we searched for Sajeendhran Sir. He told us that we should be here for internship then only he will allow to enter in his class. After a bond, we observed our first observation class at X-E (Nala med). It was first period & subject was Chemistry. Then second period, we observed physics class of Sajeendhran sir at X-A. All students are looking us like aliens. For lunch, we went outside. We were waiting for Bindhu teacher. She gave us time-table for shared & individual class, which was period of Dhanya miss who was in maternity leave. Meanwhile, we went to 5A, to collect data for ~~Sociogram~~. Then we got 8-C class, and collect data in H.S level, for ~~Sociogram~~. After that we tried to do learning inventory. But bell rang, we couldn't complete it. By 3:30 pm, we met new HM and signed and returned to hostel.



June 14 - 2022

SECOND DAY

TUE

As usual by 9:30am we reached at Chesuvannur. We went to office and marked attendance. And asked Prabha teacher that is there any substitution for us. She gave us 1 period at 8B, 2nd period at 8A, 3rd 8D, 6th-9B. We were very happy to get these. Today June 14, World Blood Donor day. So, as a part of NSS I took an awareness section in 8C, regarding importance of blood donation. After that I went to science lab to take the beaker, for showing experiment at 8A chemistry class. But 2nd period had been taken by friend Vimeethas. He told it was biology period & he need it. So, next third period, I went to 8D, but it was malayalam medium. I already prepared this was for 8A which was English medium. whatever, it is not a matter. I managed it. Then fourth period, we observed Biju Sir's physics class at 8A. Then lunch break. We shared our food. At that time I wished to eat mid-day meal in school. I asked my student to get one plate, they brought for us. It was so delicious & gave nostalgic feel of my school days. During free time, we did our Sociogram. When 6th period's bell rang, we went to 9-B class and gave them attitude scale on science, first we gave instructions and then tool to do. After that we tried to do the learning inventory. Smarts students, in a period they did both tasks. We were free on the 7th period. Today school bell rang at 3:30pm. due to staff meeting. We signed and ran to catch our usual bus at 3:50pm.



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JUNE-17-2022 FINAL DAY AT GNHSS CHERUVANNUR

FRI Yesterday I called Bindhu teacher to ask that at what time we should reach at school because today ^{was} Friday. First bell rang at 9:20am, so she told to come before 9:20am. We reached at 9:00am. Bindhu teacher was very happy to see us. Today Prabha teacher was leave. So, Bindhu teacher had the incharge of deputy H.M. When we went to sign, I asked her about master timetable, she showed it to me. It was huge bundle consists of timetables of whole teachers & whole classes. I thought it will be like a huge chart or map like. By looking this, she was assigning substitution which is very important in a school's smooth working. We had a shared class at 8-B on 3rd period. We prepared for it. After bell rang, I entered class and taught for almost one period. So, Saranya could not take but, next period was given for us. So, we were happy. She completed her topics. After the class, we told them to give our feedback. On lunch break, we use all read each one's feedback one by one. My demerits were to raise voice, and to be friendly more. From that moment, I promised that I will overcome these two negatives of mine. Then we went to school kitchen and ate rice, pea, and curd curry. We interacted with students. At that time, Biju sir came towards us and told that he was leave yesterday, so you might come on 6th period for observation. Even though we finished our observation, we agreed to go because last observation was repeated one. So went to 9-E physics class of Biju sir observed and took notes. Then 6th period substitution at 8-C. It was P.T period. In order to make them quiet we played some games. After long bell, we met all teachers and said goodbye. We bought back our attendance with seal of H.M. & ^{to all,} _{to all.}



EDU 09.12 - Pedagogic practices in physical science

ASSIGNMENT

Topic : Prepare a lesson transcript based on any one model of teaching.

Submitted to

Dr. Muneers V.
Asst. Professors
Farook training college
Calicut.

MND
20/10/22

Submitted by

Nafeesathul Nadhavi
IInd sem B. ed
Physical science
Farook training college
Roll No - 10



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CONCEPT ATTAINMENT MODEL

General information

Name of the teachers : Nafeesathul Nadha V.

Name of the school : **FHS** School Patterukulam

Standard : VIII

Subject : Chemistry

Division : B

Unit : Chemical changes

Strength : 45

Topic : Chemical change

Duration : 40 min

Date : 17/03/2023.

Objectives


- To identify chemical changes in substances.
- To explain the effects of chemical changes in substances.
- To define chemical change.
- To cite examples of chemical change.
- To find out the properties of chemical change.

Name of the concept . chemical change

Essential attributes

- Permanent change
- New substance is formed.
- New molecules are formed.
- Substance will absorb or release energy.




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Non essential attributes

- shape of the substance.
- colour of the substance.
- state of the substance.
- size of the substance.

Positive examples.

- Burning of wood
- Burning of candle.
- Milk become curd.
- Burning of sugar
- Boiling of egg
- Burning of magnesium ribbon
- Reaction between silver nitrate and sodium chloride
- Digestion of food.
- Rotting of fruits.

Negative examples

- cutting of wood
- crushing a candle
- Melting and cooling of sulphur.
- Glowing of filament
- water become water vapour.
- Breaking of glass.

Rule to define the concept

chemical changes are permanent changes which involve formation of new substance by absorbing or releasing energy.



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Orientation to the process	Response Evaluation
<p>Dear students today we are going to play a game, I have an idea in my mind. I am going to give you some examples in pairs labelled as 'Yes' and 'NO'. The 'Yes' examples have something in common, you have to find out what is common (what are the common characteristics) in those examples.</p>	<p>orientation to the process.</p>

Phase I : Presentation of data and identification of the concept

<p>T: see the examples, now, I will present a pair, look I will write it on the black board; Burning of wood is yes example, whereas cutting of wood is a no example. Now see the second set 'Burning of candle' is a yes example and 'crushing a candle' is a No example.</p>	<p>Teacher presents the first two pairs of labelled examples.</p>
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MICROLESSON - 04

Name of Teacher Trainee : HADHVA

Subject : Chemistry

Topic : Solutions

Skill : Skill of stimulus Variation.

Date: 19/12/22

Strength: 07

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 lets try this one more time with power.

Very good morning students.

Student: Good morning students

Teacher: Yes, excellent. We have been dealing with the chapter 'Solutions'

Right?

Student: yes miss.

Teacher: Alright, so what is a Solute?

Gestures

pausing

Gestures



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 solutions, water is always the solvent irrespective of its amount. Right?

Students: Yes.

Teacher: So today we are continuing with the properties of

solutes. Okay?

Now, think about a 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.

Ah, 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 any more. 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 Movements

change in Speech Pattern

Focussing

change in interaction style

Pausing

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, give her 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 were 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?

Focusing

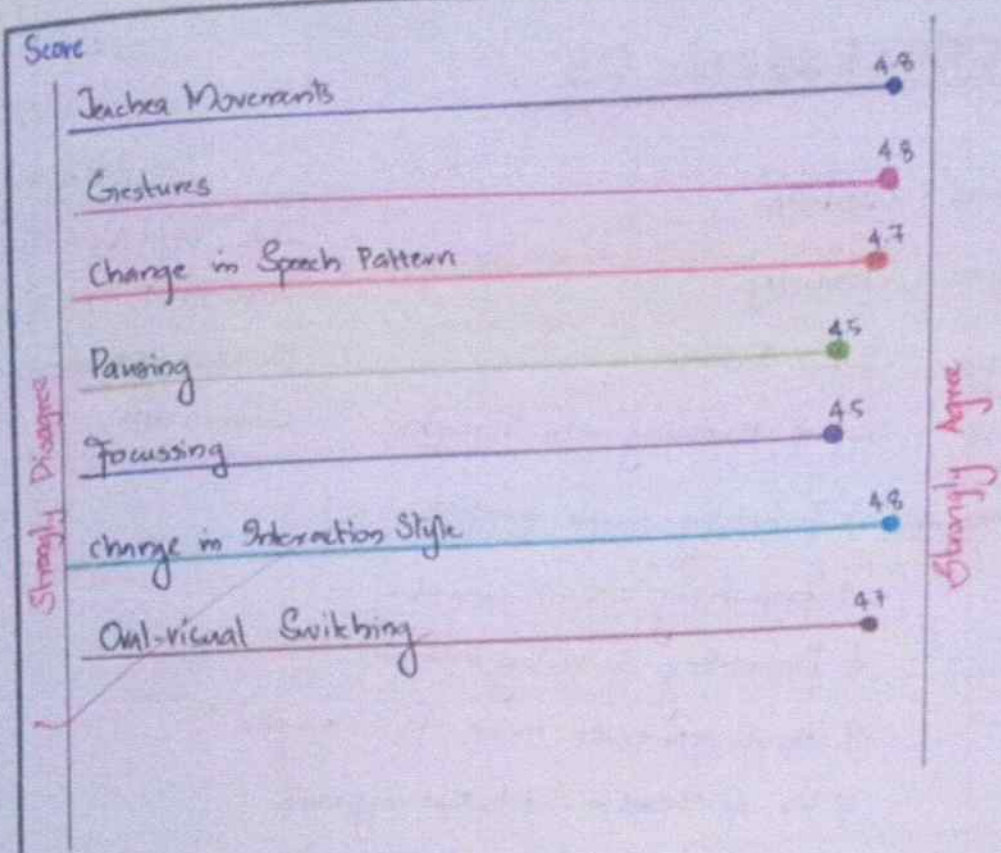
Students: Yes.

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. Thank you students.

Change in Speech Pattern

Students: Thank you miss.





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FAROOK TRAINING COLLEGE

(Estd. 1961)

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B.Ed. COURSE

2021 - 2023

RECORD OF MICRO TEACHING

Certified that this is a bonafide record of

Name of the Student : DIKSHA K.V
.....

Roll No : 08
.....

Optional Subject : PHYSICAL SCIENCE
.....

MEMBER OF THE FACULTY

Place Farook college

Date 18/2/2022



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Sl. No.	Content	Page No.
1	Micro Lesson on skill of introducing	1-3
2	Micro lesson on skill of explanation	4-6
3	Micro lesson on skill of questioning	7-9
4	Micro lesson on skill of using blackboard	10-12
5	Micro lesson on skill of illustrating with examples	13-15
6	Link practice	16-19




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ASSIGNMENT

Develop a module for a single topic emphasising
the development of any 5 process skills in
Secondary Students.

Topic: Solutions, Colloids & Suspensions

Submitted To;

Dr. Irshana Shahanaaz

Asst. Professor

Farook Training College

Submitted By;

HADHIYA

Ist Y. B Ed

Physical Science

Roll No: 05

Submitted On;

04/01/23



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CONTENT

1.1	What is a Solution?	3
1.2	Concentration of a Solution	4
1.3	Ways of Expressing Concentration	7
2.1	What is a Colloidal Solution?	7
3.1	What is a Suspension?	8
4.1	A Comparison on the properties of Solution, Colloidal Solution and Suspension	9
5.1	Colloids: Dispersed phase and Dispersed Medium	10
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	Exercise	12



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SOLUTIONS, COLLOIDS AND SUSPENSIONS



In normal life we rarely come across pure substances. Coffee, tea, milk, soft drinks, lemonade, soda water & even water itself are solutions. These solutions are mixtures containing two or more pure substances. What all are the other solutions we use in our everyday life? The air we breathe, the liquids we drink and the fluids in our body are all solutions. We are surrounded by solutions such as the air and water in rivers, lakes and oceans.

In this module, we will learn more about Solutions, Colloidal Solutions and suspensions followed by their properties in detail.

Let's begin the module with an activity.

Activity

1. Let us divide the class into three groups - Group A, Group B and Group C.
2. Distribute each of the following samples to the group:
 - One spatula full of copper sulphate to group A in beaker 1.
 - few drops of milk or orange to group B in beaker 2.

Communicating

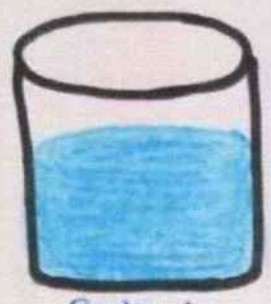
Experimenting



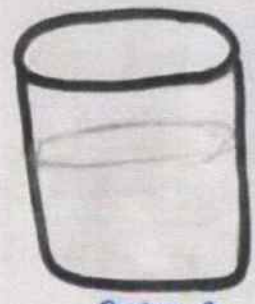
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- chalk powder or wheat flour to Group C in Beaker 3.

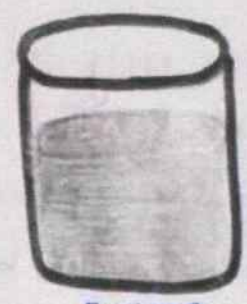
- Each group should add the given sample in water and stir properly using a glass rod. Are the particles in the mixture visible?



Beaker 1
Copper Sulphate + Water



Beaker 2
Milk + Water



Beaker 3
Chalk powder + Water

- Direct a beam of light from a torch through the beaker containing the mixture and observe from the front. Was the path of beam of light visible?
- Leave the mixtures undisturbed for a few minutes. Is the mixture stable or do the particles begin to settle after some time?
- Filter the mixture. Is there any residue on the filter paper?
- Discuss the results and can you try to complete the following table based on the characteristics of each mixture you have observed.

Observing

Characteristics	Beaker 1	Beaker 2	Beaker 3
• Path of beam of light visible or Not Visible.	Not visible	-----	-----
• Is the mixture stable or Unstable.	-----	Stable	-----
• Separation by Filtration possible or not Possible	-----	-----	Possible

Table 1.1

Inferring

[Signature]
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- Group A has got a Solution.
- Group B has got a Colloidal Solution.
- Group C has got a Suspension.

So let's look deep into solutions, colloidal solution and suspension and their properties in the following sections

1.1 What is a Solution?

A Solution is a homogeneous mixture of two or more substances. We come across various types of solutions in our daily life. Milk, Lemonade etc are some of the examples. Usually we think of solution as a liquid that contains either a solid, liquid or a gas dissolved in it. But we can also have solid solutions (alloys) and gaseous solutions (air).

The lemonade solution for example tastes the same throughout. This shows that the particles of sugar or salt are evenly distributed in the solution.

Alloys

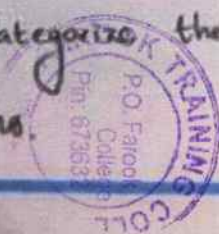
Alloys are mixtures of two or more metals or a metal and a non-metal and cannot be separated by physical methods.
Ex: Brass [Cu + Zn]

A solution has two components; a solute and a solvent. Can you point out the difference between them?

Solute	Solvent
• The component present in lesser quantity.	• The component present in larger quantity.

Table 1.2

Now try to categorize the solute and the solvent of the following solutions.



Communicating

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