



## **ST. JOSEPH'S TRAINING COLLEGE PAVARATTY**



### **CRITERIA 2**

**2.4.3. For clarification purposes, we have attached the following documents related to DVV**

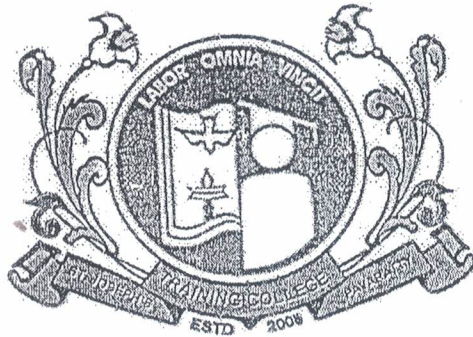
**Submitted to  
National Assessment and accreditation Council (NAAC)**



# ST. JOSEPH'S TRAINING COLLEGE

## PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU 102 EPC - 1

Topic: Language Across Curriculum Reading and  
reflecting on texts

Name: ALMA PAUL

Optional Subject: ENGLISH

Semester: FIRST

Reg. No. 0VAWTEG1001 For the year 2022-2024

  
FACULTY MEMBER

Date: 18/1/2024



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EPC :- Language across Curriculum - Reading  
and reflecting on-texts

Task 1 :- Identify and analyse the specific  
languages used in different  
curricular contents.

Task 2 :- Comparative analysis of two subject  
classes of secondary schools and record  
discipline based language, teacher  
language and student language.

Task 3 :- Engaging with narrative and  
descriptive accounts.

Task 4 :- Engaging with popular subject based  
expository writing.

Task 5 :- Engaging with journalistic writing.

Task 6 :- Engaging with subject related  
reference books.

Task 7 :- Engaging with educational  
writings.



# EPC TASK-1

Submitted by,  
Alma Paul  
English  
201



# INTRODUCTION

As part of EPC I Language Across Curriculum: Reading and Reflecting on Text, there is a task that combines with 3 activities. The first activity is to find out the specific terminologies or glossary used in the textbook of 8<sup>th</sup>, 9<sup>th</sup> or 10<sup>th</sup> standard and to write down those terminologies used. For this task I have selected the textbook of English Part 1 of tenth standard and found out the terminologies used in the textbook.

The second activity was to analyse a question paper of an examination of 8<sup>th</sup>, 9<sup>th</sup> or 10<sup>th</sup> standard and to prepare a list of usages for different types and levels of test items. For this task I have chosen the First Terminal Exam paper of class tenth and categorized various questions and identified whether they fall in the category of easy, average or a difficult level of question and also checked the quality of the questions taken from various parts of the Part 1 textbook.



The third activity was to have a comparative analysis of article/summary/debate and specific language used in it. For this activity I had chosen the article 'Women's Writing In Literature'. This was not easy for a non-literature to read and comprehend as many words used in the article is tough as it is related to the literary terms.



# TERMINOLOGY



# ENGLISH TEXT PART 1 - X<sup>th</sup> STANDARD

## UNIT - 1

### GLIMPSES OF GREEN

#### ADVENTURES IN A BANYAN TREE (SHORT STORY)

- RUSKIN BOND

- Delving - To search thoroughly and carefully
- Squabbling - A minor fight or argument
- Marigold - A plant of the daisy family with yellow, orange <sup>flowers</sup>
- Clump - A small group of trees or plants growing together.
- Aggressive - vigorous; quarrelsome
- Defiance - A challenge to meet in a combat or in a contest
- Mesmerize - To hypnotise
- Gaze - Look steadily
- Foist - An attack aimed at one place
- Hurled - To throw or fling with great force or vigour
- Glistened - Shone lustreously
- Whithed - To twist the body about
- Exammed - Completely full to the point of overflowing

#### THE SNAKE AND THE MIRROR (SHORT STORY)

- VAIKOM MUHAMMAD BASHEER

- Homeopath - A person who treats illness using homeopathic methods.





- Meagre - Lacking in quantity
- Solitary - Done or existing alone
- Eables - The upper part of the end wall of a building
- Thud - A dull, heavy sound
- Wriggled - Twist and turn with writhing movements
- Simultaneous - Happening or done at the same time
- Slithered - To move like a snake
- Lurked - To wait somewhere secretly
- Mascara - A substance that is put on eyelashes to make them look dark and thick.
- Vermilion - A brilliant red pigment made from cinnabar
- Reedy - High and thin in tone
- Smear'd - To spread oil or cream

### LINES WRITTEN IN EARLY SPRING (POEM)

- WILLIAM WORDSWORTH

- Blended - Mixed, put together
- Reclined - Leaned or lay back in relaxed position
- Grieved - Feel intense sorrow
- Bower - A pleasant shady place under-trees
- Trailed - Drew
- Wreath - An arrangement of boughs, leaves or stems
- Lament - A passionate expression of grief or sorrow



## UNIT - II

### THE FRAMES

#### PROJECT TIGER (MEMOIR)

- SATYAJIT RAY

Reverently	- Respectfully
Customary	- Habitual
Draped	- To cover
Exawled	- Move forward on the hands and knees
Daunted	- To appear
Ravens	- A large bird of the crow family
Perch	- To land and stay on a branch
Banished	- To be send away to the forest and not allowed to return
Frowned	- To make a serious, angry or worry
Petrified	- Terrified
Robust	- Strong and healthy
Triped	- A support with three legs for a camera
Sedately	- Very calmly
Prancing	- To move with high steps
Futile	- Having no purpose because there is no chance of success
Clang	- To make a loud ringing sound like that of metal
Ambled	- To walk at a slow, relaxed speed.

## MY SISTER'S SHOES (SCREENPLAY)

- MAJID MAJIDI

- Toumans - An old Iranian currency
- Nan - A thick long bread made like chappallis
- Tab - A bill for goods you receive but pay for later
- Exippled - Severely damaged or malfunctioning
- Sneakers - A soft shoe worn for sports
- Bammer - Lacking in quality

## BLOWIN' IN THE WIND (SONG)

- BOB DYLAN

- Cannon - A large, heavy piece of artillery
- Refrain - Stop oneself from doing something
- Bails - Release

## UNIT - III

### LORE OF VALUES

#### THE BEST INVESTMENT I EVER MADE (ANECDOTE)

- ARCHIBALD JOSEPH CRONIN

- Promenade - A public place for walking
- Tedium - Boredom
- Importunate - Asking for things many times in a way that is annoying.
- Diffidence - Shyness
- Recede - To stop growing
- Sober - Plain and not bright in colour
- Disposition - The natural qualities of a person's character
- Intrigue - To make a person very interested
- Haltingly - Stopping and starting often
- Delinquent - showing a tendency to commit crimes
- Disarming - Making people feel less angry or suspicious
- Solicitor - A lawyer who prepares legal documents
- Derelict - In a bad condition
- Redemption - A state of being saved from the power of evil.
- Resuscitation - Emergency procedure to revive someone to consciousness
- Strenuous - Needing great effort and energy
- Recoup - To get back an amount of money
- Grubbing - Deen, rough and unfriendly

Poetry - Very small

Speculations - The forming of a theory

## THE BALLAD OF FATHER GILLIGAN (POEM)

- WILLIAM BUTLER YEATS

Weary - Tired

Flock - The people in the parish

Nodded - To move one's head up and down

Mourning - An expression of sorrow

Roused - To wake somebody up from deep sleep

Fen - A low flat wet land

Swayed - To move rhythmically backwards and forward

Robes - A long loose piece of clothing

## THE DANGER OF A SINGLE STORY (SPEECH)

- CHIMAMANDA NGOZI ADICHIE

Impressionable - Easily influenced or affected by something

Vulnerable - Weak and easily hurt physically

Kindly - Curly and round

Rabbia - A soft material that looks like string

Patronising - In a way that seems friendly

Repressive - Controlling people by force and restricting their freedom

Devalued - To give a lower value

Stereotypes - A fixed idea or image that many people have of particular type of person or thing

**A**

**SAMAGRA SHIKSHA - KERALA**  
**First Terminal Evaluation 2019-20**

**1008****ENGLISH**

Time : 2½ Hours  
 Total Score : 80

Std. : X

**Instructions :**

- 15 minutes is given as cool-off time.
- This time is to be used for reading the question paper.
- Attempt the questions according to the instructions.

**Questions 1 - 5. Read the extract from *Adventures in a Banyan Tree* and answer the questions that follow. Each question carries one score. (5 x 1 = 5)**

In the spring, when the banyan tree was full of small red figs, birds of all kinds would flock into its branches, the red-bottomed bulbul, cheerful and greedy; gossiping rosy pastors; and parrots and crows, squabbling with each other all the time. During the fig season, the banyan tree was the noisiest place on the road.

Halfway up the tree I had built a small platform on which I would often spend the afternoons when it wasn't too hot. I could read there, propping myself up against the bole of the tree with cushions taken from the drawing room. *Treasure Island*, *Huckleberry Finn*, *The Mowgli* stories, and the Novels of Edgar Rice Burroughs and Louisa May Alcott made up my bag of very mixed reading.

- 1) When would birds flock into the branches of the banyan tree?
- 2) A word in the passage means 'noisy quarrel'. Identify the word.
- 3) What did the boy do while sitting on the platform on the banyan tree?
- 4) How did the banyan tree become the noisiest place?
- 5) Name the books that gave the boy the mixed reading experience.

**Questions 6-9. Read the following lines from the poem *Lines Written in Early Spring* and answer the questions that follow. Each question carries one score.**

**(4 x 1 = 4)**

I heard a thousand blended notes,  
 While in a grove I sate reclined,  
 In that sweet mood when pleasant thoughts  
 Bring sad thoughts to the mind

To her fair works did Nature link  
 The human soul that through me ran  
 And much it grieved my heart to think  
 What man has made of man

- 6) What does the poet mean by the expression 'a thousand blended notes'?
- 7) Why did the pleasant thoughts bring sad thoughts to the poet's mind?
- 8) Pick out an example of auditory image from the given lines.
- 9) Identify the lines that tell us Nature is linked to the soul of human beings.

10. Read the following lines from *Lines Written in Early Spring* and write a note of appreciation focusing on the theme, imagery, and other poetic devices. (1 x 5 = 5)

The budding twigs spread out their fan,  
To catch the breezy air;  
And I must think, do all I can,  
That there was pleasure there.

If this belief from heaven be sent,  
If such be Nature's holy plan,  
Have I not reason to lament  
What man has made of man?

- Questions 11-15. Read the story given below and answer the questions that follow. (5 x 1 = 5)

There was a man who had four sons. He wanted his sons to learn not to judge things too quickly. So he sent them each to go and look at a pear tree that was a great distance away.

The first son went in the winter, the second in the spring, the third in summer, and the youngest son in autumn. When they had all gone and returned, he called them together to describe what they had seen. The first son said that the tree was ugly, bent, and twisted. The second son said it was covered with green buds and full of blossoms that smelled so sweet and looked so beautiful, it was the most graceful thing he had ever seen. The third son disagreed with all of them; he said it was ripe and drooping with fruit, full of life and fulfilment. The fourth son disagreed to all and said that the tree was covered with red leaves and the floor was carpeted with golden leaves. The man then explained to his sons that they had each seen one season in the tree's life. He told them, that they could not judge a tree, or a person, by only one season, but could only be measured at the end, when all the seasons were up. If you give up when it's winter, you will miss the promise of your spring, the fulfilment of your summer, beauty of your autumn. He said, "Don't judge a life by one difficult season. Don't let the pain of one season destroy the joy of all the rest."

- 11) Where did the man send his sons to learn the lesson of life?
- 12) How did the second son describe the tree?
- 13) How was the tree in autumn season?
- 14) What made the father say that no one can judge a tree by only one season?
- 15) What message did the father give his sons?

- 16) Prepare a profile of William Wordsworth, using the hints given below. Use appropriate linkers wherever necessary. (1 x 6 = 6)

Born	:	April 7, 1770 Cockermouth, England
Famous as	:	One among the trios of romantic revolution in poetry.
Notable works	:	<i>The Solitary Reaper, The Prelude, Lyrical Ballads, The World Is Too Much with Us, Ode: Intimations of Immortality, The Excursion.</i>
Title	:	Poet laureate (1843-1850)
Movement	:	Romanticism
Died	:	April 23, 1850 (aged 80) Westmorland, England

- Questions 17-18. Answer any ONE of the following questions. (1 x 7 = 7)

17. The boy in the story 'Adventures in a Banyan tree' had a wonderful experience during his vacation. He narrated the events to his friends. Prepare the likely narrative.

[Hints – Old Banyan tree - favourite domain – friendship with squirrel – hot summer – making platform for reading - fight between mongoose and the snake – supporters of mongoose – friendship of white rat and grey squirrel.]

18. Satyajit Ray made elaborate preparations for the shooting of a scene with the tiger in his film 'Goopy Gyne Bagha Byne'. In the light of reading the memoir, 'Project Tiger', prepare a write up on the difficulties faced by Ray in the making of the film.

[Hints – meeting with Thorat – travel to Notun Gram – large crowd gathered – tiger's violent behaviour – tiger walks in the grove – dim light – second shooting at Calcutta – successful]

- Questions 19-21. Answer any TWO of the following questions. (2 x 5 = 10)

19. The boy was excited to see the thrilling fight between the snake and the mongoose. That night, he wrote his feelings in his diary. Prepare the likely diary entry.
20. The news about the robbery that happened in the homocopath's house appeared in a leading daily. Write the likely news report.
21. The English Club of your school invites the noted writer Ruskin Bond to inaugurate a three day literary festival in your school. Prepare a notice to invite the parents, teachers and students of the school to the function.

- Questions 22-26. Answer any TWO of the following questions. (2 x 6 = 12)

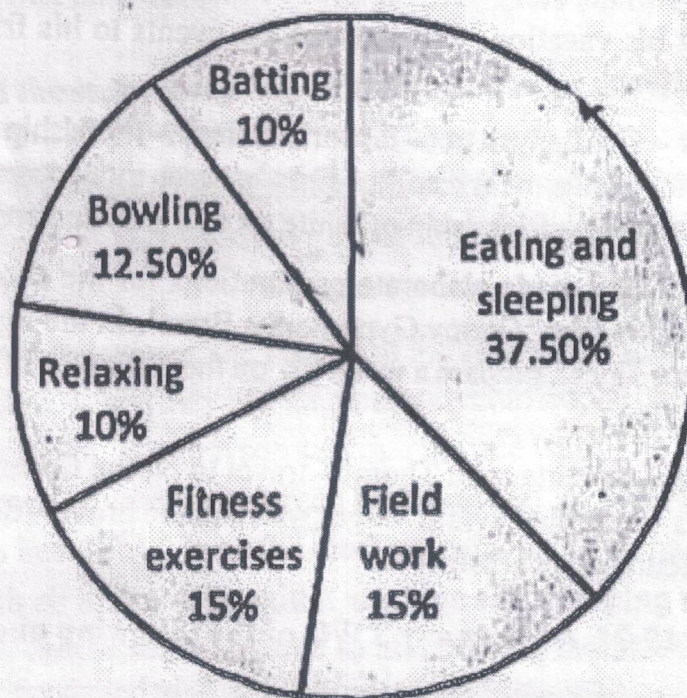
22. The homocopath narrates his experience with the snake to one of his friends, who is a journalist in a leading news paper. Prepare the likely conversation between the homocopath and the journalist.



23. Satyajit Ray arranges a press meet soon after the shooting of his film 'Gyne Bagha Byne'. You are one of the reporters present on the occasion. Prepare six questions that you may ask Ray about the shooting.
24. Based on the reading of the stories 'Adventures in a Banyan tree' and 'Snake and the Mirror', prepare a speech on the topic 'The need of living in harmony with nature', to be delivered in the school assembly.
25. The homocopath in the story 'The Snake and The Mirror' is a man who is able to find humour in every aspect of life. Prepare the character sketch of the homocopath.

Questions 26-31. Given below is a pie-diagram of the time spend by a cricket team. Study the diagram carefully and answer the questions that follow.

(5 x 1 = 5)



26. What does the cricket team spend maximum time for ?
27. How much time does the team spend for batting ?
28. The cricket team spends 15% of their time for \_\_\_\_\_ and \_\_\_\_\_
29. What percentage of time is spend for improving fitness?
30. What is the percentage of time spend by the team for eating and sleeping?
31. Read the conversation between the boy and the grandfather and answer the questions given below. (2 x 1 = 2)

Grandfather : Why do you look very excited?

The Boy : I saw a thrilling fight between a snake and a mongoose

- a) What did the grandfather ask the boy?
- b) What was his reply?

2. Fill in the blanks using the phrasal verbs given in brackets. (4 x 1 = 4)

(taken aback, made up his mind, put on, put forward)

The homoeopath \_\_\_\_\_ a \_\_\_\_\_ to look handsome. He \_\_\_\_\_ b \_\_\_\_\_ another idea that his wife had to be rich and fat. Suddenly an unwelcome guest entered the room. It was a snake. The doctor was \_\_\_\_\_ c \_\_\_\_\_ when it coiled around his arm. The snake suddenly saw its reflection in the mirror and got fascinated. It slowly uncoiled itself and moved on to the table. The doctor \_\_\_\_\_ d \_\_\_\_\_ his shirt and ran to his friend's house.

33. Edit the following passage. The errors are given in bold. (4 x 1 = 4)

It was (a) **at** April. The warm breeze of the approaching summer (b) **have** sent everyone indoors including grandfather. Suddenly I saw a snake (c) **out coming** of a group of cactus and (d) **slow moving** to the cooler part of the garden.

34. Some parts of the conversation between Ali's father and mother are missing. Complete them suitably. (5 x 1 = 5)

- Father : What happened dear?  
Mother : The back pain is troubling me again.  
Father : Oh! If you work with this slipped disc, .....(a).....  
Mother : You want me to take rest all day, .....(b).....?  
Father : Then you tell me a solution.  
Mother : We had better .....(c).....  
Father : Surgery is very risky. It is very expensive as well.  
Mother : .....(d).....?  
Father : But the company has already stopped giving loans.  
Mother : .....(e).....?  
Father : You should learn to live with it.

35. Pick out the noun phrase in the subject position from the following sentences. (2 x 1 = 2)

- a) A fat snake coiled around the doctor's arm.  
b) The owners of the dogs made a lot of money from just one film.

36. Given the below is a chart displaying the classroom conduct for students inside a classroom. Some areas are missing in it. Fill them up from those given in the box. (4 x 1 = 4)

- Maintain discipline .....(a)..... the classroom.
- Follow the instructions .....(b)..... teachers
- Keep .....(c)..... classroom neat and clean.
- Do not scribble .....(d)..... the black board.

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QUESTION  
PAPER  
ANALYSIS

# QUESTION PAPER ANALYSIS

Name of the question paper :- First Terminal Evaluation

Class :- X

Total score :- 80

Time :- 2 1/2 hours

Subject :- English

For the question paper analysis I have selected the question paper of tenth standard first terminal examination of English subject. Examination paper was out of 80 with a time duration of 2 1/2 hours. The questions are distributed under different categories, which include objective type questions, short answer questions, long answer questions, paragraph questions and essay questions. There are 44 questions in the examination paper.

Examination paper is analyzed on the method of how the questions are distributed and that how much easy, average or tough the questions are. This analysis also categorises which all category do these questions fall in and are these questions easy or tough or average for the students to answer in the given duration of two and half hours and are they in a proper structure.

The first section of questions were from comprehension on passage. Students were asked to read the passage from the story 'Adventures in a Banyan Tree' and answer the questions that follow. This passage is an extract from the chapter 'Adventures in a Banyan Tree' from English textbook Part 1, Unit-1, Chapter-1. As the passage is familiar to the students and questions are from the passage, it is easy for the students to answer the questions. Questions 1 to 5 fall into this category and each question carries 1 mark which makes a total of 5 marks.

The next set of questions were from the poem 'Lines Written in Early Spring'. Students were instructed to read the lines from the poem very carefully and answer the questions. These lines were taken from the poem 'Lines Written in Early Spring' from English textbook Part 1, Unit-1, Chapter-3. As the poem is known by the students and the questions are directly from the lines of the poem, students can easily find out the answer to the questions. Questions 6 to 9 fall in this category and students are instructed to answer these four questions. Each question carries 1 mark which makes the total score of 4.

The next question is question 10, which the lines of the poem 'Lines Written in Early Spring' given and students are instructed to read the lines and prepare a note of appreciation focusing on the theme, imagery and other poetic devices. These 8 lines of poem is taken from the poem 'Lines Written in Early Spring' which is from English Textbook Part 1, unit-1, Chapter-3. This is an average/moderate level of questions as the students are instructed to focus on theme, poetic device and imagery from these lines. This questions carry five marks and is an average or moderate level question.

The next section of the question is from a story. A story is given and the students are instructed to read the story and answer the questions. Question 11 to 15 fall into this category. As the questions are directly from the passage, students find it easy to pick up the answers from the passage. All the five questions are from the passage and can be answered directly. Each question carries 1 mark which makes the total mark of 5. All these questions are easy to answer.

The next question is question 16, in which the students are asked to prepare a profile of William Wordsworth using the hints given and to use appropriate linkers wherever necessary.

Hints about the poet is given. This question is from the English text book Part 1, Unit 1, Chapter 3 'Lines Written in Early Spring' as William Wordsworth wrote it. The question carries 6 marks and it is an average question for students.

The next section of question is a essay or a long answer type question. Students are instructed to write any one question among two questions. Both questions carry 7 marks and writing anyone is required. Question 17 is to prepare a narrative. The question is to consider themselves as the boy in the story 'Adventures in a Banyan Tree' and to share his friends the wonderful experience he had as if he is narrating to his friends. Hints of the story is given, so this question is comparatively easy for students to answer. This question is from the chapter 'Adventures in a Banyan Tree' which is in English textbook Part 1, Unit -1, Chapter -1. Question 18 is to prepare a write up on the difficulties faced by Ray in making of the film 'Goopy Gyne Bagha Byne' after reading the memoir, 'Project Tiger'. Hints of the chapter is given and so it is for the students to answer the question very easily. So this is a easy question from English textbook Part 1, Unit -2, Chapter 1.

The next section of question is to write a short paragraph answer and students are instructed to write any two of the questions among three questions. Each question carry 5 marks and answering two questions make the score total 10 marks. Question 19 was to prepare a diary entry of the boy's excitement to see the thrilling fight between the snake and man gose. The question is from English textbook Part 1, Unit - 1, Chapter - 1 'Adventures in a Banyan tree'. This question is an average question as students had to recollect the events properly. The next question is question 20, that is prepare a news report on the news about the robbery that happened in the homeopath's house. Students need to be aware of the news report format and should know the proper use of tenses and so this is a tough question. This question is from the chapter 2, 'Snake and the mirror', Unit - 1 of English textbook Part 1.

The next question is to prepare a notice to invite the parents, teachers and students of the school to the function conducted by English club which invites the writer Ruskin Bond to inaugurate a three day literary festival. This question is quite tough as the students should be well aware of the notice writing. Question is taken from 'Adventures in a Banyan Tree' which is a chapter in English Part 1, Unit 1, Chapter 1.



The next section is answer any two of following questions among four questions. Each questions carry 6 marks and answering any two gives 12 marks. This is a long answer type questions. Question 22 is prepare a conversation between homeopath and the journalist. This question is from the chapter-2 'Snake and the mirror' which is from English text Part 1, Unit-1. This is an average question for students. The next question is to prepare six questions for press meet of Ray after the shoot of the film. This question 23 instructs the students to be the reporters. This question is an average question and is from the Chapter 'Project Tiger' which is Unit 2 of English Textbook Part 1.

The next question is question 24 is to prepare a speech on the topic 'The need of living in harmony with nature' on the reflection of reading 'Adventures in a Banyan Tree' and 'Snake and the Mirror'. This question is quite tough as it involves both chapter and so student may find it difficult. The next question is to prepare character sketch of the homeopath. Question 25 is an average type question and is from the chapter 'Snake and the mirror', Unit-1, Chapter-2. So all questions 22 to 25 is long answer type.

The next section of questions is from question 26 to 30. A pie diagram of the time spend by a cricket team is shown and questions are given

These questions are easy to answer as it directly from the pie-diagram. Each question carry 1 mark and answering 5 questions gives five marks.

The next question is question 31 in which students are instructed to read a dialogue from the Chapter 'Adventures in Banyan tree' and write answers to two simple questions given below. Both the questions carry 1 mark and both makes 2 marks. The next question is 32 that is to fill the blanks using the phrasal verbs in brackets. There are four blanks and option given in brackets. This is an average question and carries 4 marks.

The next question is to edit the passage. This 33<sup>rd</sup> question is to edit that is given error in bold. This is a quite tough question and carries 4 marks. The next question is 34 that is to complete the missing part of conversation suitably. But that is little tough question. Each missing has 1 mark and total makes of 5 marks.

The next question 35, is to pick out the noun phrase in the subject position from following sentences. 2 sentences are given and carries 2 marks. This is an average level question. The last question 36 to fill up the missing in the blanks. Options are given and carries 4 marks. This is an easy question. Overall this is a average level question paper with easy, average and tough questions.

# WOMEN'S WRITING IN LITERATURE

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## ABSTRACT

The American Dream is that any man or woman, despite of his or her background, can change their circumstances and rise as high as they are willing to work. This quote by Fabrizio Moreira holds good for men but for women this dream poses many challenges before it is fulfilled. Women are multifaceted and perform a significant role in society. Across the world women have their challenges to face in this man's world. In India women are considered as the goddess from the ancient time however, it is also true that they are not treated as goddess. Considering them as goddess alone is not enough, it needs positive continuous effort and participation of both men and women to really bring women empowerment. Initially women were confined to domestic chores and kept within the four walls of the house. Gradually women started getting educated and as the rate of literacy in women increased there has been some progress. Women since ages have expressed their feeling, thoughts, anger, experience and anxiety through their writing not only in English but also in other languages. . This paper is an attempt to explore the various genres of women's writing across the world to understand the life of women and also the manner in which they were portrayed in literature. This paper also tries to make a comparative study of the writings in India with other countries both in the past and present in an attempt to know how successful we have been in achieving women empowerment.

**KEY WORDS:** Women empowerment, literature, Legislations, challenges, transitions, achievements.

## INTRODUCTION:

Women play a considerable position in our society from their birth till the end of life. Even after playing all her roles in an proficient manner in the modern society, she is considered feeble because men are still well thought-out as the strongest gender of the society. Even after lots of consciousness programmes, rules and regulations in the society by the government, a women's life remains more convoluted than a man. She has to take care of herself and family members in performing various roles of daughter, sister, daughter-in-law, grand daughter, wife, mother, mother-in-law, grandmother, etc. In spite of her family responsibility she is able to come out and do job for bright future of own, family and country. Though this has taken tremendous amount of time and effort.

Women's literature is writing done by women as has often defined by publishers. Though obviously this is true, many scholars find such a definition reductive. The reason that makes the history of women's writing so interesting is that it has created interest in many ways and it is a new area of study. The tradition of women writing has been much ignored in the past due to the inferior position women have held in a male-dominated society. It is still not to no purpose of to see literature classes or anthologies in which women are greatly outnumbered by male writers or even entirely absent. The obligation of women's literature, then, is to classify and create an area of study for a group of people marginalized by history and to explore through their writing their lives as they were while occupying such a unique sociopolitical space within their culture.

## FINDINGS:

During the initial days of literary history, women were themselves the only champions as they expressed their life and feeling through their writings and the readers were also majorly women. To take a glimpse of the beginning and growth of women writings, here are a few writers whose contributions had a great impact in women literature. Mary Wollstonecraft's *A Vindication on the Rights of Women* is a landmark discourse that showed the way for many women after her to not only publish their works but also to engage in the overall significant discussion surrounding the issue of women in literature. Occasionally there were men who spoke out alongside women. Some of the first recorded attempts to note women's contributions to literature were catalogs published in the eighteenth century and were written by men. *Feminead* by John Duncombe and *Memoirs of Several Ladies of Great Britain Who Have Been Celebrated for their Writing or Skill in the Learned Languages, Arts, and Sciences* by George Ballard are two such manuscripts.

Still for the most part, the majority of people interested in reading and responding to works written by women were other women. One prime example of this is *The Female Advocate: A Poem Occasioned by Reading Mr Duncombe's Feminead* by Mary Scott. The poem was Scott's first publication and is notable because it praises other women writers publishing at the time, including children's writer Sarah Fielding and Anna Laetitia Barbauld, a writer whose political opinions eventually led to her being blacklisted after she published an inflammatory poem on her disagreement with the British Empire's involvement in the Napoleonic wars. Virginia Woolf's *A Room of One's Own* is often considered a driving force behind this movement, it presents an argument on the necessity of both a metaphorical and literal "room" for women's literature within the literary tradition. The book also served as the inspiration for the literary journal *Room*. The journal was launched specifically to publish and promote works by female writers. In recent years a greater emphasis on inter sectionality has encouraged exploration into the relationship between race, gender, religion, and class to even further prove the importance of the acknowledgment of the place of marginalized groups in literature. Such works exemplify the need for acknowledgment and activism

# REPORT

## ARTICLE

For the comparative analysis of structure of presentation and specific language used in an article or seminar or debate or workshop etc. I have selected an article about 'Women's Writing In Literature'. This article attempt to explore the various genres of women's writing across the world to understand the life of women and also the manner in which they were portrayed in literature. It also tries to make a comparative study of the writings in India with other countries both in the past and present in an attempt to know how successful we have been in achieving women empowerment.

This article is in English and follows an academic level of writing sticking on to the literary terms that is related to English literature. So this article is not at all an easy one for the students of other discipline to read and comprehend or to understand. In this article, the writer brings out the history of women's literature and how much the women has been ignored due to the superior position that women have held in male dominated societies. By using the term, "women

writing" the writer brings up the fact that it just not only mean the writing done by the women but everything that is every kind of literature that is connected to the women. So the aim of women's literature, then, is to categorize and create an area of study for a group of people marginalized by history and to explore through their writings their lives as they were while occupying such a unique sociopolitical space within their culture.

The writer has bring out various women writers in different parts of the world in this writing. To glimpse the writings of women, she had given the examples of women writers from Mary Wollstonecraft, Mary Scott etc who are early writers to Virginia Woolf's of 20th century era. She has also putforth the writings of Indian women writers who are appreciated globally for their work like Sundhatai Roy, Sita Desai, Gumpu Lalwani, Kiran Desai, Shashi Deshpande and so on.

In this article writer had used many words that is unfamiliar for the students in other discipline to comprehend and understand. These words are realism, congruous, utopistic,

salvaging, transitions, regionalism, cliché, resilience and so on. The sentences are structured in paragraphs that makes people to read without much strain. But the words related to literature may not be able to be understood by people of other disciplines or any ordinary person.

Through the writing, writer also discusses various Era's like Progressive Era, New women etc.

But through the writing, writer conveys that even at the turn of century, this society created a generation of women, indulged and sheltered who are disconnected from world beyond the usual. Modern women writers face the challenge of being unaccepted in literary world, often having to prove the worthiness and importance of their works being categorized in ways different to men and still have been subject to unflattering remarks.



# CONCLUSION

This task related to the EPCI, is helpful as when it combines with three activities of finding out specific terminology, analysing a question paper and to write a report of article or seminar or debate and to have a comparative analysis on it. The first task of finding out the terminology in the textbook helped to understand the specific terms of usage used in various chapters.

The second task was to analyse the question paper and this was helpful to understand the categories of questions used for the examination and how the questions are distributed among the question paper. This task also was to find out the level of the question. That is whether they fall in the category of easy, average or tough question. This helped to understand the quality of the question paper.

The third task was to analyse comparatively the specific language used in article/summary/debate and to prepare a report. This helped to read an article that may be difficult for ordinary person or people in other disciplines to read and comprehend as because of usage of terms in the article/summary/debate.

## REFERENCE

- 1) Samagra Shiksha Kerala - First Terminal Evaluation 2019-20
- 2) Women's Writing In Literature - Sangeetha J
- 3) SCERT X<sup>th</sup> Part I English Textbook

INTRODUCTION

# EPC

# TASK 2

ALMA PAUL

201

ENGLISH

# INTRODUCTION

As part of EPC task in B.Ed Curriculum, there is a task to observe two classes of subject at secondary school and to record the discipline based language, teacher language, student language and then to make a comparative analysis of the class. This task was administered during school initiatory practice which was carried out in Sri Durga Vilasam Higher Secondary School, Perambalam. For this task two classes of high school section was chosen and teachers classes was closely observed and analyzed. Then, those observations were reported and they are analyzed, studied and compared with each other. Both classes were almost same but had little variations in some concepts. So those variations were also keenly observed and reported and analyzed.

## EPC 1. LANGUAGE ACROSS THE CURRICULUM

Format of assignment

### Task 2

Observe two subjects classes of secondary schools and record the discipline based language, teacher language and student language while discourse. Make a comparative analysis

### **Observation Schedule**

Name of the school : SREE DURGA VILASAM  
HSS, PERAMANGALAM

Subject : ENGLISH

Name of the teacher : PREETHA

Unit :

Class : IX C

Topic : REPORTED SPEECH AND DIRECT SP

Medium of instruction: ENGLISH

Date : 1-02-2023

Learning Resources : TEXTBOOK

1. Text material (Eg. Factual/(language) narrative/ scientific (science subject) etc...]

2 Others [Eg. Pictures/ chart/ video/ ppt/ diagram/ map. etc...]

Strategies and techniques

[Eg. Discussion/ seminar/ group work/ demonstration etc...]

Discourse Language

[Eg. Questions/ explanations/reinforcing/ motivation etc...]

Class room language

Discipline based language	Teacher language	Learner language
1 Analyse the language used in the textual content, ie, topic being taught it can be factual, expository, scientific narrative etc. depending on the subject. ( Give a list of the relevant one)	Discourse language. (write the strategies or techniques applied by the teacher) Eg. Seminar, Questioning, Group work etc...	
2 Analyse the language used on other learning resources like pictures, charts, video, ppt, map etc. used by the teacher. ( give examples from the class)	Asking questions, explaining, illustrating, seeking attention, giving instruction, asking for preference, asking for opinion, introducing a question, rephrasing, asking for information, giving warning, encouraging responses, agreeing disagreeing, asking for repetition	Answering, agreeing, expressing readiness, disagreeing, showing interest, raising doubts, giving opinion, asking for a repetition, seeking clarification, debriefing, adding a point, illustrating with examples, focusing, important points, explaining a process

## OBSERVATION CLASS - I

Name of the school :- Sri Durga Vilasam Higher Secondary School, Peramangalam.

Name of the teacher :- Prietha

Class :- IX - C

Medium of instruction :- English

Subject :- English

Topic :- Reported and Direct Speech

Date :- 1-02-2023

### LEARNING RESOURCES

Teacher mainly relied upon the text to give examples of grammar. Teacher took examples from the textbook and gives factual information on the topic and the terms from the grammar are well explained. Teacher used black board to explain various examples. First of all, examples are given and then the rule or the theory of the grammar is explained by the teacher.

## STRATEGIES AND TECHNIQUES

Teacher discussed the section with the students very well. She asked questions with the students which had helped them to get into the topic very well. Such discussion sessions helped the students to channelise to the topic soon. Teacher took the examples from the real-life situations and even from the classroom. She also used bench-wise discussion among the students.

## DISCOURSE LANGUAGE

Teacher had good subject knowledge and competency. Teacher explained the grammar portions very well. The usage of examples from the real-life situations helped the students to understand the topics very well. This also create interest and curiosity among the students. She also used examples from the classroom and this made the classroom so active. Students were motivated by the teacher for the answers. They were prompted to answer when they are wrong. Teacher gives reinforcement for their correct answers and corrected the errors in their answers.

## CLASSROOM LANGUAGE

Teacher explained the grammatical portions very well and provided activities to the students on the black board to fill some grammar questions. Teacher used both the textual content and the examples from real-life situations. She used black board to write down the grammatical terms and examples. She also drew some images which aroused interest in the students.

Teacher gave a positive reinforcement for the correct answers and correct the answers if that is wrong. Teacher also repeats the content that is to seek the attention of the students. She creates a discussion mode among the students. Students were also actively participated in the class. Some of the students clarified the doubts and raised doubts and clarified it. They showed interest in the class and gave their attention to the class.



EPC 1. LANGUAGE ACROSS THE CURRICULUM

Format of assignment

**Task 2**

Observe two subjects classes of secondary schools and record the discipline based language, teacher language and student language while discourse. Make a comparative analysis

**Observation Schedule**

Name of the school : SREE DURGA VILASAM, Subject : ENGLISH  
 HSS, PERAMANGALAM  
 Name of the teacher : KRISHNAPRIYA Unit : SHARE AND CARE  
 Class : VIII B Topic : THE MERCHANT OF VENICE  
 Medium of instruction: ENGLISH Date : 2-02-2023  
 Learning Resources : TEXTBOOK

1. Text material (Eg. Factual/(language) narrative/ scientific (science subject) etc...]

2 Others [Eg. Pictures/ chart/ video/ ppt/ diagram/ map. etc...]

Strategies and techniques

[Eg. Discussion/ seminar/ group work/ demonstration etc...]

Discourse Language

[Eg. Questions/ explanations/reinforcing/ motivation etc...]

Class room language

Discipline based language	Teacher language	Learner language
1 Analyse the language used in the textual content, ie, topic being taught it can be factual, expository, scientific narrative etc. depending on the subject. ( Give a list of the relevant one)	Discourse language. (write the strategies or techniques applied by the teacher) Eg. Seminar, Questioning, Group work etc...	
2 Analyse the language used on other learning resources like pictures, charts, video, ppt, map etc. used by the teacher. (give examples from the class)	Asking questions, explaining, illustrating, seeking attention, giving instruction, asking for preference, asking for opinion, introducing a question, rephrasing, asking for information, giving warning, encouraging responses, agreeing disagreeing, asking for repetition	Answering, agreeing, expressing readiness, disagreeing, showing interest, raising doubts, giving opinion, asking for a repetition, seeking clarification, debriefing, adding a point, illustrating with examples, focusing, important points, explaining a process

## OBSERVATION CLASS - 2

Name of the school :- Sri Durga Vilasam Higher Secondary School, Peramaugalam

Name of the teacher :- Krishnapriya

Class :- VIII B

Medium of instruction :- English

Subject :- English

Unit :-

Topic :- The Merchant of Venice

Date :-

### LEARNING RESOURCES

Teacher used textbook to explain the chapter. She was very confident in the portions and was well prepared for the class. Teacher gave information on the author and all the factual information about the chapter. The narrative techniques used in the chapter was discussed. The teacher narrated the story and explained the portion well.

## STRATEGIES AND TECHNIQUES

Teacher narrated the story to the students throughout the paragraph. Character sketch of the character was discussed among the students. This inturn helped the students to understand the characters very well. Teacher also asked the students to silently read the chapter and also asked to explain the chapter until it is taken. She enquired about difficult words in the chapter and wrote those difficult words on the black board.

## DISCOURSE LANGUAGE

Teacher had a very good idea on the chapter and the chapter was discussed among the students by teacher by tone variations in the reading. She also gives the important situations from the chapter. Teacher asks the students to guess the sequences in the story and that generalises curiosity in children. Teacher gives reinforcement for the proper answers and prompt the students to get into the answers.

## CLASSROOM LANGUAGE

Teacher explains the chapter narratively and that helps the children to get a vivid image of the story in an imaginary way. Teacher used textual material to explain the story. She used black board to write down the title and new words in the chapter. As she moves from one paragraph to another she explains each paragraph and focus on the character sketch of the characters in the story.

Teacher gave reinforcement for the correct answers and teacher gave enough time to answer. Teacher also repeats the content that seek the attention of the students. Students actively participated in the class and read out the chapter aloud when it was asked to read. They showed interest in the class and gave proper attention to the class.

# COMPARISON

The classes of both teachers were so good as both of the teachers have their own teaching styles and they have implemented their own styles in the classroom. There were only slight variations in their classes.

Both of them were successful in handling the students and the class was understanding and all the concepts of that portions were almost covered. Both teachers used text as their learning resources and explained the concept to the students.

The first class was of Preetha miss class. Students in the class was very active and gave response to the teacher. Teacher paid attention to the students and gave examples of grammar from real life situations and even from the classroom. The teacher also used blackboard and explained those

examples. Teacher also gave proper reinforcement to the students for their correct answers. She also gave activity for the student to fill certain questions on the black board.

The second class was of Krishnapriya miss class. Teacher narrated the story which helped the students to develop a picturesque idea of the story 'The Merchant of Venice'.

She also asked to guess the sequences and asked to read aloud the chapter. She also gave proper reinforcement and also prompted the students to say the answer. Teacher used blackboard for writing the title and new words and paid attention to the students.

Both teachers were well prepared for the class and took the class confidently and enthusiastically. Both were fluent in their language and had good subject knowledge. They handled the class and students so well.

# CONCLUSION

As the comparative analysis was done, it is clearly evident that both teachers used their classes so well. Both followed constructivism style of learning method. Both of the teachers had subject competency and was fluent in their language. They were also confident in their classes and prepared for their classes well. They used the disciplinary terms and also paid attention to the students. They were also good in giving reinforcement to the student and correcting their errors.

## REFERENCE

- \* Sriee Durga Vilasam H.S.S, Peramaugalam
- \* [www.learninglanguage.com](http://www.learninglanguage.com)

EPC

TASK 3



## REPENTANCE

It was a pleasant evening outside the Anuradha's house. The sky was crimson-red, awaiting for the moon and its guards, showcasing its beauty with its pastel colours. The sky was filled with the guards of birds who follows one after the other in various shapes as if they are trained artists. But the atmosphere in Anuradha's house was not so pleasant. Anuradha was really busy in scrolling her mobile phone. She was laying down in the divan-cot of her living room, wearing a blue saree and her hair tied up. She was laying down very lazily and she ordered a tea to her mother.

Anuradha's mother prepared tea for her and brought the mug of tea to Anuradha. Anuradha was still busy with her phone. Without taking a look from her phone Anuradha enquired whether her father came home or not. Her mother didn't answered to her question as she doesn't liked her scrolling down the phone without getting involved in present scenario. Her mother was completely irritated and wants to ask something to Anuradha.

She looked at Anuradha and thought how fastly she had grown up. Her mother's thoughts gone back to Anuradha's childhood days, were she used to study during exam days lying down on her bed. Now, she has grown up to a woman, with her own thoughts and ideologies. Mother was staring at her and her father came in and went to his room without bothering both in the living room. Her mother asked to drink the tea as she hadn't took a single sip from it. She started conversing with her mom but was entirely concentrating on her phone.

Her mother thought of involving her father into their conversation but she had a realisation that if he gets involved in the conversation about Anuradha's life, it would end up in a quarrel. So she didn't called father. He was doing something in his room without paying attention to their conversation. So mother started talking to her. Her mother asked her to stop her scrolling in her phone. But she continues with it. Then her mother informed that Ramesh had come to see her. Then Anuradha tooks her eyes from her phone and just looked at mother's face and then looked back to her phone.

Her mother continued her talk and said that Ramesh had come here to say that he wanted divorce from Anuradha as he says that Anuradha has other relationship. Even though mother is saying all these things Anuradha is not giving any concern on it. Still, mother continues her preachings on Ramesh and his qualities. Even, then, Anuradha is not looking at her and doesn't show any interest to talk to her.

With a great hesitation, Anuradha's mother asked whether she had any other relation other than her marital relationship. Mother thought that she would say 'No'. But Anuradha didn't utter a word. So mother was very angry with Anuradha. Mother started praising about the qualities of Ramesh, that he is handsome, had job, money, health and so on. She just made a priceless smile on her face to her mother's praises and replied that these praises are only good to say before marriage.

She also mentioned that love and marriage stands in some other pillars. With a great pain and frustration in her heart, she asked her mother that why did she and grandmother forced to marry Ramesh, even when she refused to marry him. It was her mother and grandmother who told her that marriage would bring

all the good fortune and omens to her. They also offered that she would have very blissful and enjoyable life with Ramesh. But everything went upside down after her marriage. She didn't say a single word to her family members. But now she openly says to her mother that she is not leading a happy life with Ramesh. But mother who had a very conservative constructed mind said that as there is a baby between them, there will be no problems in her and Ramesh's life.

But, Anuradha replied that a baby should only come out of love between two parents, not through the hatred. Or else that baby will also be like her who wanders for the love in somebody. Mother was completely astonished when she heard Anuradha's reply, as she had mentioned that she doesn't come from the love of her parents. Mother shouted harshly on her comments and started complaining on her about her broken and sinking relation. Mother only finds fault in her and is not trying to understand from her new point.

After a while, mother says that women gets married for their own safety. But Anuradha was not able to digest the comments made by her mother. She stood against her mother's views.

and then said that marriage means, according to the society a legal concept to use and treat women for the erotic satisfaction of the men. She continues that not all marriages end up in love. Mother was shocked to hear such a response from her daughter. She couldn't believe that Anuradha can answer like this. She thought that what she sees in front of her is a scene from a movie or net; as she was utterly shocked with the response of Anuradha.

There was a deep and complete silence in the room. Mother was staring outside the window of their flat, which is situated in the 8<sup>th</sup> floor. She could see a lot of trucks moving down the street with big carriages. Mother compares herself to the carriages with the loads of tensions and anxieties about the life of Anuradha. Mobile ringtone breaks that devastating silence. Mobile rings up again. But Anuradha didn't attend it. After the bell stops ringing, there was again a complete silence.

To break the silence, it was mother who spoke first. She said that, if someone else enters her life, this will be repeated again. When her mother told about her other relation

She said that there is a lot of differences between eros and love. Anuradha starts to differentiate between eros and love. In the case of eros, it need something to satisfy, either wealth or women. Erotic nature doesn't take care of a person, instead tries to grab what is necessary from that person. But love, stands above everything. Anuradha's eyes start to shine and sparkle when she said all about love.

Anuradha continues to say about the divinity of love. She says that love doesn't need anything to satisfy. Love is just like a tiny star, which produce a lot of heat and brightness and guides us to righteous path. That shine and sparkleness will help us to move on throughout our life even if we faces any problems. Anuradha through her concept of love, mentions that she hadn't had any kind of love and care from her marital relationship with Ramesh. Anuradha was totally against the patriarchal norms and concept of marriage by the society.

Hearing her philosophy on love and her concepts and thoughts about marriage, Anuradha's mother stood for a while, gazing outside

the night sky, staring upon the little bright star which was twinkling at them. Her mother's eyes filled with the tears of regret and hope of repentance to a liberal-minded life. Tears started to stream out of her mother's eyes. Mother understood that what she did to the life of her daughter was utterly wrong. Anuradha consoled her mother even though she hurt her with her words. Then her mother hugged her tightly and asked her to lead a life which she finds happy. Even the father, after hearing the problems of Anuradha consoled her. Tears rolled down from the eyes of Anuradha when her parents realised her feelings. She hugged them and said that love is divine and it unites everyone.

~~Q. 10~~

• EPC

• TASK 4



ROSA PARKS

SAT STILL

## INTRODUCTION

As per B.Ed curriculum, EPC task we have taken a work 'Rosa Park Sat Still' which is an excerpt from the biography of Rosa Parks, who fought for the Blacks and the oppressions faced by them during those times. Rosa Louise McCauley Parks was an American activist in the civil rights movement best known for her pivotal role in the Montgomery bus boycott. The United States Congress has honoured her as "the first lady of civil rights" and "the mother of the freedom movement". Rosa Parks was born in Tuskegee, Alabama, on February 4, 1913 to Leona, a teacher and James McCauley, a carpenter. She attended rural schools until the age of eleven. As a student at the Industrial School for Girls in Montgomery, she took academic and vocational courses. Parks went on to a laboratory school set up by the Alabama State Teachers College for Negroes for secondary education, but dropped out in order to care for her grandmother and later her mother, after they became ill. Rosa took numerous jobs, ranging from domestic worker to hospital aide. Parks boarded the bus in 1955, she was an established organizer and leader in the civil rights movement in Alabama. Parks not only showed active resistance by refusing to move she also helped organize and plan the Montgomery Bus boycott. Many have tried to diminish Parks's role in the boycott by depicting her as a seamstress who simply did not want to move because she was tired. Parks courageous act and the subsequent Montgomery Bus boycott led to the integration of public trans

portation in Montgomery. Her actions were not without consequence. She was jailed for refusing to give up her seat and lost her job for participating in the boycott. After that, Parks' work proved to be invaluable in Detroit's Civil Rights Movement. She was an active member of several organizations which worked to end inequality in the city. By 1980, after consistently giving to the movement both financially and physically Parks, now widowed, suffered from financial and health troubles. After almost being evicted from her home, local community members and churches came together to support Parks. On October 24<sup>th</sup>, 2005, at the age of 92, she died of natural causes leaving behind a rich legacy of resistance against racial discrimination and injustice.

'Rosa Parks Sat Still' is a real incident from her biography. Rosa Parks brought a change in the lives of millions of African-Americans through her pivotal role in Montgomery bus boycott. The Montgomery bus boycott was a political and social protest campaign against the policy of racial segregation on the public transit system of Montgomery, Alabama. On December 1<sup>st</sup> 1955, after an exhausting day work, Rosa Parks entered the bus with thought to take rest. When she got into the bus, so many seats were vacant and she occupied one seat. There were white people and black people on the bus and the rule was such that black passengers had to give up their seats when white passengers came in. They had to get off the bus, go round to the back door and get on the bus again as standing.

passengers. Rosa Parks protested against this rule. A white man approached her, but she refused to get up and give him the seat as she had paid the same as the white passenger and he is neither old nor disabled. According to her, the rule was unfair and thus it does not need to be obeyed. If people go on obeying such a bad rule, then it will stay in the book forever and someone should do something about it some day and the day was that day itself. She refused to give up her seat for a white passenger. All the passengers were infuriated and this made the driver angry, he brought the police in and they arrested Rosa. When the news of Rosa's arrest spread, the black people decided to fight for her. They knew that they could not fight with the police. So, they decided to fight with the bus company. No black passenger would use city buses until Rosa was freed. They went to work in private cars and started travelling in it.

The boycott continued for 381 days. In the court there were many people who argued for her rights. Thus the white people came to know that there should not be any difference between white people and black people. This incident changed millions of minds of Americans. The judge of the Supreme Court said that segregation was unlawful in public transport services. Since the incident, Rosa Parks began the black American people's fight for fairness and justice for all human beings. Many years before, something else had happened in another country. A man called Mohandas Karamchand Gandhi sat still on a train in South Africa. The white passengers threw him out and there are many other stories of his courage and freedom struggle.

Racial segregation was very common in US and many parts of the world during that time. It is the systematic separation of people into racial or other ethnic groups in daily life. It was applied to activities such as eating in restaurants, drinking from water fountains, using public toilets, attending schools, going to movies, riding buses, renting or purchasing homes or renting hotel rooms. In addition, segregation often allows close contact between members of different racial or ethnic groups in hierarchical situations, such as allowing a person of one race to work as a servant for a member of another race. Segregation can involve the spatial separation of the races and mandatory use of different institutions, such as schools and hospitals by people of different races.

According to the UN Forum on Minority Issues, "The creation and development of classes and schools providing education in minority languages should not be considered impermissible segregation if the assignment to such classes and schools is of a voluntary nature. Racial segregation has grossed up high in US during 1940s. Signs were used to indicate where African Americans could legally walk, talk, drink, rest or eat. Public segregation was challenged by individual citizens on rare occasions but had minimal impact on civil right issues, until December 1955, in Montgomery, Alabama, Rosa Parks refused to be moved to the back of a bus for a white passenger. Park's civil disobedience had the effect of sparking the

Montgomery bus boycott. Parks' act of defiance became an important symbol of the modern Civil Rights Movement and Parks became an international icon of resistance to racial segregation.

The Civil Rights Movement was a political movement and campaign from 1954 to 1968 in the United States to abolish institutional racial segregation, discrimination and disenfranchisement throughout the US. The movement had its origins in the Reconstruction era during the late 19th century, although it made its largest legislative gains in the 1960s after years of direct actions and grassroots protests. The social movement's major nonviolent resistance and civil disobedience campaigns eventually secured new protections in federal law for the civil rights of all Americans.

Over the following century, various efforts were made by African Americans to secure their legal and civil rights, such as the civil rights movement (1865-1896) and the civil rights movement (1896-1954). The movement was characterized by nonviolent mass protest and civil disobedience following highly publicized events such as the lynching of Emmett Till. These included boycotts such as the Montgomery bus boycott, "sit-ins" such as the Greensboro and Nashville sit-ins and marches such as the Selma to Montgomery marches which led to a long time struggle for the freedom of Black Americans.

The Montgomery bus boycott was a political and social protest campaign against the policy of racial segregation on the public transit system of Montgomery, Alabama. It was a foundational event in the civil rights movement in the United States. The campaign lasted from December 5, 1955 - the Monday after Rosa Parks, an African-American woman, was arrested for her refusal to surrender her seat to a white person to December 20, 1956, when the federal ruling *Browder v Gayle* took effect and led to a United States Supreme Court decision that declared the Alabama and Montgomery laws that segregated buses were unconstitutional.

## CONCLUSION

On December 1, 1955, Rosa Parks taught the world a valuable lesson, that we can fight for our beliefs by not tolerating everyday acts of injustice and oppression. Our awareness of these injustices and our willingness to act against them may be present in our own private thoughts, in words shared with others or through actions of visible defiance and civil disobedience. Racial segregation is the systematic separation of facilities and services on racial grounds.

This racial segregation was very common in US and they had a law to follow the segregation practices. This law was completely against the

humanity and black people were forced to do it without any complaints or concerns. Rosa Parks fought against all these inhumane activities which was prevalent on those days. Before the bus boycott, Jim Crow laws mandated the racial segregation of the Montgomery Bus line. As a result of this segregation, African-Americans were assaulted, short-changed and left stranded after paying fares.

Rosa Parks' courage and responsibility towards her society made her as a freedom fighter who fought for the liberation of blacks from the laws against humanity. Parks played an important part in raising international awareness of the plight of African Americans and the civil rights struggle.

## REFERENCE

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- <https://en.m.wikipedia.org>
- [https://www.britannica.com/biography/Rosa Parks](https://www.britannica.com/biography/Rosa-Parks)





A NEW WAVE IN CONDUCTING

STUDY TOUR  
EPC

TASK 5

ENGAGING WITH

JOURNALISTIC

WRITING

ALMA PAUL

ROLL NO: 201

ENGLISH

# A NEW WAVE IN CONDUCTING STUDY TOUR

Study tours are included in the curriculum of schools and colleges to provide students with a hands-on experience about their learning concepts.

Study tour is a trip or tour taken by a group of people in order to study something, such as location, their culture, their tradition etc. As it is a travel experience with specific learning goals, study tours emphasize experiential learning and offer both groups self directed activities that enable learners to explore new cultures and people.

So the study tour or an educational trip, help the students to view the world from fresh perspectives outside the scope of a monotonous curriculum and schedule.

But unfortunately, most of study tours are not carried out as how it ought to be.

There are many accidents that is being carried out during these years in the case of study tours and many students and teachers had lost their lives. Recently, Palakkad accident has triggered debate over whether students exercised disproportionate say in the selection of buses, because of which those with excessively illuminated

dancefloor like interiors and high-decibel sound systems were often engaged for tours. A gruesome accident happened on early hours of October 7, where students and teachers from a school in Cochin who went to the excursion to Ooty met with this accident at Palakkad. There were nearly 42 students and five teachers. The tourist bus met with an accident with a KSRTC bus and nearly 50 people have been injured and 9 of them lost their lives.

Early hours of morning of that day was still shocking for the people. The students who went to the trip so enthusiastically and happily came up with a sea of tears and shock. Some of the students and teachers didn't come back as they lost their lives.

This news was so heartbreaking such that, a question arises in the mind of people that how a study tour should be carried out and what are the safety precautions that should be taken to save the lives of the students, teachers and all the other members who is engaged in these excursions and field trips. Even though many accidents had happened past many years back, but

this accident stood as an eye-opener for various departments. After this incident, some of them made an opinion that study tour is not necessary and so all these accidents can be avoided. But that's not the solution, as the study tour provides multiple activities for the students. It helps them not only to entertain, but also help to gain knowledge and such tours helps them to have a wider eye on various locations, tradition, society, culture and so on. So that study tours shouldn't be kept aside.

Most of the schools or colleges are not all taking any safety measures for the travel. Both the school management, teachers and the students are responsible for this. Usually when a tour is announced everyone look forward to what kind of bus is needed for the travel. Instead of checking the safety and license of the bus, everyone search its looks, lights, high decibel sound systems, its stickers, heroic quotations and all other features. No one cares for the license of the bus, test carried out by bus, license and the

background of the driver and so on. But most of the institutions fall in the honeytrap of tour operators who praise the features of the bus and reviews on the trip conducted by them. So the school management including teachers, PTA committee and students fell into such features of the trip and they won't look forward to safety precautions.

But not every schools are like this. There are many schools which stands out as a role model for several other institutions. One among such school is Govt. Higher Secondary School, Manelikkara, Alleppey. They made a proper schedule for their trip and successful completed the trip with a proper safety measures. Before announcing the trip, they made a committee consisting of teachers, parents and students. This planning committee democratically took the decision about the place of visit, days of the trip, important and relevant details of the places, budget, bus and the other safety and the security measures that is necessary for the travel.

After those planning sessions, they submitted their reports on the bus and its driver to educational department and motor vehicle department. School authorities also took an initiative to select travel guides from the part of students and made them aware of the place of the visit, its landmarks, features and so on. This type of awareness helps the students to link with each other and get some idea on the place of visit.

Study tour should also focus on the budget. Budget plays a prominent importance in every tour packages. Tour package chosen by the students and school management should provide equality in it. All the students in the class should be considered and tour should be provided to all. Study tour doesn't mean going for a long journey. It can be also a small trip including all the members of the class. This can be a field trips to museums, forts, palaces, historical monuments, reserved areas, cultural spots etc to those who are interested in social studies subjects. To those who are interested in science

they can visit planetariums, zoos, science and technological museums, parks, ISRO and other research institutions etc. To the literature and art lovers, various academies, Kalamandalam, generalistic institutions etc paves a way for the travel.

Above all, there should be a hand-in-hand connection between education, tourism and motor vehicle department to conduct a successful tour. There should be a common order for all school in regarding with the study tour and authorities should check whether it is violated or not. School authorities should check all the details of bus and bus operators to ensure the safe journey of the students.

Authorities in charge should ensure the condition of the bus and should also check whether the rules provided by motor vehicle department is strictly followed or not. The driver chosen for the trip should be in the list of best track records and for a long journey two drivers should be there. So then we can ensure a safer and

happy journey. Study tours should not be avoided as it helps the students to develop in social, cultural and intellectually. Tours also helps in increasing unity in them and thus they will always remember these days as the happiest and well planned days of their life



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EPC  
TASK 6

## INTRODUCTION

John Keats was an English poet of the second generation of Romanticism, after Lord Byron and Percy Bysshe Shelley, whose names had been in public view since the late 1790s.

# JOHN KEATS

# WRITING STYLE

The *Encyclopaedia Britannica* (1911) called him one of the great moderns. George Eliot named his first encounter with Keats an experience that left all his life. Keats had a style heavily imbued with romanticism, notably in the early 1800s. Typically of the Romantics, he accentuated extreme emotions through natural imagery. Today he remains one of the most popular and analyzed in the English literature in particular. "Ode to a Nightingale" was one of his most famous poems, and the word "Keats" has been used to describe a style of writing.

ALMA PAUL

201

# INTRODUCTION

John Keats was an English poet of the second generation of Romantic poets, with Lord Byron and Percy Bysshe Shelley. His poems had been in publication for less than four years when he died of tuberculosis at the age of 25. They were indifferently received in his lifetime, but his fame grew rapidly after his death. By the end of the century, he was placed in the canon of English literature, strongly influencing many writers of the Pre-Raphaelite Brotherhood; the *Encyclopaedia Britannica* of 1888 called one ode "one of the final masterpieces." Jorge Luis Borges named his first encounter with Keats an experience he felt all his life. Keats had a style "heavily loaded with sensualities", notably in the series of odes. Typically of the Romantics, he accentuated extreme emotion through natural imagery. Today his poems and letters remain among the most popular and analyzed in the English literature in particular "Ode to a Nightingale", "Ode on a Grecian Urn", "Sleep and Poetry" and the sonnet "On a First Looking into Chapman's Homer".

John Keats was born in Morefield. He was the son of a hostler and stable keeper, thus born in the stable of the Swan and Hoop Inn, London. His father, Thomas Keats died when he was just

eight years old. Adding to the misfortune of Keats, his mother, Frances Jennings Keats, was also diagnosed with tuberculosis when he was fourteen years old. His life and mental health was greatly influenced by these tragic events and brought him closer to his siblings. Keats tried to find ease and escape in art and literature when his parents died. He was an insatiable reader at the Enfield academy. Keats was closely associated with the headmaster, John Clark, of the academy as he proved to be a ballingly figure to Keats. Clark encouraged him to develop his interest in the young orphan in literature and art. In 1816, he completed his medical education and was appointed as the certified apothecary in the hospital in London. Despite pursuing the medical career, Keats devotion to literature and art never ended.

The year 1819 is marked with the ups and downs for John Keats. He received very harsh criticism from the critics on his long poem "Endymion" which discouraged him a lot. When he moved to Hampstead, he met with the Braune family and engaged to Fanny Braune. It was during this period that Keats wrote his famous poem "Ode to a Nightingale" and "Ode to Grecian Urn." In 1820, Keats was diagnosed with tuberculosis. Though he was severely ill, he tried his best to finish the last poem and ultimately he received the admiration of a lot of people. He could not survive the disease and died.

## John Keats Writing Style

John Keats is overwhelmed by poetic devices such as personification, alliteration, metaphors, assonance and consonance. These devices are put together, which creates the music and rhythm in the poems. For example, his poem "Ode to the Nightingale" is full of literary devices. Similarly, his poetry is also characterized by sensual imagery. His poems "Lamia", "Hyperion", "Ode to the Nightingale" and "Endymion" are the best examples of sensual imagery. Moreover, the diction used by Keats is also connotative. For example in the poem, "Ode to the Grecian Urn", Keats implied formal diction. The odes written by Keats are a unique achievement in poetry. Keats odes are usually a lyrical reflection on something that stimulates the poet to encounter his own inner desires, to think about his own longings and their relationship with the harsh reality of the outer world. Being the last romantic poet, he shows the typical aspects of Romanticism in his poetry. Though Keats wrote for only three years, the poems he wrote in these three years become the hallmark of the literary canon and make him one of the greatest and most celebrated poets in English literature. Though the themes of his poems are not concerned with nature, he implied the poetic devices to make his poetry gentle and romantic.

Misery, death, love and nature are the main aspects of Romantic poetry and the readers also find these aspects in the poetry of Keats as well. Similarly, in Romanticism, we can see the appreciation of past writers, mythology and Latin.

Though Keats style of writing poetry is unique, his manner of poetry is immensely suggestive of Edmund Spenser. Keats and other traditional romantics would likely focus on the remote past, ancient myth and fairy tales to escape from the harsh realities of life and the unwelcoming modern 19th century.

The material of Keats poem "Endymion" is bound in remote antiquity instead of the Middle Ages. In essence, he used the manner of Middle Ages poetry in his poems "Eve of St. Agnes" and "La Belle Dame sans Merci".

Keats writes his poetry in rhymed iambic pentameter; however, it is not exactly like the simple heroic couplet used by the poet of the previous century. He uses enjambement normally as his verses flow into one another, particularly in a narrative poem. To present the individual characters in the poem, Keats never coupled the narrative and the dramatic power. He would display the characters with expressive moods as he had mastered the lyrical powers. The moods were often romantic, pensive, lethargic, sadness or ecstatic delight. These moods can greatly be observed in his odes and other poetry.

## Characteristics of Keats Poetry

### Keats's Odes

All written in May 1819, "Ode to a Nightingale", "Ode on a Grecian Urn" and "Ode on Melancholy" grew out of a persistent kind of experience which dominated Keats's feelings, attitudes and thoughts during that time. Each of them is a unique experience, but each of them is also, as it were, a facet of a larger experience. This larger experience is an intense awareness of both the joy and pain, the happiness and the sorrow, of human life. This awareness is feeling and becomes also thought, a kind of brooding as the poet sees them in others and feels them in himself. This union of joy and pain is the fundamental fact of human experience that Keats has observed and accepted as true. In "Ode to a Nightingale" and "Ode on a Grecian Urn", Keats tries to free himself from the world of change by identifying with the nightingale, representing nature or the urn, representing art. These odes as well as "The Ode to Psyche" and the "Ode to Melancholy" present the poet as dreamer.

### Keats's Imagery

Keats's imagery ranges among all our physical sensations: sight, hearing, taste, touch, smell, temperature, weight, pressure, hunger, thirst, sexuality and movement. Keats repeatedly combines different senses in one image, that is, he attributes the traits of one sense to another, a practice called synaesthesia. This synaesthesia

etic images perform two major functions in his poems: it is part of their sensual effect and the combining of senses normally experienced as separate suggests an underlying unity of dissimilar happenings, the oneness of all forms of life.

### Paintings and Illustrations of Keats's Poems

Keats poems have appealed to artists and illustrators particularly from 1840s through the 1930s. These poems have received the most attention - *Endymion*, *Isabella* and *The Eve of St. Agnes*. Keats's appeal for painters and illustrators is a tribute to how vivid, and sensual his imagery is and how his poems stimulate the imagination of his readers. There are other reasons why painters and illustrators were drawn to him: he wrote about art and artists and was friendly with many artists; also the publication of his collected works in 1840 and of a biography in 1848 aroused a general interest in Keats.

### Exclusion of Self

While exploring and identifying the beauty of ordinary things in his poetry, Keats disposed of his personality that would dictate his exploration. In doing so, he aligned himself to the father of English drama, William Shakespeare. Keats bound Shakespeare to be able to write about ordinary things as he refrained from expressing fondness to anything.



## Emphasis On Ordinary Things

Keats, unlike the romantic poets, emphasizes on the ordinary and common things in his poetry, particularly in efforts to understand beauty. Though famous Romantic poet, P.B. Shelley wrote about imperceptible things in his poetry, Keats emphasizes the identifiable and close subject such as the dew of the season in autumn. This proposes that Keats always look for beauty in the ordinary things like sunrise, sunset, mountain and valleys.

## CONCLUSION

John Keats remains one of the most influential poets of the Romantic era of poetry. In his lifetime, Keats sold only about 200 copies of his poetry books, but his reputation and influence grew substantially following his death. Keats deeply reflective poetic attempts to explore and understand beauty as it exists in all things inspired countless writers to pursue a similar program for writing poetry.

As with other Romantic poets, Keats focused his writerly attention on understanding and exploring beauty. For Keats, all things possessed potential beauty and it was his job as a poet to find this beauty and capture it in his poetry. For Keats, identifying and understanding that which is beautiful allows one to become more acquainted with truth. Keats also focused on common and familiar things in his poetic attempts to understand beauty. While P.B.

Shelley wrote about intangible things, Keats focused on more immediate and identifiable things such as the cool dew of an autumn day. Keats seemed to believe it's easy to see beauty in a majestic mountain or a stunning sunset, but the activities of a common bird perching at a window contain just as much beauty. Keats attempted to identify and explore the beauty of common things by stripping himself of any personally traits that would potentially dictate his exploration.

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~~Soundg~~

EPC

TASK 7

# VIDHYABHYASAM : LAKSHYAVUM

## MARGAVUM

### INTRODUCTION

As per the B.Ed curriculum EPC task we have chosen a book 'Vidhyabhyasam: Lakshyamum Margavum' by Fr. Jose Chittilappilly CMI. Fr. Jose Chittilappilly is a catholic priest and well known writer in Malayalam language. He worked as an educational councillor, editor, chairman etc at different institutions. He was also an academic councillor and syndicate member of Calicut University. Mukthi Sookthangal, Karmala Muthial Kalveri Vore, Soudhikhangalkku Oru Samugham, Vidhyabhyasam: Lakshyamum Margavum are his famous works.

Vidhyabhyasam: Lakshyamum Margavum was published on February 1999. This book focuses on the issues and topics related to the education, schooling and teacher learning process. Through this book the writer intends to openly discuss about the role of both parents and teachers in the system of education. The writer also discusses about the conventional methods of education, which usually sticks upon the academic text books and works related to it. The conventional method of education strictly follows the rules and aspects of the system which was followed earlier and not being properly revised according to the ages. So the writer through this book wishes that education should be a great aspect which should mould a person

in every aspects of their life. He was totally against the conventional form of education which totally stick only to the academics. Motives of education, roles of parents and teachers, education among the students, goals of education and it's uses among the students are thoroughly discussed in these books. So this is an well-informative book on the aspects of education.

### Yuvathalamuraye Ariyuka

Responsibility of educational system is to bind out the issues, problems or dilemmas faced by the youth and to give a proper solution to their problems. Both teachers and parents play a prominent role in the life of each and every student, especially among the adolescents and youth. Usually, youth or an adolescent period is a phase of dilemmas and confusions. So they really need the support from parents and teachers during that time. So, instead of moving away from them, both teachers and parents should get much closer to them, analyse their issues and give them adequate solutions. In his book 'Wounded Healer', Henry Nouwen describes the new generation as inward, fatherless and compulsive. He also noted that, as the youth and adolescent are not getting a proper care during their confusion phase, they may fall into unhealthy peer groups and this may lead to many unhealthy and unethical practices among the youth. If the youth or adolescents

are ignored during this phase, this creates depression and suicidal thoughts among them. Henry Nouwen suggested three main roles of teachers for a building up a good generation. One is, teachers are the articulators of inner events, they are the people of compassion and they are contemplative critics. So the teachers should be the role model of each and every student.

### Adhyapakar Animators

Role of a teacher in moulding a student is very important. The writer discusses that this moulding should not focus only on the intellectual aspect of a student but also in different aspects of life. Teachers should provide a good motivation among students which help them to increase their self-confidence and interest will help them to utilise their skills and talents. Paulo Friar is a Brazilian educator and writer of twentieth century. Starvation and the pain suffered by the people in Latin America and his life between these sufferings, made him as a prophet of education for liberalism. According to Paulo Friar, the main aim of education is to mould up both individual and society and thus create development among them. He says that he is against the conventional system of education which only tries to boost up the memory of students to achieve certain grades or marks. Such conventional methods of teaching doesn't focus on the basic values and ethics that should be embedded on the life of a student. Gaining or acquiring ranks or several other acade-

mic achievements is given prominence in conventional mode of teaching. Students should be able to follow their ambitions according to their wishes and interests. No one should force them to change their wishes or dreams. In some cases, parents and teachers mould the students, according to their wishes and the aims of students are ignored. Such kind of system need to be changed.

### Vidhyabhyasam Vimochanathiruvu

Education is a valuable system that should provide the human mind with the right thoughts and practices. According to Paulo Freire 'education is something that gives liberalism'. He believes that getting liberal from unethical or inhumane thoughts, beliefs or practices is the main aim of education. He was also completely against the conventional method of education. Independence or being independent is our responsibility and we should acquire it by ourselves. He also noted that we should not wait for some one to give independence or getting liberal from inhumane laws. Firstly we should step forward to achieve independence and then we should enjoy the freedom. Paul Freire considers education as the "cultural activity for freedom". He believes that it is the duty of educators or teachers to pave a righteous path to the students and to help them to achieve their goals. Three important dimensions of education is well discussed. Firstly, education is a process of personal development. Secondly education plays a main role in building

up a responsible society. Thirdly, education helps in developing humanity. So all these dimensions help in developing a good society.

### Maalyadikshtidhe Vidhyabhyasam

Even though humans have developed more and more in various fields than in earlier ages, still both suicidal and depressional thoughts are going up in an increased rate. Former President of India, Ramaswamy Venkateswaram says that "what makes a human, is his humanistic thoughts and action and that is the aim of education." Even though the technology and the lifestyle of humans grew up, humanity in the minds of people are not coming up, it just decreases. This is because of the greediness that is injected in the human minds for money, winnings, profit, targets and so on. So in many cases students consider education as the only medium to gain job and money. They are not considering education and its values beyond the horizon that they have build on. These important aspects of education is discussed. Information, formation and transformation are the main aspects of education. That is education helps to inform, give formation and in turn help the people to transform ideas and thoughts.

### Vidhyarathyomukha Bodhanam

Teachers play a very important role in the development of a student in his different phases. So a



Healthy teacher-student relationship is very important in education. Teacher should not be the one who teaches the knowledge or concepts which is prescribed in the syllabus, but should be the one who understands the interests, taste and problems of students and to guide them through a righteous path. They are the real role model for each and every student. They are the real articulators who lighten up the path for their students. They should get much closer to the students and understand their different talents, abilities and skills and try to build upon their inborn talents.

### Kalochithamaya Syllabus

Educational systems need to be reformed over these years. Systems and methods of education is not reformed for many years. So the students are forced to study the older aspects and methods related to their subject. Syllabus reforming plays a very important part in education. As it is the syllabus, that the student has to follow according to their subjects. As a result, all older concepts are thought in the minds of younger generation, the aims of education doesn't get fulfilled properly. When the syllabus is properly reformed, then the student will know more about the new changes that is happening around them. New changes in society, gender and in different aspects create a fresh mind among the students. The writer also suggested about the vocational training.

for students after the grade eight. They should be able to follow vocational techniques which will help them to get employment opportunities easily. The writer also mentions the detachment of pre-degree from colleges which helped the teachers to concentrate more on the students and their activities.

### Manushikathayilude Deivikathayilekke

The profession of a teacher is not just an employment, but is a godly act. Spreading the knowledge and paving a righteous path for students is a great service. According to Indian Vedas, both parents and teachers are given a position equal to the god. So teaching profession is a godly service. Teachers have all the power to speak against inequalities, gender discriminations and to break the shackles of superstitious thoughts, beliefs and practices. It is the role of a teacher to mould up the behavioural, social, intellectual aspects of students. As how the god treats every one equally, teachers should treat everyone equally irrespective of their caste, creed, social, economic and several other aspects. Moreover, teacher is one who upbrings a good human being and a citizen.

### Vidaparayum Munbe

This chapter focuses on the interview conducted by Renjith N.D, Praveen M. Kumar, Jayesh K.T (student magazine editors of Christ college, Irinjalahuda)

interviewing the writer, Fr. Jose Chittilappilly. They asked several questions related to the education, student learning process, experience as a teacher, methods of teacher, his view on the students and all other concepts related to his teaching and different systems of education. He answered that the concept of education is to mould up a good human being and a good citizen and thus creating a well-humanistic society. Education also breaks up all the unethical and superstitious practices and thus creates a good society. The teaching experience that he had is also shared in the interview.

## CONCLUSION

'Vidhyabhilyasam: Lakshyanam Margamam' is the one of the finest book that deals with education and its methods, by a well known educator and writer Fr. Jose Chittilappilly. The writer believes that education is the most powerful tool to change the world. Education certainly determines the quality of an individual's life. It improves one's knowledge, skills and develops the personality and attitude. According to the writer, reading well, studying hard, loving wisdom, behaving with humanistic mind etc creates a good human being through education.

As an educator and writer, through this book, writer mention the role of a teacher in the life of a student. Generally, the role of a teacher in education goes beyond teaching. Teaching has different faces and a teacher has to carry

out the part of being an external parent, counselor, mentor, role model and so on. Being a teacher goes beyond just teaching according to the curriculum, it is about grooming in the child. Teachers don't only impart knowledge, but they also help with character building as well. So, education means all in all development of an individual or a student not only in academics, but also in humanistic activities.

So, this book is well informative book on the concepts of education and different methods of education.

 A red signature or mark, possibly initials, written in cursive.

# ST. JOSEPH'S TRAINING COLLEGE

## PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU 103 - Yoga, Health and Physical Education

Topic: Body Composition

Name: ALMA PAUL

Optional Subject: ENGLISH

Semester: FIRST

Reg. No. OVAWTEG1001 For the year 2022 - 24

FACULTY MEMBER

Date: 02/10/2022

BODY MASS INDEX

EDU-03

BMI

BODY MASS  
INDEX

Submitted by,

Alma Paul

English

Roll No:- 201

22/12/22

# BODY MASS INDEX

Body Mass Index is a value derived from the mass and height of a person. The BMI is defined as the body mass divided by the square of the body height and is universally represented in unit of  $\text{kg}/\text{m}^2$ , resulting from mass in kilograms and height in metres. The BMI can be determined using a table or chart which displays BMI as a function of mass and height using contour lines or colours of different BMI categories and which may use other units of measurement (convert into metric units for the calculation).

The BMI is a convenient rule of thumb used to broadly categorize a person as underweight, normal weight, overweight or obese based on tissue mass (muscle, fat and bone) and height. Commonly accepted BMI ranges are underweight under ( $18.5 \text{ kg}/\text{m}^2$ ), normal weight ( $18.5$  to  $25$ ), overweight ( $25$  to  $30$ ) and obese (over  $30$ ).

$$\text{BMI} = \frac{\text{Weight (kg)}}{\text{Height (m}^2\text{)}}$$

Classification of Overweight and Obesity by BMI as follows

Obesity Class	BMI	Colour
Underweight	$< 15.0$	Red
Normal	15.0 - 23.0	Blue
Overweight	23.1 - 26.9	Black
Obesity - 1	27.0 - 30.9	Green
Obesity - 2	31.0 - 33.9	Pink
Extreme Obesity - 3	34.0 and above	Black



# CONCLUSION

Name of the student	Weight (kg)	Height (cm)	BMI	Colour
Surabli	65 kg	165 cm	23.87	●
Stimply Vincent	66 kg	165 cm	24.24	●
Arya	63 kg	159 cm	24.76	●
ginn	75 kg	170 cm	25.95	●
Melina M.F	55 kg	164 cm	20.44	●
Liuta	60 kg	163 cm	22.58	●
Pragnia	70 kg	164 cm	26.02	●
Sreelalshmi	55 kg	154 cm	23.19	●
Elin Raj	82 kg	176 cm	25.88	●
Harihkrishnan A.S	79 kg	166 cm	28.66	●

# CONCLUSION

Calculating the BMI of 10 students is not, at all an easy task. This task was very informative for me to understand how to calculate BMI of each student and how we can categorize the people according to underweight, overweight, obesity and extreme obesity. This task helps to know how many of class mates belong to each category. I understand the fact that 10 students of my group were of normal weight (2), overweight (7) and obesity - 2 (1)

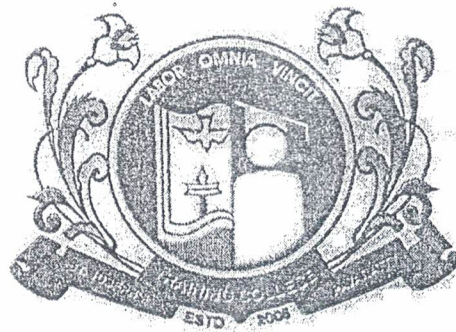
The BMI was introduced in the early 19th century by a Belgian astronomer, Adolphe Quetelet, mathematician, statistician and sociologist. He produced the formulae to give a quick and easy way to measure the degree of obesity to give a quick and easy way to measure the degree of obesity to give a quick and easy way to measure the degree of obesity of the general population to assist the government in allocating resources. It is only because of this task I came to know and understand more about BMI in detail. The task helps to know more about BMI and I also take a interest in calculating BMI



ST. JOSEPH'S TRAINING COLLEGE

PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU 103 yoga Health and Physical Education

Topic: Practising 15 yogasanas

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Optional Subject: ENGLISH

Semester: FIRST

Reg. No. QVAWTEG001 For the year 2022-24

FACULTY MEMBER

Date: 22/10/22

# INTRODUCTION

As a part of the B.Ed Curriculum 2022 we had a task to demonstrate 15 Asana with your peer group and to write a report on them. Yoga is a physical, mental and spiritual practice that originated in India. It became popular in the west in 20th century. The word 'yoga' comes from Sanskrit which means "union, to unite or to connect". Thus yoga is to achieve liberation. Yoga has been practiced for thousands of years and many different interpretations have developed about what yoga asanas can build strength, co-ordination, balance and have even this only one as part of yoga asanas practiced in just one of the eight limbs of yoga as listed.

There are eight limbs

- 1) Yama
- 2) Niyama
- 3) Asana
- 4) Pranayama
- 5) Pratyahara
- 6) Dharana
- 7) Dhyana
- 8) Samadhi

## Definition of Yoga :-

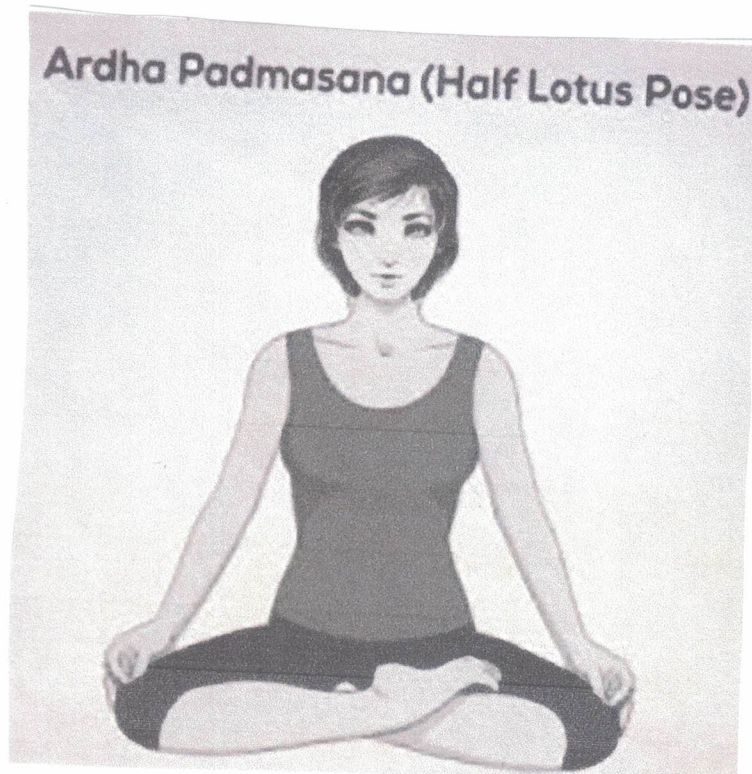
Yoga is a type of exercise in which you move your body into various positions in order to become more fit or flexible to improve your breathing and to relax your mind. Real happiness comes when a person achieves the actual goal of yoga which is optimum physical, mental and spiritual well being, inner peace and harmony.

SITTING YOGA ASANA	STANDING YOGA ASANA	LYING YOGA ASANA
1) Ardha Padmasana	6) Gaurudasana	11) Bhujangasana
2) Padmasana	7) Padahastana	12) Halasana
3) Vajrasana	8) Tadasana	13) Naukasana
4) Sukhasana	9) Trilokasana	14) Sarvangasana
5) Swastikasana	10) Vrishikasana	15) Shavasana

SITTING  
ASANA



## ARDHA PADMASANA



Ardha padmasana is the gateway to lotus posture. The English speaking community calls this pose as half lotus pose. It is one of the important yoga posture. Classical yoga texts does not consider half lotus pose as separate yoga pose.

### Steps

- \* Sit with your legs stretched
- \* Bend one leg and place the foot on the opposite thigh in such a way that sole is placed as near to pelvic bone as possible.
- \* Bend the other leg and place the foot under the opposite leg.

- \* Head and spine should be straight and both knees in gñana mudra.
- \* Place the hands on the knees in gñana mudra
- \* Close the eyes and place the mind in between the brows
- \* Keep your breath as slow as possible.

### Benefits

- \* It gives stability and peace of mind and drives away stress and anxiety
- \* Half lotus pose helps in meditation and pranayama
- \* It helps in mastering advanced postures like lotus pose and Adapt's pose.

### Limitations

- \* The pose is to be avoided if the student has any form of knee, ankle or hamstring injury
- \* Students with lack of body breath awareness need to firstly practise pranayama in Sukhasana and then attempt this pose.
- \* People with tailbone pain need to avoid this pose as it demands the sit bones to take the body weight.



# PADMASANA

## PADMASANA THE LOTUS POSE



The word 'Padmasana' is a Sanskrit word which means "lotus flower". So it is also known as the "lotus pose". It is also called because of the lotus like formation which is made by one leg during this asana. Another name for Padmasana is "Kamalasana".

### Steps

- \* Sit on the floor and stretch your legs, your legs should be straight in front. Hold the right leg in both the hands, fold the leg slowly and place it on your left thigh. Ensure that your feet should touch your navel.
- \* Same like earlier fold one left knee and hold it

both hands and place it on the right. At this point your both knees should touch the floor and the feet should face upwardly.

\* Your spinal cord should be straight at this point if you feel some difficulty while sitting in the posture for a long time, you can change the legs and then sit in the same position.

\* Your spinal cord should be exact, your both hands should be together or put the palms facing upside on the knee joints and the thumb must touch your index finger and the other fingers should face the upward.

\* Breathing should be slowly-slowly and deeply and focus on your breathing. Do this asana for 2 to 3 minutes. In the beginning stage, once you are used to it then increase the time by 15 to 30 minutes. Remember one most important thing don't bend one body or head while doing this asana.

### Benefits

\* Padmasana is the highly preferred by yoga practitioners. In the beginning stage for increasing the focus of mind and concentration.

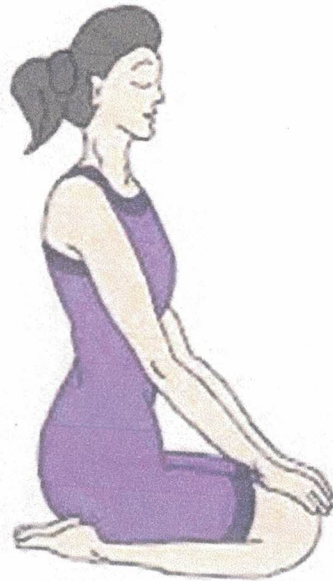
- \* It prevents abdominal diseases and female disorder connected with the reproductive organs
- \* It strengthens the hip and knee joints of the female

### Limitation

- \* It can restrict blood flow to your legs
- \* If done without a warmup padmasana can cause a sprain in your legs.
- \* The wrong padmasana pose may cause hip or knee injury.

# VAJRASANA

## VAJRASANA THE THUNDERBOLT POSE



Vajrasana is one of the best yoga posture for meditation. Muslim and Zen monks also use this posture for their prayer and meditation moreover, the traditional Japanese way of sitting is in this posture was only. The Sanskrit term Vajra means Thunderbolt, a specialized weapon that only belongs to Lord Indra, the king of Devas.

### Steps

- \* Kneel down on the floor
- \* Place both big toes touching together and heels apart bring down the buttocks and place on the gap in between the heels, still your big toes touching each other.

- \* Place the hand on the knees in gnan mudra.
- \* Close your eyes, sight on any object before you.  
Breathe normally.

### Benefits

- \* It is a very good posture for meditation and Pranayama.
- \* Thunderbolt posture activates the Vajras mudi that regulates the sexual energy of the body.
- \* One of the main advantage of Vajrasana is that one can perform this posture ever after a meal.
- \* It improves digestion.

### Limitations

- \* People having knee injury should not do Vajrasana.
- \* If you have any injury in your calves or hamstrings then don't practice Vajrasana.
- \* If you have Arthritis in knees then don't practice Vajrasana.

# SUKHASANA

## SUKHASANA THE EASY SITTING POSE



The Sanskrit word 'Sukhi' means wellness or comfort. It is known as comfort pose. It is commonly translated into English as easy pose. The other names of easy pose are pleasant pose and decent pose.

### Steps

- \* Sit on a mat with legs stretched
- \* Bunch one of your legs and place it under the opposite thigh.
- \* Similarly, bend the other leg and place it under the bunched leg.
- \* Sit erect and keep your head, neck and trunk in a straight line.

- \* Put your hands on thighs in Jnana mudra
- \* Tilt your head and chin a little down towards the chest without disturbing the straight line of head, neck and trunk.
- \* Either close your eyes or fix them on the tip of the nose.
- \* Fix your mind in between the eye brows.

### Benefits

- \* It aids in meditation and pranayama.
- \* Mastering this posture makes the difficult posture like Padmasana and Siddhasana easier.
- \* It helps in activating the Muladhara Chakra or base like acidity and peptic diseases.

### Limitations

- \* People those who are new to yoga, may find it difficult to get the body breath connection while sitting tall with their spine erect.
- \* Students who suffer from sciatica related to sciatic nerve should avoid easy pose as sciatic nerve can get pinched.
- \* People with tight hips can practice hip-opening sequence otherwise they may find it difficult to sit in crossed legs for longer duration.

# SWASTIKASANA

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Swastikasana is a seated posture used mostly for meditation. A yoga sequence that ends with the practice of Pranayama and meditation can be done in Swastikasana.

## Steps

- \* Sit, spread both the legs and keep them at a distance.
- \* Bend left leg in knee and place its sole touching inner side of the right thigh.
- \* Bend right leg in knee and place its foot in between the thigh and the calf.
- \* Keep the wrist of the both hands on the respective knees.



\* Continue normal breathing

### Benefits

- \* Decrease pain of varicose veins.
- \* Give calmness to the mind.
- \* Suitable for everybody in any age group
- \* It is a best meditation Asana for those people who cannot sit comfortable or find difficulties in classical pose like Padmasana and Siddhasana.

### Limitations

- \* People injured at the hips, knees and ankles should avoid the same.
- \* The sciatic nerve gets compressed when seated in this asana, reducing blood supply to the nerve
- \* For those pregnant women who practice prenatal yoga, should avoid this posture if they have swollen legs

STANDING  
ASANA





## GARUDASANA

Garudasana or Eagle pose is a standing balancing Asana in modern yoga as exercise. The name was used in medicinal hatha yoga for a different pose. The name comes from the Sanskrit words 'Garuda' meaning 'eagle' and asana meaning 'posture' or 'seat'.

### Steps

- \* Transfer your weight into your left foot.
- \* Lift your right foot up off the floor.
- \* Cross your right thigh over your left thigh as high up the thigh as possible.
- \* Hook your right foot around your left calf

\* Bring both arms out in front of you and parallel to the floor.

### Benefits

- \* The balance of the body
- \* Alleviates sciatica
- \* Complete body stretching
- \* Strengthens the leg's bones
- \* Brings flexibility to the body
- \* Elongates the arms and thighs
- \* Stretches around your shoulders

### Limitations

- \* Varicose vein patients should avoid it
- \* People with severe knee pain and arthritis
- \* Those who have elbow and ankle injury should avoid it



## PADAHASTASANA

Padahasthasana where the toes are grasped, is a standing forward bending asana in modern yoga as exercise. The pose is a modern one, first seen in the 20th century. A pose with the name Uttanasana is illustrated in the 19th century Sritatanidhi but it is quite different from the modern pose.

### Steps

- \* Stand erect with your feet kept close together
- \* Inhale deeply and slowly
- \* Stretch both your arms straight above your head
- \* Keep your body erect and feel it stretch upwards
- \* Exhale

- \* Keep your knees straight and your head close to your knees.
- \* Grip the back of your lower legs.
- \* Breathe evenly, maintain the position for up to a minute.

### Benefits

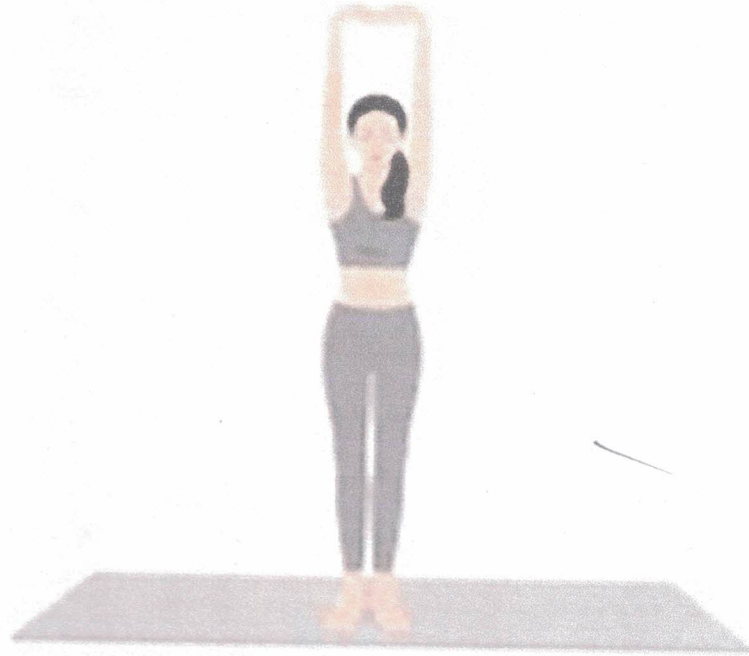
- \* Massages the digestive organs
- \* Alleviates flatulence, constipation and indigestion
- \* Spinal nerves are stimulated and toned
- \* Increases vitality
- \* Improves the metabolism
- \* Improves concentration
- \* Helps with nasal and throat diseases.

### Limitations

- \* It is not advised for pregnant women especially during the second or trimester to practice this yoga.
- \* People suffering from serious back complaints, sciatica, heart disease, high blood pressure should not practice this.
- \* People having abdominal hernia should not do this.

# TADASANA

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Mountain pose or Samasthiti is a standing asana in modern yoga as exercise, it is not described in medieval hatha yoga texts. It is the basis for several other standing asanas. Tadasana is from the Sanskrit word tada, "mountain" and asana meaning "posture" or "seat".

## Steps

- \* Stand with your feet slightly apart while keeping your feet balanced on both feet.
- \* Inhale and raise your arms above your head. Interlock your fingers with your palms facing up. Keep your gaze ahead.

- \* Exhale and raise your shoulders towards your ears. Rollback your shoulders and lower your spine while straightening your posture.
- \* Relax all your muscles.
- \* Return to the standing position

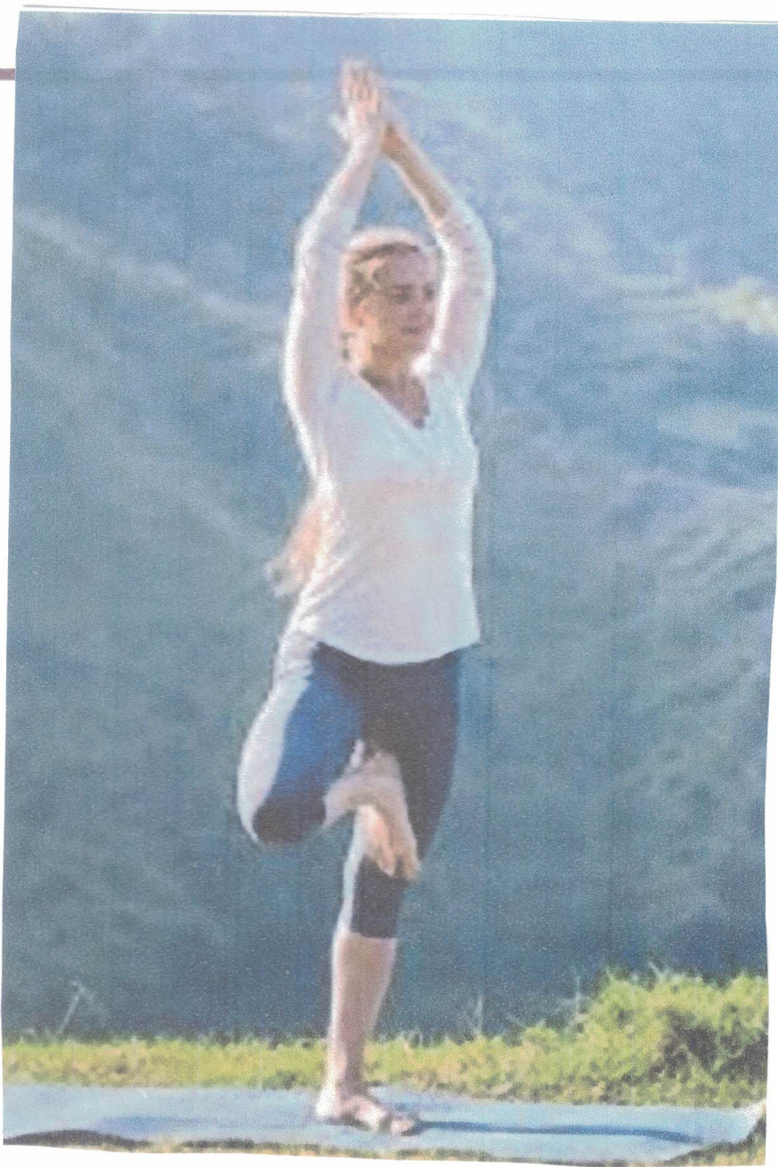
### Benefits

- \* Improve posture and co-ordination
- \* Relieve sciatic pain
- \* Improve agility
- \* Boost circulation
- \* Tone core muscles
- \* Strengthen your back, hips and legs
- \* Stress relief
- \* Healthy weight management.

### Limitations

- \* Avoid practising the tadasana posture if you are an insomniac
- \* Pregnant women should not practise this asana
- \* If you have a history of headache, do not practice this asana.





## VRIKSHASANA

Tree pose or Vrikshasana is a balancing asana. It is one of the very few standing poses in medieval hatha yoga and remains popular in modern yoga as exercise. The pose has been called iconic of modern yoga; it is often featured in yoga magazine and practiced in public displays such as for the International Day of Yoga.

### Steps

- \* Stand straight
- \* Balance firmly on your left leg and lift your right leg. Bend your right leg at the knee.

- \* Place your right foot against the inside of your left thigh
- \* Make sure the toes of your right foot facing downward
- \* Join your palms in prayer at your chest level.
- \* Hold the position while breathing deeply.
- \* Lower your arms to chest level then separate your palms.
- \* Straighten your right leg and stand erect again.
- \* Repeat the posture with your right leg.

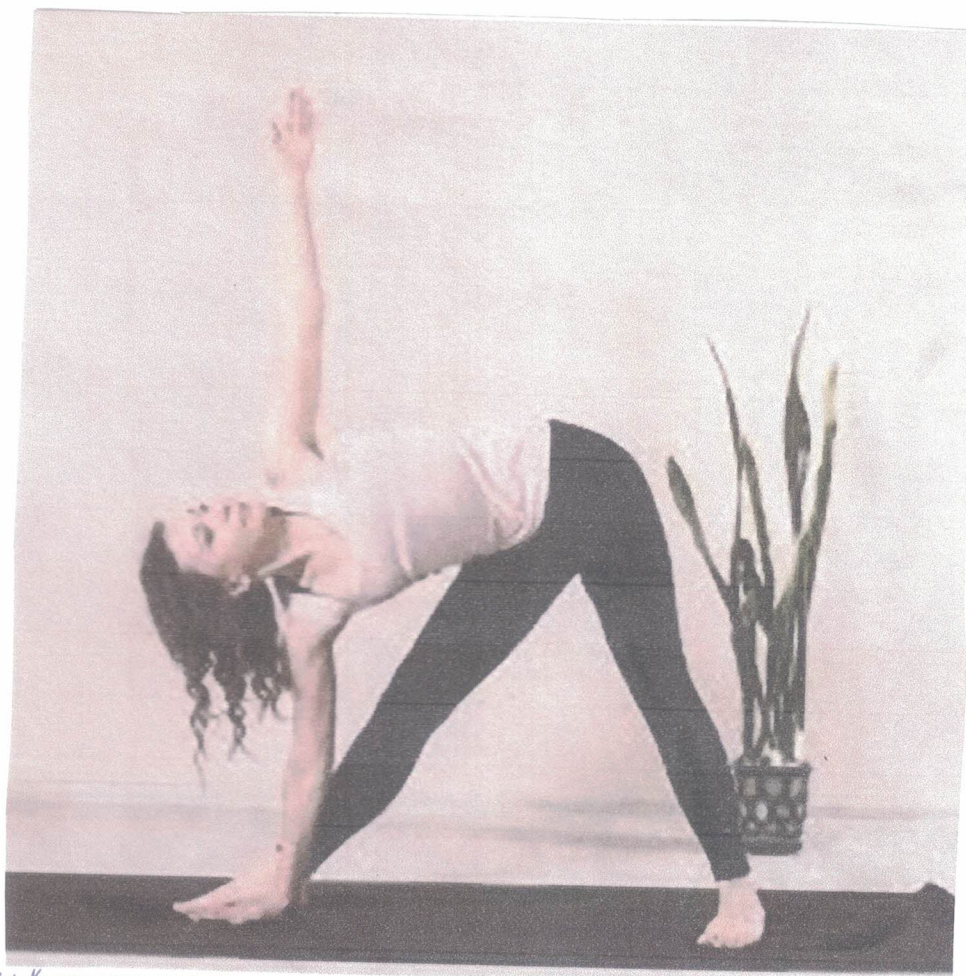
### Benefits

- \* Maintain the overall balance
- \* Tones the leg muscles
- \* Results in a better posture
- \* Strengthen hips and pelvic region
- \* Reduce the risk of sciatica
- \* Helps with concentration.

### Limitations

- \* If you suffer from migraine do not perform this asana unless recommended by the doctor
- \* People with insomnia should not practice this
- \* Those who have high or low blood pressure should not do this asana.

## TRIKONASANA



Trikonasana or Uttluta trikonasana is a standing asana in modern yoga as exercise. The name comes from the Sanskrit words Uttluta, "extended", trikona "triangle" and asana "posture" or "seat".

### Steps

- \* Stand straight with your legs apart
- \* Inhale
- \* Exhale
- \* Simultaneously, slide your left arm down along your left leg till your fingers are at your ankle.
- \* At this point, your right arm must be horizontal as your head is tilted left.

- \* Hold the pose with your knees and elbows straight
- \* Inhale

### Benefits

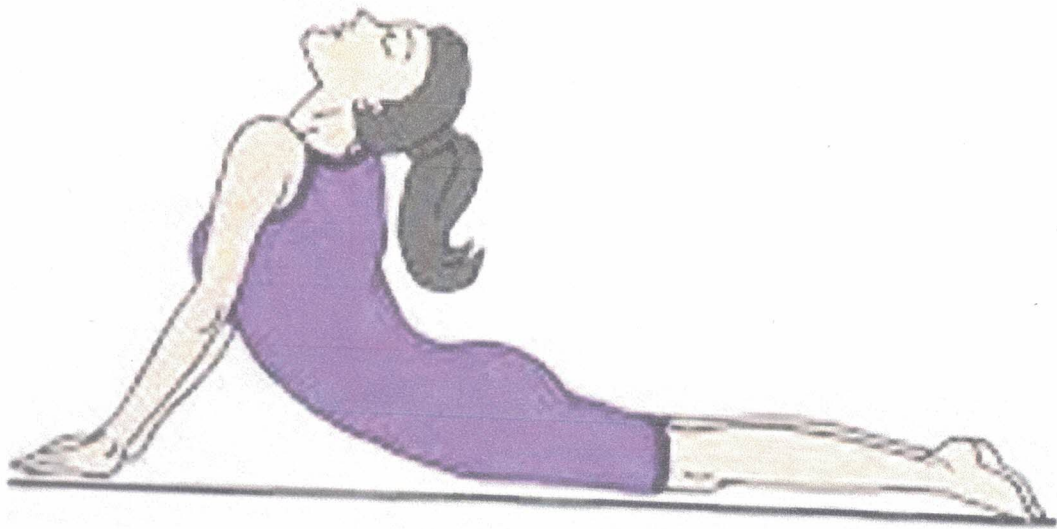
- \* Allows the body to stretch. Dormant muscles like the ones around the hip, ankle or knee are stretched
- \* Boosts metabolism and in turn aids digestion.
- \* Improve balance and aligns the mind and body.
- \* Spine flexibility increased
- \* Good for kidney health
- \* Aids in fat reduction

### Limitations

- \* Those with high blood pressure may do this pose without raising their hand overhead, which may raise the blood pressure.
- \* Avoid doing this asana if you are suffering from migraine and diarrhoea.
- \* Those who have low or high blood pressure, neck and back injuries should avoid this asana.

LYING  
ASANA

## BHUVANGASANA



Bhujangasana or Cobra pose is a reclining back-bending asana in hatha yoga and modern yoga as exercise. It is commonly performed in a cycle of asanas in Surya Namaskar, salute to the sun, as an alternative to Urdhva mukha Svanasana, upward dog pose. The yin yoga form is Sphinx pose. The name Bhujangasana comes from the Sanskrit words bhujangha, "cobra" and asana, "posture" or "seat" from its resemblance to a cobra.

### Steps

- \* Place your palms flat on the ground directly under your shoulders. Bend your elbows straight

back and hug them into your sides

- \* Pause for a moment looking straight down at your mat with your neck in neutral position
- \* Inhale to lift your chest off the floor
- \* Keep your neck neutral

### Benefits

- \* stretches muscles in the chest
- \* Help to sooth sciatica
- \* Help to enhance flexibility
- \* Rejuvenate the heart
- \* Elevate the mood
- \* Decreases the stiffness of the lower back
- \* Strengthen the shoulders and arms.

### Limitations

- \* It is not recommended for those who suffer from severe back problems relating to the spine.
- \* Pregnant women should avoid this yoga pose
- \* Neck related problems such as spondylitis are advised to avoid this pose.

## HALASANA

# Halasana



Halasana or plough pose is an inverted asana in hatha yoga and modern yoga as exercise. Its variation include Kamapidasana with the knees by the ears and septa lionasana with the feet wide apart.

### Steps

- \* Lie on your back with your arms next to your body and palms pressing into the floor.
- \* Inhale, lift your legs to 90 degrees
- \* Exhale, roll your pelvis off the floor, moving your legs back toward your head. Slowly lower your legs over head, towards the floor.



- \* Moving your legs back toward your head.
- \* Lower your legs over your head, towards the floor.

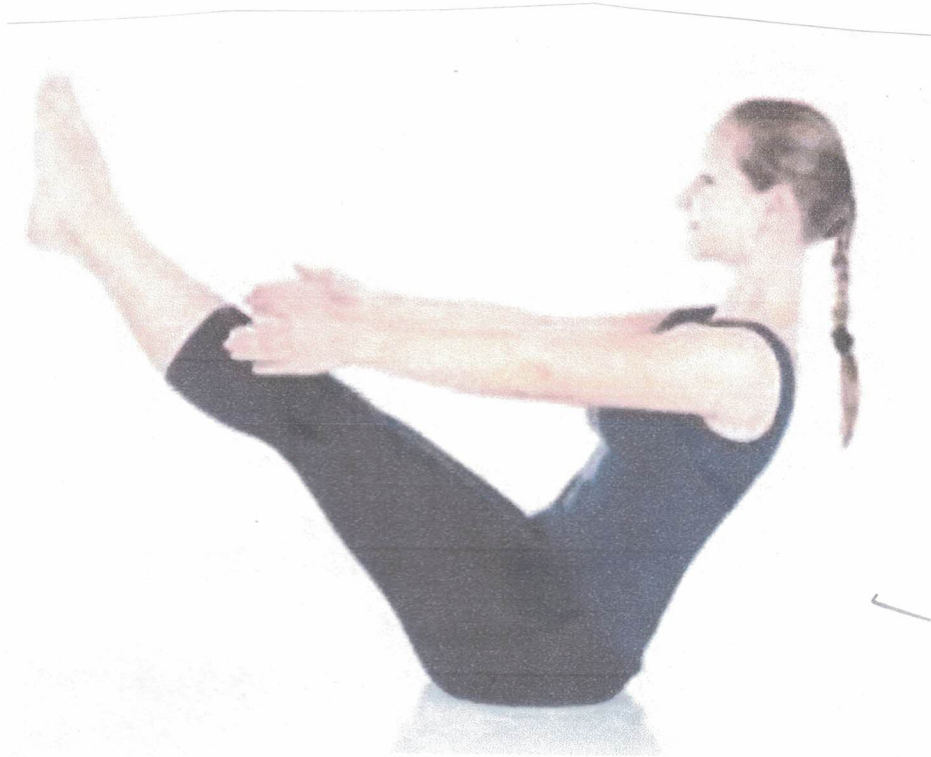
### Benefits

- \* Stretches your spine and stretches, strengthens and tones your back muscles.
- \* It helps prevent and relieve tightness in your neck, shoulders and back.
- \* Enhance flexibility

### Limitations

- \* Pregnant women or women during their menstruation time should avoid Halasana.
- \* Those suffering from back problems or slipped disc should not do this.
- \* Anyone with high blood pressure or any neck issues should not do this asana.

# NAUKASANA



Naukasana, Naukasana, boat pose or Paripurna naukasana is a seated asana in modern yoga or exercise. The name comes from the Sanskrit words paripurna meaning "full" meaning "boat" and "asana" meaning "posture" or "seat".

## Steps

- \* Lie down on the mat on your back
- \* Inhale deeply and slowly exhale as you lift both your chest and your legs off the ground.
- \* Keep your arms stretched forward with your fingers pointing your feet

- \* With only your seat on the ground, your body will resemble the shape of a boat.
- \* Return to normal position.

### Benefits

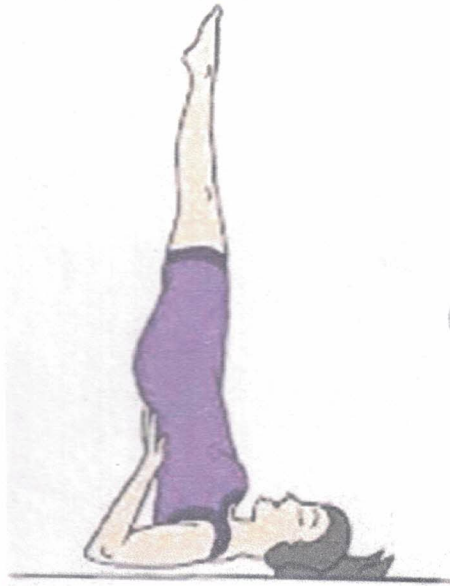
- \* Strengthens the abdominal muscles and core coordination
- \* Helps to reduce tummy fat
- \* Helps to tone the leg muscles and arms.
- \* Helps to address digestive disorders
- \* It is good for back muscles
- \* Improves blood circulation
- \* Stimulates pancreas, kidneys and liver
- \* Improves lung functions

### Limitations

- \* Do not practice if you have low blood pressure, severe headache
- \* Asthma and heart patients are advised to avoid this pose
- \* Pregnant women should avoid this.

# SARVANGASANA

SARVANGASANA  
THE SHOULDER STAND



Sarvangasana is an inverted asana in modern yoga as exercise, similar poses were used in medieval hatha yoga as a mudra. Many named variations exist, including with legs in lotus position and Supta bhujasana with legs wide apart, feet on the ground.

## Steps

- \* Exhaling, raise high the legs together enough to make a right angle with the body.
- \* Keep the knees straight and the body above the hip joint on the ground undisturbed.

- \* Raise the arms and hold the waist and push the body up as far as possible.
- \* Set the chin in the regular notch and place the full weight upon the shoulders.
- \* Return to the starting position slowly bend the knees and then gently lower the hips.

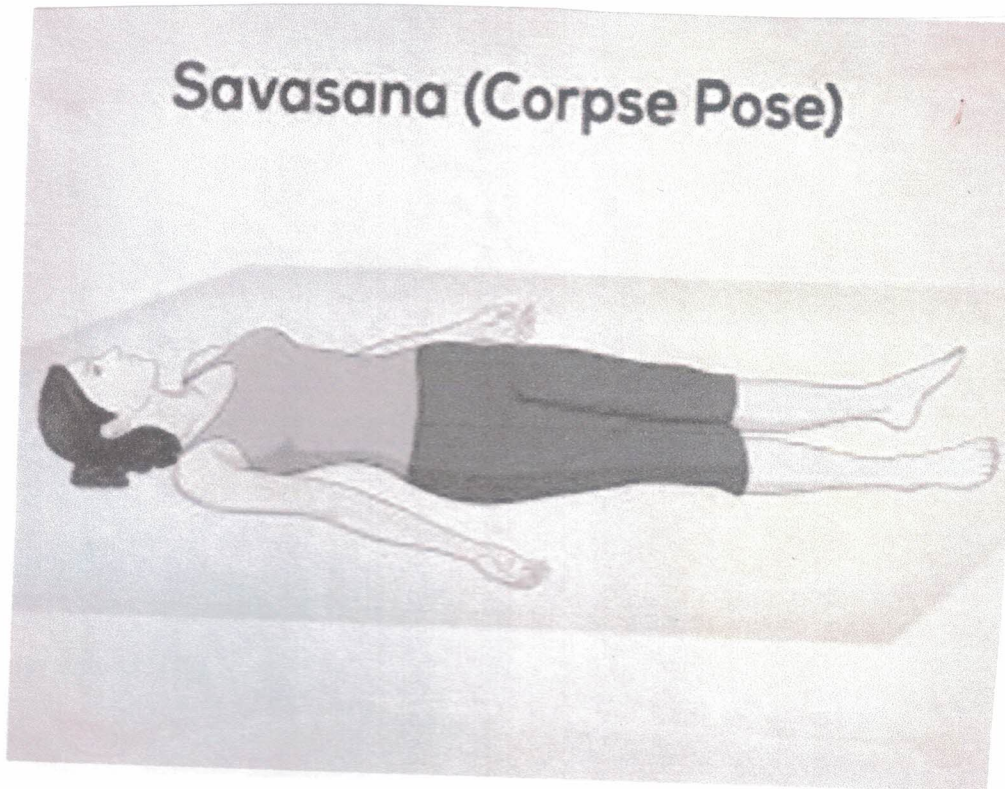
### Benefits

- \* Improves thyroid health
- \* Good for vagus nerve
- \* Boosts brain functions
- \* Activates throat chakra
- \* Improves parathyroid health

### Limitations

- \* Unguided and hurried attempt to perform asana may lead to undue pressure upon heart.
- \* For all head low postures, great care should be taken to avoid any possible strain or jerks.
- \* Anyone who has cervical spondylitis should not practice it.

# SAVASANA



Savasana (Corpse Pose)

Savasana, Corpse pose or Shavasana is an asana in hatha yoga and modern yoga as exercise, often used for relaxation at the end of a session. It is the usual pose for the practice of yoga nidra meditation and is an important pose in restorative yoga.

## Steps

- \* Separate your legs
- \* Bring your arms alongside your body, but slightly separated from your torso.
- \* Turn your palms to face upwards but don't try to keep them open.
- \* Tuck your shoulder blades onto your back for support.

\* Once you have set up your limbs, release any effort from holding them in position.

### Benefits

- \* Calms Central Nervous system, aiding the digestive and immune system
- \* Calms the mind and reduces stress
- \* Reduces headache, fatigue and anxiety
- \* Helps lower blood pressure
- \* Promote spiritual awakening and awareness of higher consciousness

### Limitation

- \* A very distracted mind is going to find it difficult to relax
- \* Someone with severe acidity may find lying on back very uncomfortable
- \* If the body hurts too much, then taking mind away from the body in order to relax is challenging

## CONCLUSION

Yoga is a subject which can be looked at intellectually and some useful and beneficial ideas imbibed.

Yoga asana can be imbibed by living in a pleasant environment and trying to be aware of the physical, mental and spiritual dimension. The purpose of yoga is to create harmony in the physical, vital, mental and spiritual aspects of human being.

Yoga is not mere practice for an hour or two in a day but it is in the most scientific way of living all the twenty four hours of the day also it is the medicine for nearly every problem. Moreover, yoga is not just one day practice it is a lifelong commitment.





# CURRENT AFFAIRS

Date : 1-10-23

Day : Monday

Topic : "Influence of AI tools like chatgpt on education"

Group : 5

Co-ordinator : Mary  
Sandra V.J

## Participants

Moderator : Mary Sandra V.J

Introduction : Gopika G

## Evaluation

Group 10 : Nandana

Group 1 : Ritika Rose

Group 2 : Anika Jose V

Group 3 : Nima Johnson

Group 4 : Predeesh Martin

The assembly was conducted by the endorsement group 5 on 16<sup>th</sup> of October 2023 at 9:30 a.m. Mary Sandra led the assembly. The prayer was conducted by Likhitha, Akshara and Sudeep. Mary Sandra welcomed Gopika to the stage to talk on the topic "Influence of AI tools like ChatGPT on education". She also invited one representative from each evaluation group. Gopika gave a detailed presentation of the topic and also shared few of her opinions.

An AI tool is a software application that uses artificial intelligence algorithms to perform specific tasks and solve problems. Chat GPT which stands for Chat Generative Pre-trained Transformer, is a large scale language model-based chatbot developed by Open AI and launched on November 30, 2022, which enables users to refine and steer a conversation towards a desired length, format, style, level of detail and language. Then she proceeded to explain the influence of the said AI tools on education. She shared both the positive aspects as well as negative aspects of AI tools in education. AI tailors educational content to individual needs and learning styles. AI driven assessments adapt

Automation of administrative tasks allows educators to focus more on teaching and mentoring. AI analyzes large datasets to provide insights for educational institutions to make informed decisions. AI aids in generating educational content, quizzes and exercises, saving time for educators. Instant feedback from AI tools helps students understand and correct mistakes promptly. AI facilitates immersive virtual classrooms, breaking geographical barriers in education. Apart from the positive benefits there are also negative ones. The spreading of AI tools might threaten the job security of teachers. AI education also lacks the humane side of education. AI tools can only impart factual knowledge; it can never connect to students on a personal level. As Gopika concluded, Mary Sandra invited other participants to share their opinions. They raised their issues concerning AI education. Some of them argued that there aren't enough data to study this phenomenon as it is a new one. Others were hopeful while some others were doubtful. Mary Sandra concluded the session by thanking everyone and the assembly ended with National Anthem.



co-ordinator

Mary Suresh

~~Teacher~~

Teacher - in - charge.

16/10/23  
Principal.

# BOOK REVIEW

Date: 28/11/2023

Day : 2

Topic : ~~Teacher in schools~~

Day co-ordinator : Anju

Group : 7

Co-ordinator : Alagaranda

~~Teacher in schools~~

~~28/11/23~~

~~Topic~~ : Great Expectations

~~Coordinator~~ : emma

The assembly was conducted by endorsement group 7 on 28<sup>th</sup> October November 2023 at 9.30 a.m. Anju led the assembly. The prayer was conducted by Sr. Julfi, Ushus and Peshma. Then Anju invited Soja to the stage to present the book review. The selected book was 'Great Expectations' by Charles Dickens. It is a classical novel that delves into themes of social mobility, morality and personal growth. The narrative follows the life of Pip, an orphan who aspires to climb the social ladder. Dickens skillfully weaves a complex plot, intertwining the lives of memorable characters. The exploration of wealth, love and the consequences of one's choices provides a rich tapestry for readers. The vivid portrayal of Victorian society and Dickens' critique of its flaws add depth to the narrative. The novel's enduring relevance lies in its profound insights into human nature and the pursuit of identity. Soon after completing the presentation, Anju concluded the session by thanking everyone and the assembly ended with National Anthem.



*Aswathy*  
Teacher in charge

*Principle*  
21/11/23

Co-ordinator

*[Signature]*

# MORNING ASSEMBLY

Date: 02/02/24

Friday

Day - 2

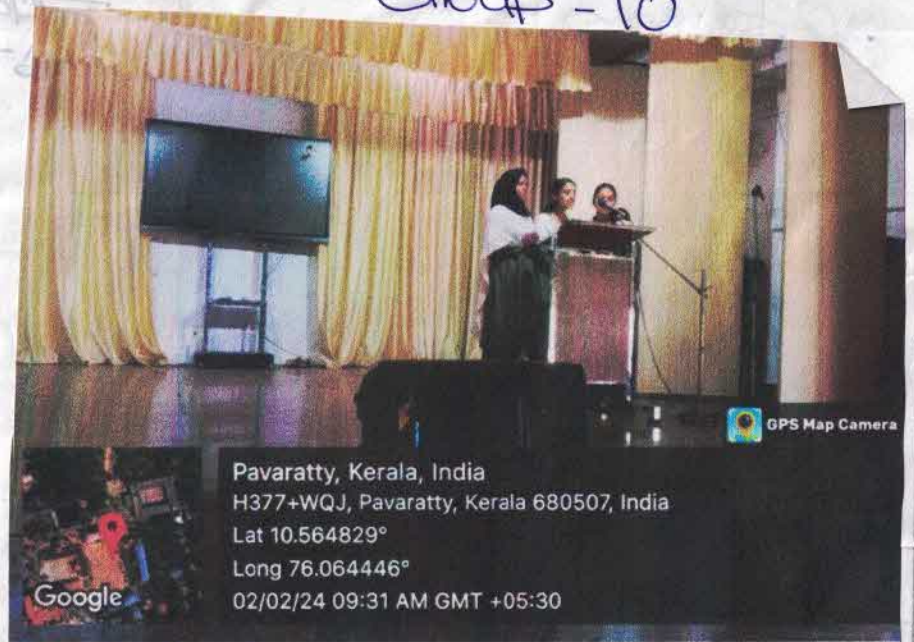
Prayer = Shalmiya, Vinaya, Mahsina.

Pledge = Shalmiya

News = Shilpa

Thought for the day - Nima

Group - 10



The assembly was started by 9.30 at the college auditorium. The assembly was led by Nivedhya after marking attendance. Shalmiya delivered the pledge and Shilpa read the news. Nima said the thought for the day.