

ST. JOSEPH'S TRAINING COLLEGE

PAVARATTY, THRISSUR

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



Subject: EDU-06 - PERSPECTIVES OF EDUCATION

Topic: Prepare a detailed report on the various agencies of education in the socialization process of an individual.

Name: Mariya Jomy

Optional Subject: Natural Science

Semester: IInd

Reg. No. QVAWTH5009 For the year 2022-2024

FACULTY MEMBER

Date: 29/03/2023

28/01/24

Agencies of Socialization

INTRODUCTION

Socialization agents are a combination of social groups and social institutions that provide the first experiences of socialization. The socialization that we receive in childhood has a lasting effect on our ability to interact with others in society. How we learn with other people, that we studied by socialization. Socialization is a life long process during which we learn about social expectations and how to interact with other people. Nearly all of the behaviours that we consider to be 'human nature' is actually learned through socialization. And it is during socialization that we learn how to walk, talk and feed ourselves, about behavioural norms that help us fit into our society and so much more.

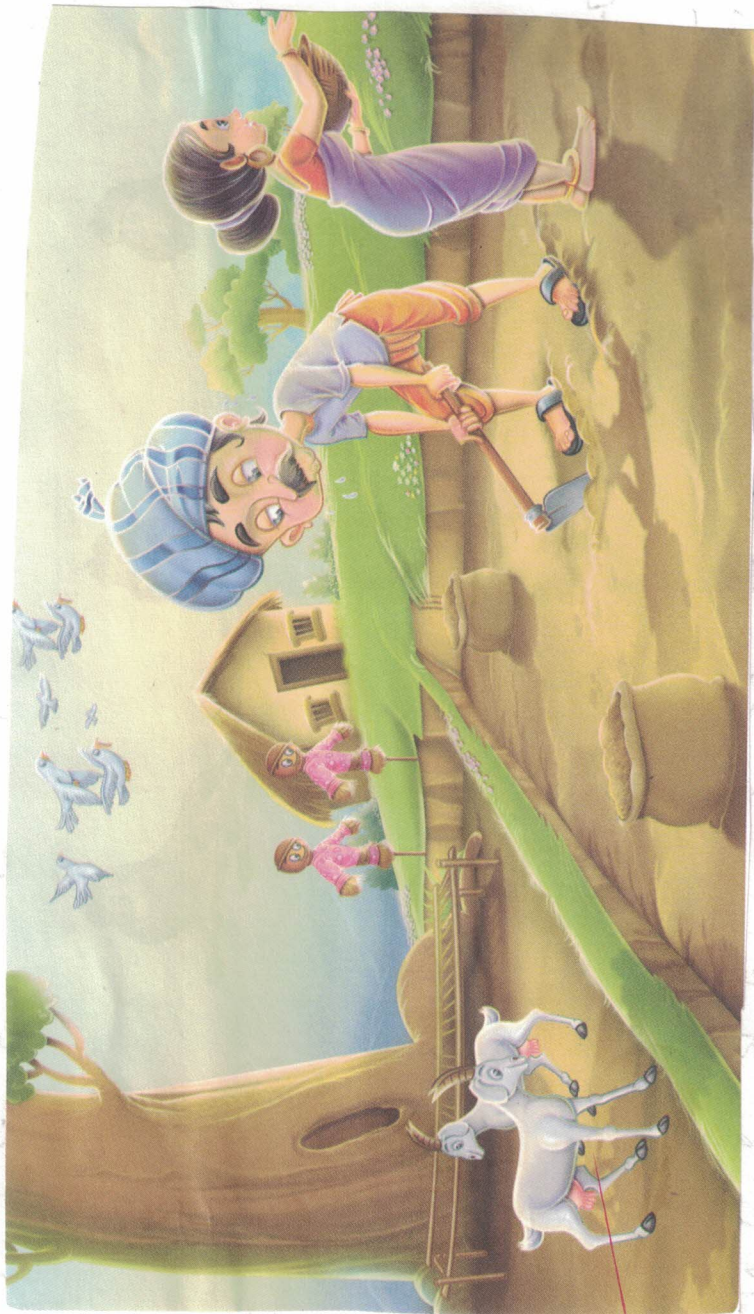
Socialization occurs throughout our life.
The different agencies of socialization are as follows :-

- 1) Family
- 2) School
- 3) Community
- 4) State
- 5) Mass Media
- 6) Religion
- 7) Peer group
- 8) Work place
- 9) Neighbourhood etc...

It is the interaction with the society that makes him/her a human being. These agents impact the growing child and contribute in shaping each and every aspect of its development in conformity with the social and cultural aspirations and also the needs and demands of the society where she/he exists. The process of socialization is a life long process that begins from birth and ends with death and is said to occur in two phases such as primary and secondary.

The different aspects of socialization are as follows :-

1. Family



2. School

3. Peer group
4. Mass media
5. Religion
6. Culture
7. Community
8. Society
9. Nation
10. World

11. Education
12. Work
13. Marriage
14. Parenting
15. Aging

from birth and ends with death and is said to occur in two phases such as primary and secondary.

FAMILY

Socialization can be conceived as a succession of processes occurring at various stages of development with the family being the first and foremost enduring agency of socialization. The young child's relationship with her/his family is one of the most significant, fateful and determining influences on the child. The family is said to be the 'Cradle of social virtues'. It is here that the child's orientation to core values like Cooperation, tolerance, self sacrifice, love and affection occur.



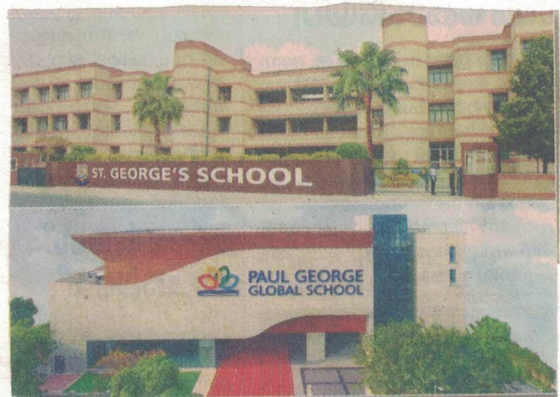
Family.

The family as a basic social institution has always been regarded as a core component for the development of the individual as well as for the society and mankind. An infant embarks on the journey of life with the love and care of his/her family. According to Bourdieu, we inherit habitus from our families. As a key agency of socialization in all human societies, the family transforms a young infant into a member of human community and acts as the first medium for transmitting culture to children.

As a social institution, the family has to perform many functions. Functioning of the family has irreplaceable importance in the process of socialization of the individual as family orients the child to initial human behaviour patterns and initial interpersonal relationships. The process of socialization remains internal at this level.

SCHOOL

School is a miniature society where children of different families, different religions, different castes and economic status come together, take part in collective activities and learn to adjust to the society. It is in school that whatever the child has learnt hitherto through family, peer group or community gets stabilized. School socialization not only helps the growing child in gaining academic insights but also many values like the importance of punctuality, discipline, resilience, cooperation etc.



School.

SCHOOL

Children
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together,
learn to
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only helps
teachers
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distance



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SCHOOL

The School System functions within the society and complies with society's demands. It serves the purpose of catalyst when there is a need for reform and dynamism. Hidden Curriculum is also used as a vehicle for socialization in school. Hidden Curriculum as the term implies is what children learn other than the academic content from what they do or are expected to do.

Teachers and classmates shape children's attitudes towards social class, gender etc. which get reflected in their behaviour. In this way, school as an agent plays a pivotal role in the socialization of children learning the habits, values and norms which are acquired from the family and at the same time exposing them to new realms of thoughts and deeds. Thus school refers to a whole range of formal educational institutions. School which moulds the behaviour norms of the child.

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COMMUNITY

A community have a major role in socialization. We live in an age of inventions and innovations. Today every aspect of our life is undergoing a sea change. Technology has taken tremendous strides transforming our lives. Our globe has shrunk, boundaries are disappearing, distances have been reduced and communication network has brought the people all over the world together eliminating barriers of caste, race or region.



Community

A Community is a socialization agent, because children learn the expectations of adults and will model those around them within the community, interacting with friends and family, being told to obey rules, being rewarded for doing chores and being taught how to behave in public places are all examples of socialization that enable a person to function within his or her culture.

A Community is a familiar thread used to bring people together to advocate and support each other in the fight to overcome these threats. As human beings, we need a sense of belonging, and that sense of belonging is what connects us to the many relationships we develop. Participating in a community bonded by attitudes, values and goals is an essential ingredient to enjoying a fulfilling life. Strong communities are critical because they are often an important source of social cohesion and a sense of belonging.

STATE

Government of state is an indirect agent of socialization. This means, though we do not come in contact with the institution directly, it does have an impact on our social life and well-being. The government sets rules and regulations, which the people of the state/country need to follow, and breach of them often becomes not only a moral wrong but a social wrong as well. For instance, prohibition of drunk driving is a law passed by the state. Any person breaking it, not only commits a punishable offense but also puts others lives in danger.



ESTABLISHED 1888

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Apart from setting various laws and laying sanctions to us, the government, as a socializing agent, also has a responsibility of assuring social security for people. What is clear is that 'state socialization' is central to this process. According to this states, like people can be expected to internalize patterns of behaviour and role expectations which characterize the groups in which they interact. I define 'state socialization' as the process by which states internalize norms originating elsewhere in the international system. This definition draws attention to the common ground that unites the various perspectives outlined here.

The state is a form of human association distinguished from other social groups by its purpose, the establishment of order and security, its methods, the laws and their enforcement; its territory, the area of its jurisdiction or geographic boundaries; and finally by its sovereignty.

MEDIA

The mass media are another agent of socialization. Television shows, movies, popular music, magazines, websites, and other aspects of the mass media influence our political views, our tastes in popular culture; our views of women, people of color, and gays; and many other beliefs and practices.



Mass Media

Media help to correlate or co-ordinate various parts of the social system by gathering and disseminating valuable information. It acts as powerful agents of socialization by transmitting society's cultural heritage and its basic system of norms and values. According to his theory, children learn by observing models in media and all its forms. Children will imitate and role play what they see, especially if the role model has prestige and social influence. This influence can be both positive and negative.

Connectivity is among the most significant benefits of social media. The influence of social media is being used in ways that shape politics, business, world, culture, education, careers, innovations and more.

The Real Impact of Social Media

RELIGION

Religion serves several functions for society. These include (a) giving meaning and purpose of to life, (b) reinforcing social unity and stability (c) serving as an agent of social control of behavior (d) promoting physical and psychological well-being and (e) motivating people to work for positive social change. Every religion teaches people to do good and be honest.



Religion

Religion is considered to be a part of culture and it acts as one among many forms of overtly expressing and experiencing spirituality that is inward, personal, subjective, transcendental and unsystematic. In other words cultural values are seen as a foundation to religiosity.

Thus religion helps in socialization by :-

- + Giving people structure
- + Building a community with a group
- * Creating a sense of belonging
- + Helping people cope with stressful events
- + can convey forgiveness, compassion and gratitude.

Religion has historically influenced Indian society on a political, cultural and economic level. There is a sense of pride associated with the country's rich religious history as the traditions of Hinduism, Buddhism, Sikhism and Jainism all emerged out of India.

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Religion has historically influenced Indian society on a political, cultural and economic level. There is a sense of pride associated with the country's rich religious history as well as the traditions of Hinduism, Buddhism, Jainism and Sikhism. All accepted out of India.

PEER GROUP

Peers are a group of people who have similar interests, age, background, or social status, seen as an important source of information, feedback, and support to individuals as they develop a sense of self. Peers help socialize an individual by reinforcing or punishing behaviors of interpersonal interactions.

Additionally, peer groups provide their own opportunities for socialization. Some kids usually engage in different types of activities with their peers than they do with their families. Peer groups provide adolescents' first major socialization experience outside the realm of their families. Peer groups help children to be socialized by making them learn to behave in a way that is socially acceptable with age-peers. The term peer group refers to a group of individuals or companies that share similar characteristics with one another.

CONCLUSION

The socialization is the persistent process of familiarizing individuals to the society. Socialization provides an understanding in respect of society and culture in which the individual lives and also helps to form his personality. The institutions that make the individuals familiarized to the society are known as agents of socialization. Amongst them the primary socialization is done by family influences the formation of individual's personality. In addition to it, school, peer groups, mass media, religion, work place, and politics influence in forming a particular individual's personality.

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Subject: EDU01 - EDUCATION IN CONTEMPORARY INDIA

Topic: STUDY ON THE USEFULNESS OF GOVERNMENT SPONSORED
PROGRAM AND POLICIES IN THE LOCALITY OF STUDENTS

Name: ALMA PAUL 

Optional Subject: ENGLISH

Semester: FIRST

Reg. No. OYAWTEG001 For the year 2022-2024


FACULTY MEMBER

Date: 3/04/2023

ANGIANWADI



The signboard features the following elements:

- Top left: Illustration of a girl reading and a boy playing.
- Top center: Government of Kerala logo.
- Top right: Logo with the motto 'Towards a New Dawn'.
- Center: Large Malayalam text 'അങ്കണവാടി' (Anganwadi).
- Below title: 'സംയോജിത ശിശു വികസന സേവന പദ്ധതി' (Integrated Child Development Scheme).
- Table of details in Malayalam:

ബ്ലോക്ക്	: പുഴയ്ക്കൽ	സ്ഥലം	: മൂണ്ടൂർ പഴമുക്ക് GLPS
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വാർഡിന്റെ പേര്	: പഴമുക്ക്	വർക്കരുടെ പേര്	: സിന്ധു സി.കെ
വാർഡ് നമ്പർ	: 15	ഹെൽപ്പറുടെ പേര്	: ഐസ്ലി ഇ.പി

Bottom right: GPS Map Camera icon.

Bottom left: Google Maps location pin over a satellite image.

Bottom right: Text box with location details:

Anjur, Kerala, India
H5R3+W3W, near Carmel auditorium,
Mundur, Anjur, Kerala 680541, India
Lat 10.591628°
Long 76.152741°
03/12/22 12:02 PM GMT +05:30

ANGIANWADI

BLOCK :- PUZHAKKAL
PANCHAYAT :- KAIPARAMBU
WARD :- PAZHAMUKKU
WARD NO :- 15
PLACE :- MUNDUR GLPS
ANGIANWADI NO :- 71
ANGIANWADI TEACHER/WORKER :- SINDHU C.K.
STUDENTS :- 9

Services Provided

ANGANWADI CENTRES

The ICDS scheme is implemented through a vast network of 33115 Anganwadi centres. The administrative cost for implementing the programme, cost of medicine kit, weighing scales, pre-school education kit for AWCs, IEC activities, uniforms for AWW and AWH etc. The Integrated Child Development Services (ICDS) scheme was launched in 1975 with certain objectives. They are:-

- * To improve the nutritional and health status of children in the age group 0-6 years.
- * To lay the foundation for proper psychological, physical and social development of the child.
- * To reduce the incidence of mortality, morbidity, malnutrition and school dropout.
- * To achieve effective co-ordination of policy and implementation amongst the various departments to promote child development.
- * To enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.

Services Provided

The above objectives are sought to be achieved through a package of services comprising:-

- * Supplementary nutrition
- * Immunization
- * Health check-up
- * Referral services
- * Pre-school non-formal education
- * Nutrition and health education

Three of the six services namely Immunisation, Health Check-up and Referral services delivered through Public Health Infrastructure under the Ministry of Health and Family Welfare.

* Nutrition including supplementary nutrition

This includes supplementary feeding and growth monitoring and prophylaxis against vitamin A deficiency and control of nutritional anaemia. All families in the community are surveyed, to identify children below the age of six and pregnant and nursing mothers. They avail of supplementary feeding support for 300 days in a year. By providing supplementary feeding the Sugamwadi attempts to bridge the caloric gap between the national recommended and average intake of children and women in low income and disadvantaged communities.

Growth Monitoring and nutrition surveillance are two important activities that are undertaken. Children below the age of three years of age are weighed once a month and children 3-6 years of age are weighed quarterly. Weight for age growth cards are maintained for all children below six years. This helps to detect growth faltering and helps in assessing nutritional status. All such cards are kept in a special register and referred to the medical officer of the sub-centre.

* Immunization

Immunization of pregnant women and infants protects children from six vaccine preventable diseases - poliomyelitis, diphtheria, pertussis, tetanus, tuberculosis and measles. These are major preventable causes of child mortality, disability, morbidity and related malnutrition.

* Health Check-ups

This includes health care of children less than six years of age, antenatal care of expectant mothers and postnatal care of nursing mothers. The various health services provided for children by Anganwadi workers and Primary Health Centres (PHC) staff, include regular health check ups, recording of weight, immunization, management of malnutrition, treatment of diarrhoea, de-worming and distribution of simple medicines etc.

* Referral Services

During health check ups and growth monitoring, sick or malnourished children, in need of prompt medical attention are referred to the Primary Health Centre or its sub-centre. The Anganwadi worker has also been oriented to detect disabilities in young children. She enters all such cases in a special register and refers them to the medical officer of the sub-centre.

* Non-formal Pre-school Education (PSE)

The Non-formal Pre-school Education component of the ICDS may well be considered the backbone of the ICDS programme, since all its services essentially converge at the Anganwadi - a village courtyard. Anganwadi Centre (AWC) - a village courtyard - is the main platform for delivering of these services. These AWCs have been set up in every village in the country. In pursuance of its commitment to the cause of India's children, present government has decided to set up an AWC in every human habitation / settlement. As a result, total number of AWC would go up to almost 1.4 million. This is also the most joyful day - may daily activity, visibly sustained for three hours a day. PSE, as envisaged in the ICDS, focuses on total development of the child, in the age up to six years, mainly from the underprivileged

groups. It's programme for the three to six years old children in the Anganwadi is directed towards providing and ensuring a natural, joyful and stimulating environment, with emphasis on necessary inputs for optimal growth and development. It also contributes to the universalization of primary education, by providing to the child the necessary preparation for primary schooling and offering substitute care to younger siblings, thus freeing the older ones - especially girls to attend school.

★ Nutrition and Health Education

Nutrition, Health and Education is a key element of the work of the Anganwadi worker. This forms part of BCC strategy. This has the long term goal of capacity - building of women - especially in the age group of 15-45 years so that they can look after their own health, nutrition and development needs as well as that of their children and families.

Anganwadi Centres (According to Population Norms)

For Rural/Urban Projects

400 - 800 1 AWC

800 - 1600 2 AWCs

1600 - 2400 3 AWCs

Thereafter in multiples of 800 1 AWC

For Mini-AWC

150-400 - 1 Mini AWC

For Tribal/Riverine/Desert, Hilly and other difficult areas

300-800 - 1 AWC

For Mini-AWC

150-300 1 Mini AWC

★ Supplementary Nutrition Norms

Financial Norms

The Government of India has recently, revised the cost of supplementary nutrition for different category of beneficiaries vide this Ministry's letter No. F.No 4-2/2008-CD II dated 4.11.2008, the details of which are as under:-

* Children (6-72 months) → Rs. 4 (Revised rate)

* Severely malnourished children (6-72 months) → Rs. 6

* Pregnant women and nursing mothers → Rs. 5.30

Type of Supplementary Nutrition

Children in the age group 6 months to 3 years

For children in this age group, the existing pattern of Take Home Ration (THR) under the ICDS scheme will continue. However in addition to the current mixed practice of giving either dry or raw ration which is often consumed by entire family and not the

child alone, THR should be given in the form that is palatable to the child instead of the entire family.

Children in the age group 0-6 months

For children in this age group, states/UTs may ensure continuation of current guidelines of early initiation and exclusive breast feeding for children for the first 6 months of life.

Children in the age groups 3 to 6 years

For the children in this age group, state/UTs have been requested to make arrangements to serve hot cooked meal in AWCs and mini-AWCs under the ICDS scheme. Since the child of this age group is not capable of consuming a meal of 500 calories in one sitting, the states/UTs are advised to consider serving more than one meal to the children who come to AWCs. Since the process of cooking and serving hot cooked meal takes time and in most of the cases, the food is served around noon, states/UTs may provide 500 calories over more than one meal. States/UTs may arrange to provide a morning snack in the form of milk/honana/egg/seasonal fruits/micronutrient fortified food etc.

Registration of beneficiaries

Since BPL is no longer a criteria under ICDS, states have to ensure registration of all eligible beneficiaries

Anganwadi Centres - Infrastructure Facilities

Construction of Anganwadi building and providing infrastructure facilities to Anganwadi centres are the primary duty of the local panchayat. But the state government is also supporting by providing assistance from state Plan Fund. 1500 Anganwadi centres have been constructed under state Plan during the last 5 years. T-sunami assistance construction of 245 Anganwadi centres was also completed. Apart from the local panchayats is providing funds for the construction of 245 Anganwadi centres. The total sanitation mission is providing healthy friendly toilets in Anganwadi centres. They have provided 4494 numbers of toilets under the total sanitation programme.

The ICDS Team

The ICDS team comprises the Anganwadi workers, Anganwadi Helpers, Supervisors, Child Development Project Officers and District Programme Officers (DPOs). Anganwadi worker, a lady selected from the local community, is a community based frontline honorary worker of the ICDS programme. She is also an agent of social change, mobilizing community support for better care of young children, girls and women. Besides, the medical officers, Auxiliary Nurse Midwife and Accredited social Health Activist form a team

with the ICDS functionaries to achieve convergence of different services.

Role and Responsibilities of AWW, ANM

Role and responsibilities of AWW, ANM have been clearly delineated and circulated to states/UTs under the joint signature of secretary, MWCD and secretary, MHFW.

Status of Anganwadi Workers and Helpers

Anganwadi workers and Anganwadi Helpers, being honorary workers are paid a monthly honoraria as decided by the Government from time to time. Government of India has enhanced the honoraria of these workers by Rs. 500 above the last honorarium drawn by Anganwadi workers (AWWs) and by Rs. 250 of the last honorarium drawn by Helpers of AWCs and Workers of Mini AWCs. Prior to enhancement, AWWs were being paid a monthly honoraria ranging from Rs. 938 to Rs. 1063 per month depending on their educational qualifications and experience. Similarly, AWHTs were being paid monthly honoraria of Rs. 500.

ICDS Training Programme

Training and capacity building is most crucial element in the ICDS scheme, as the achievement of the programme goals largely depends upon the effectiveness of frontline workers in improving service delivery under the

programme. Since inception of the ICDS scheme, the Government of India has formulated a comprehensive training strategy for the ICDS functionaries. Training under ICDS scheme is a continuous programme and is implemented through 35 states/UTs and National Institute of Public Co-operation and Child Development and its four regional centres. During the 11th Five year Plan, Government of India has laid much emphasis on strengthening the training component of ICDS in order to improve the service delivery mechanism and accelerate better programme outcomes.

Evaluation of ICDS Scheme (Anganwadi)

A number of evaluation studies on implementation of ICDS scheme have been conducted in the past that is Programme Evaluation Organisation of the Planning Commission in 1982, National Evaluation of ICDS scheme conducted by National Institute of Public Co-operation and Child Development in 1992, Evaluation results of Annual Survey during 1975-1995, published by Central Technical Committee on Integrated Mother and Child Development on completion of 20 years of ICDS and Nationwide Evaluation of ICDS by National Council of Applied Economic Research 1998-1999. Main findings of study conducted by NCAER (1996-2001) are as follows:-

- * Most of the AWCs across the country were located within accessible distance (100-200 meters) from beneficiary households. A majority of the beneficiary households was within 100 metres of the AWC. Another 10 percent were about 150-200 meters away. The rest were beyond 200 meters. Thus, the factor of distance of beneficiary households from the AWC was unlikely to affect attendance at the AWC during inclement weather.
- * Most of the AWCs in the country, except those in Tamil Nadu, Kerala, Karnataka and Orissa were functioning from community buildings. The type of building plays an important role in safeguarding against any natural hazards. Of those sampled, about 40 per cent were functioning from pucca building.
- * One out of two AWCs was found to be educated at least up to matriculate level across the country. In all central and southern states, less than 50 percent of the AWCs were 'at least matriculate' more than 75 percent of AWCs were matriculate in the northern and eastern states of the country. Gujarat and Rajasthan reported lowest percentage of matriculate functionaries.
- * The day to day functioning of the AWC is a critical indicator of the effectiveness of the ICDS

programme. An assessment of on-going activities of sample AWCs through observation, record reviews and personal interviews with the AWWs revealed that, on average, an AWC functioned for 24 of 30 days in a month. On a given day, the AWC functioned for about 4 hours. By and large, environmental factors did not affect the functioning of the AWC.

- * On an average nearly 66 per cent of eligible children and 75 per cent of eligible women were registered at the AWCs. This indicates lack of motivation on the part of the AWW in identifying and registering the entire eligible population.
- * Participation of beneficiary women and adolescent girls in AWC activities was reported to be low. These two segments of population form the foundation for any child care programme and their involvement is imperative for successful implementation of ICDS services.
- * Community leaders were generally positive about the functioning of the AWCs (more than 80 percent in all states) while more than 70 percent found the programme to be beneficial to the community.

Various Other Schemes

* Chayam Scheme

Apart from construction of smart anganwadis for comprehensive development of the child day care centres under the Integrated Child Development Services (ICDS), the state government has rolled out a scheme called 'Chayam' (Child-friendly anganwadis yielded through Adornment and Makeover) to renovate existing anganwadis to make them child friendly and bring them on a par with the smart anganwadis.

* Akshaya Patra

Nutrition plays a significant role in this especially during the formative years of children. During the first six years of life children attain several developmental milestones and this acts as a foundation for future development and learning. Globally, the malnutrition contributes to nearly 35% deaths of children below five years of age, which can be prevented when policy, programme and budgetary actions are directed towards children during prenatal and their first few years of life. Thus, aside from its core cause of providing mid-day meals to children of government schools and government aided schools,

Ashraya Patra Foundation has also undertaken Anganwadi feeding as one of its feeding initiatives.

Pradhan Mantri Matru Vandana Yojana

PMMVY previously known as the Indira Gandhi Matritva Sahayog Yojana, is a maternity benefit program run by the government of India. The scheme is implemented by the Ministry of Women and Child Development. It is a conditional cash transfer scheme for pregnant and lactating women of 19 years of age or above for the first live birth. It provides a partial wage compensation to women for wage-loss during childbirth and child care and to provide conditions for safe delivery and good nutrition and feeding practices. Among the primary causes of high maternal and infant mortality are poor nutrition and inadequate medical care during pregnancy and childbirth.

CONCLUSION

Anganwadi which is a type of rural child care centre in India, which was started by the Indian government in 1975 as part of the ICDS program to combat child hunger and malnutrition. Basic health care activities include contraceptive counselling and supply, nutrition education and supplementation.

as well as pre-school activities.

The centres may be used as depots for oral rehydration salts, basic medicines and contraceptives. As of 31 January 2013, as many as 13.3 lakh Anganwadi and mini-Anganwadi centres are operational out of 13.7 lakh sanctioned AWCs/mini-AWCs. These centres provide supplementary nutrition and health education, immunization, health check up and referral services of which the last three are provided in convergence with public health systems. Despite decades of impressive growth, India has an acute shortage of doctors. Through the Anganwadi system the country is trying to meet its goal of providing affordable and accessible healthcare to local population.

REFERENCE

<http://wcd.kerala.gov.in>

<https://www.thehindu.com>

ICDS - PUZHAKKAL BLOCK
POSHAN ABHIYAAN



POSHAN Abhiyaan
 PM's Overarching Scheme for Holistic Nourishment



Ministry of Women and Child Development

सही पोषण - देश रोशन

INTEGRATED CHILD DEVELOPMENT SERVICES

GPS Map Camera

Anjur, Kerala, India
 H5R3+PG8, Mundur, Anjur, Kerala
 680541, India
 Lat 10.591665°
 Long 76.153095°
 03/12/22 12:04 PM GMT +05:30

Google



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PMMV

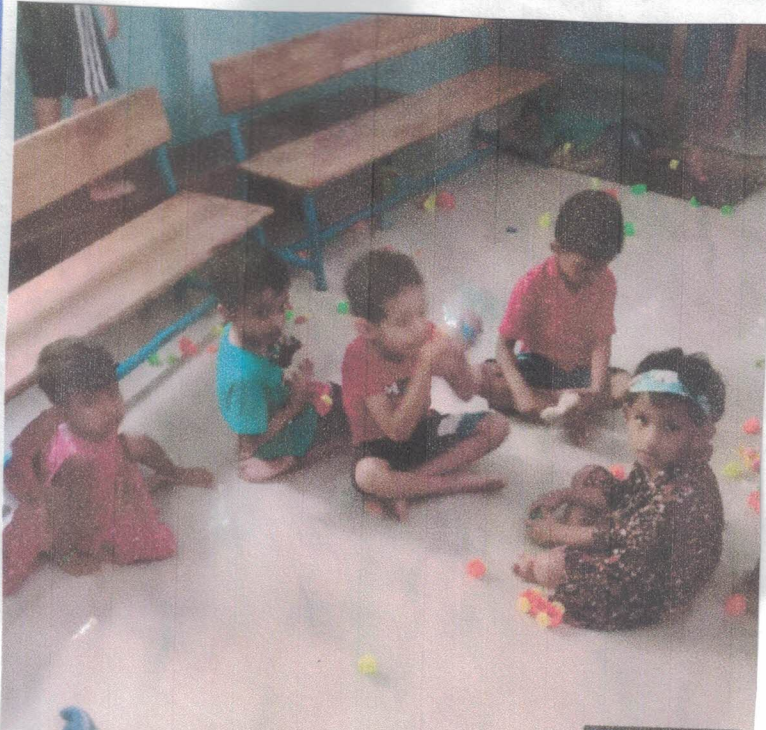
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വനിത ശിശുവികസന വകുപ്പ് ഡയറക്ടറേറ്റ്
 പുഴയ്ക്കുളം, തിരുവനന്തപുരം | Phone: 0471-2346508
 website: wcd.kerala.gov.in, e-mail: swdtds@gmail.com

GPS Map Camera

Anjur, Kerala, India
 H5R3+W3W, near Carmel auditorium,
 Mundur, Anjur, Kerala 680541, India
 Lat 10.591627°
 Long 76.152797°

Google



GPS Map Camera



Anjur, Kerala, India
 H5R3+W3W, near Carmel auditorium,
 Mundur, Anjur, Kerala 680541, India
 Lat 10.591645°
 Long 76.152908°
 03/12/22 12:08 PM GMT +05:30

അങ്കണവാടി

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വാർഡിന്റെ പേര്	: പള്ളി	മേൽ	: മേൽ
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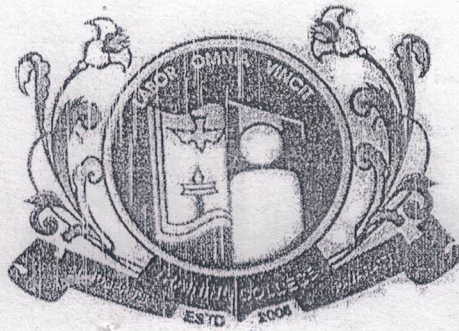


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 Mundur, Anjur, Kerala 680541, India
 Lat 10.591636°
 Long 76.152756°

ST. JOSEPH'S TRAINING COLLEGE

PAVARATTY, THRISSUR

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



Subject: ..EDU 09 13 : ..PEDAGOGIC ..PRACTICES ..IN ..SOCIAL SCIENCE

Topic: ..YEAR PLAN, ..UNIT PLAN, ..LESSON PLAN

Name : ..HARISHMA A.S.

Optional Subject: ..SOCIAL SCIENCE

Semester: ..SECOND

Reg. No. OVANTSO 006.... For the year ..2022-24

BA

FACULTY MEMBER

Date: ..14/07/2023.

ST. JOSEPH'S TRAINING COLLEGE

PAVARATTY, THRISSUR

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



Subject: ...EDU. 09.13... PEDAGOGIC PRACTICES IN SOCIAL SCIENCE.....

Topic: ...PREPARE... A YEAR PLAN, UNIT PLAN AND A LESSON PLAN.....
FOR A SECONDARY LEVEL PHYSICAL SCIENCE TEXTBOOK.....

Name: ...HARISHMA A.S.....

Optional Subject: ...SOCIAL SCIENCE.....

Semester: ...SECOND.....

Reg. No. ...OYANT.S0.006.. For the year ...2022-24.....

FACULTY MEMBER

Date:

YEAR PLAN

HARISHMA A.S.

706

SOCIAL SCIENCE

Name of the school : St. Joseph's paravatty

Subject : Social Science

Standard : 10

Month	Unit No:	Name of the Unit	Social Science 2
June	Social Science 1 1	Social Science 1	Social Science 2
	2		
July	1	• Revolutions that influenced the world	Seasons and Time
	2	• World in the twentieth century (continuation)	• In search of the source of wind
	3	• Public Administration ✓	• Human Resource Development in India
August	4	• British exploitation and Resistance	• Human Resource Development Indere (continuation)

Quarterly Examination

September	<ul style="list-style-type: none"> • 4 	3	<ul style="list-style-type: none"> • Culture and nation • Struggle and Freedom 	<ul style="list-style-type: none"> • Landscape analysis through maps
October	<ul style="list-style-type: none"> • 5 • 6 	4	<ul style="list-style-type: none"> • Struggle and Freedom (continued) • India After Independence 	<ul style="list-style-type: none"> • Public expenditure and public revenue.
November	<ul style="list-style-type: none"> • 7 • 8,9 	6	<ul style="list-style-type: none"> • India After Independence (cont) • Civic consciousness • State and political science 	<ul style="list-style-type: none"> • In the sky and data analysis
December	<ul style="list-style-type: none"> • 10 	7	<ul style="list-style-type: none"> • Civic consciousness 	<ul style="list-style-type: none"> • India: The land of diversity

Handwritten mark

Month	Basic Sample	Social Science 2	Social Science 1	Social Science 2
January	8	10	<ul style="list-style-type: none"> Kerala Towards modern society. 	<ul style="list-style-type: none"> Resource wealth of India Financial institutions & services
February	11	10	<ul style="list-style-type: none"> Sociology what? why? 	<ul style="list-style-type: none"> Consumer: satisfaction & protection
March			<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Revision

✓

UNIT PLAN

HARISHMA A.S
706
SOCIAL SCIENCE

Name of the teacher : Hanchana A.S.

Name of the school : St. Joseph's Parvathy

Subject : Social Science

Unit : The Earth : Myth and Reality

Strength :

Present :

Date :

Duration :

Learning Outcomes

- The learner explains the shape and characteristics of the earth.
- Make inferences regarding the size of the earth from the centre
- Illustrates the latitudes and longitudes as angular distances from the centre of the earth.

Values and attitudes

- Attitude to protect nature
- Attitude to be aware of the realities on earth and to empower Future generations on realities
- Attitude for sustainable development

Learning activity

Descriptions on features of earth

Google map

Pictorial with circular lines

Participation in activity
observing skill
conceptualisation

conceptualisation
Participation in activity

Participation in activity
observing

Participation in activity
observing

Globe

Google map

Globe

Picture

Presenting a globe to children and ask them to describe the features of earth in notebook

Finding the location using Google map

Presenting the globe to find out the various lines seen on globe

Instruction To draw circular lines on a circle after presenting a picture

Shape of earth

Our position on earth

lines on the earth

latitude

Concept	Activity	Aid	Learning Activity	Learning Outcome
Lines of latitudes	To marking various names of latitudinal lines based on a picture	Picture of latitudinal lines with names	Conceptualisation Observing Participation in activity	Marking names of latitudinal lines.
Longitude	To drawing perpendicular lines on a circle after presenting a picture	Picture of longitudinal line	Conceptualisation Preparing, participation in activity	Image of circle with perpendicular lines
Lines of longitude	To marking longitude and standard meridian after looking at picture	Picture of lines with markings on standard meridian & longitude	Conceptualisation Participation in activity Preparing	Picture with standard meridian and longitude
Identifying places using latitudes & longitudes	To identifying Nepal, USA and China using globe	Globe	Participation in activity Presentation	

Inferences about experiment

Inferences about activity

conceptualisation

conceptualisation
Participation in activity

conceptualisation
Observation

Still model showing day and night

Torch light

Video of seasons

~~The~~ identifying what happens when light falls on a still model showing day and night to write down observation

~~The~~ identifying position of shadows during morning, noon and evening

A video on various seasons ~~and to observe~~ the changes happening

Day & Night

Sunrise and Sunset

Changing seasons and rotation of earth

LESSON PLAN

HARISHMA A.S
SOCIAL SCIENCE

Name of the teacher : St. Joseph's Maryknoll

Strengths : 20

Present : 20

Subject : Social Science

Unit : Population, Migration & Settlements

Date : 7.07.2023

Topic : Settlements

Period : 2nd

Learning Outcomes

- Analysing the video showing the various needs and lifestyle of people from various walks of life
- Inferring about types of settlements after observation
- Analysing picture and discussing still model of Pattern of rural settlements
- Preparing glossary on types of settlements and Pattern of settlements

Facts and Concepts

- Settlements is the clusters of permanent or temporary human habitats of different sizes. Factors that can be considered for the location or development of settlements are fertility of soil,

Human settlements can be classified into two types based on population and major economic activity, they are rural settlements and urban settlements.

Rural settlements are places with comparatively lower population whose the people largely depend on agriculture for their livelihood.

Urban settlements have a high population which is mostly dependent on non agricultural sectors.

Based on distribution pattern, rural settlements are classified into two, nucleated settlements and dispersed settlements.

Based on favourable factors such as accessibility, availability of water etc, nucleated settlements take different shapes. They are linear pattern, circular pattern and star pattern.

Values and attitudes

Creating an interesting attitude towards economic sectors and democratic values

analyzing, observing, communicating, constructing and enjoying.

Previous knowledge

- ⇒ Early humans lead a settlement life as groups.
- ⇒ They build settlements near water. so they could get water easily for their daily life activities.
- ⇒ The development of agriculture about 12,000 years ago changed the way of humans lived. they switched from nomadic hunter-gatherer lifestyles to permanent settlements and farming.

Learning aids

- Images showing early human life.
- Video showing lifestyle of people in various areas.
- Chart with pictorial representation of classification of settlements (for activity purpose)
- Still model showing patterns of nucleated settlements

Factors considered for location of human settlements

- List showing the major factors considered for location of human settlements
- Inferences on settlements by students themselves.
- Flow chart on various kinds of settlements and patterns of rural nucleated settlements.

Assessment

Learning Activities

Introductory Activity

Showing images of early human life in caves and as groups. Ask the students to describe how early humans lived? Where they took shelter? Then ask students about how they live now? Facilities they are getting now near their homes? Humans began to live in groups and they started to settle in settlements. They felt comfortable and where they got more resources.

Developmental activities

● Activity 1 (Video Analysis)

Showing a video of life style of people in various areas (The video shows the style of living, resources they depend

and the homes they live)
Divide the students into four groups and ask them to discuss about the major factors considered for location of houses/ for living and ask them to describe about settlements in their own words.

Consolidation: The clusters of temporary or permanent human habitats of different sizes are known as settlements.
The major factors that can be considered for location/development of settlements are favourable climate, availability of resources, educational facilities, availability of water, fertility of soil, transportation facilities, availability of resources, educational facilities, etc.

Activity 2 (Analysis of Flip chart) (picture)

Presenting a chart showing major classifications of settlements.
(Giving pictorial representations of rural and urban settlements) and
nucleated and dispersed settlements.)

Instruct the students to make inferences about the settlements
by observing the picture chart.

consolidation: Places with comparatively low population where the
people largely depend on agriculture for their livelihood is

called rural settlements.

The settlements that generally have a high population which is
mostly dependent on non agricultural sectors are called urban
settlements. Based on distribution pattern, rural settlements are

classified as nucleated and dispersed settlements.

Activity 3 (Picture analysis & fixing on still model)

Showing those pictures of places depicting different patterns of rural settlements and instruct the students to fix on still models by observing the picture (To fix mini homes made of cardboard after observing patterns of nucleated settlements)

consolidation: Nucleated settlements take different shapes according to factors like accessibility, availability of resources etc. They are linear pattern → settlement pattern that develops parallel to roads, rivers, coasts etc.

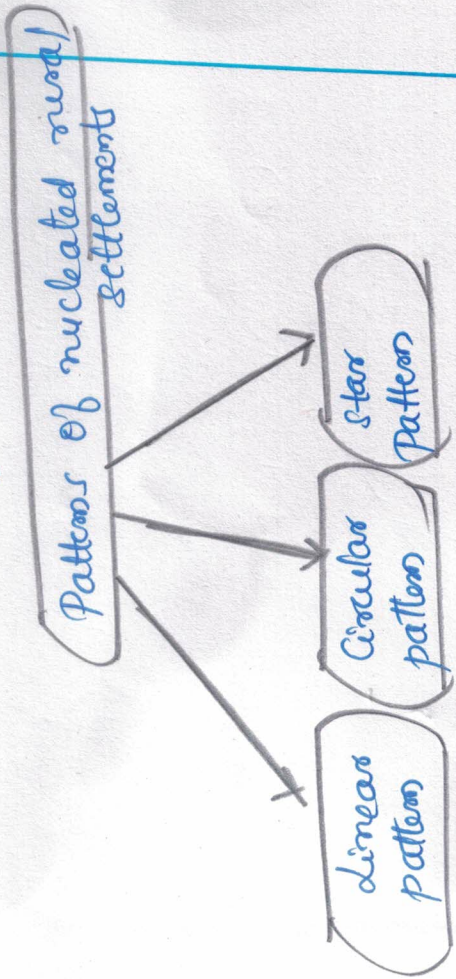
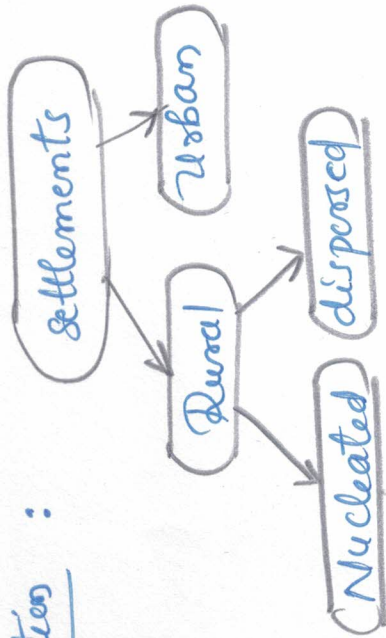
Circular pattern → settlements that develops around water bodies, pastures, places of worship etc.

Star pattern → That develops at places where different roads converge

Concluding Activity (Flow chart)

Prepare a flow chart in activity cards also describing & showing patterns of rural settlements.

Divide the students into four groups for conducting activity



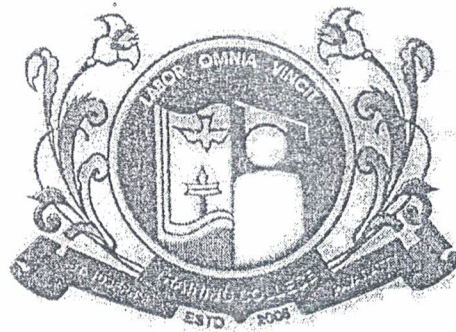
Follow up Activity : Instruct the students to identify pattern of rural settlements (nucleated & dispersed) near their home/panchayat and to write it in their notebook.

Reflection Note : *AD*

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

Name: ALMA PAUL

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 :-

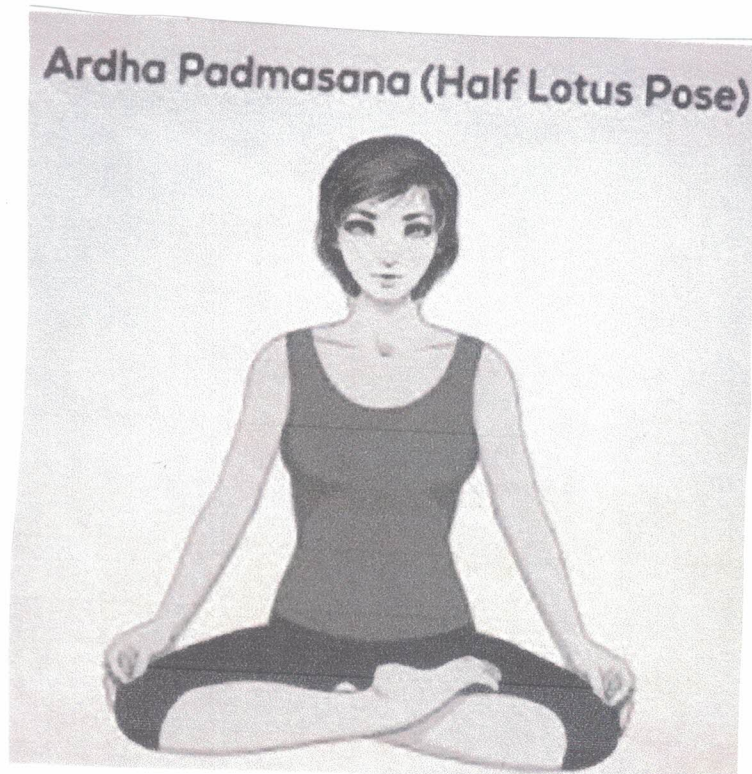
Yoga is a type of exercise in which you move your body into various positions in order to become more fit or flexible to improve your breathing and to relax your mind. Real happiness comes when a person achieves the actual goal of yoga which is optimum physical, mental and spiritual well being, inner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

SITTING YOGA ASANA	STANDING YOGA ASANA	LYING YOGA ASANA
1) Ardha Padmasana	6) Gaurudasana	11) Bhujangasana
2) Padmasana	7) Padahasthasana	12) Halasana
3) Vajrasana	8) Tadasana	13) Naukasana
4) Sukhasana	9) Trilokhasana	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

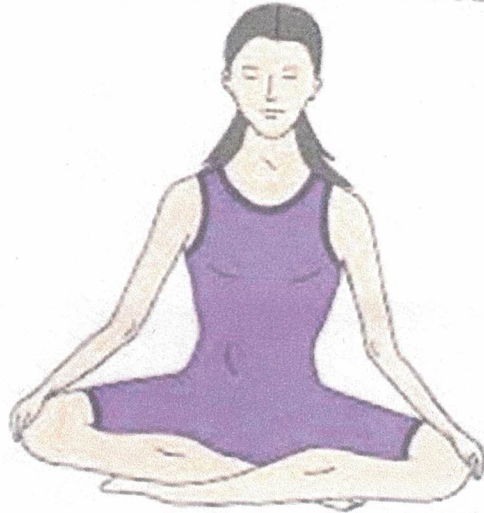
- * It is a very good posture for meditation and Pranayama.
- * Thunderbolt posture activates the Vajras mudi that regulates the sexual energy of the body.
- * One of the main advantage of Vajrasana is that one can perform this posture ever after a meal.
- * It improves digestion.

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



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

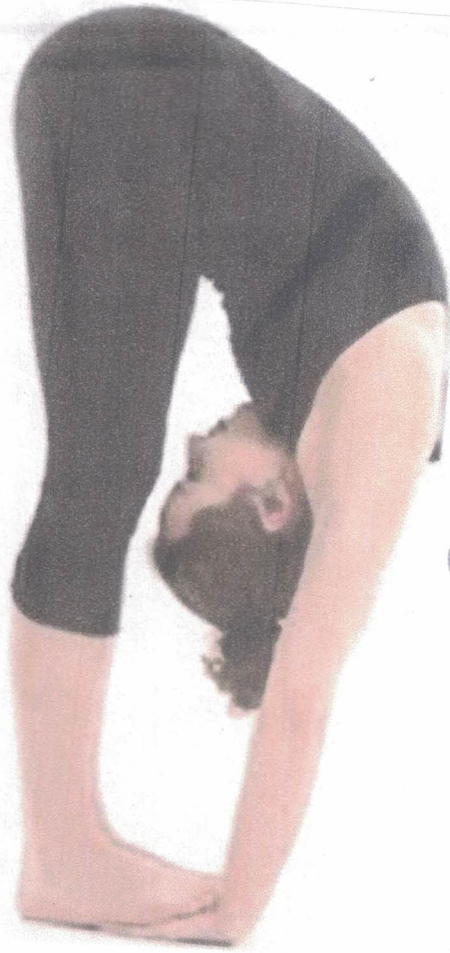
* Bring both arms out in front of you and parallel to the floor.

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.

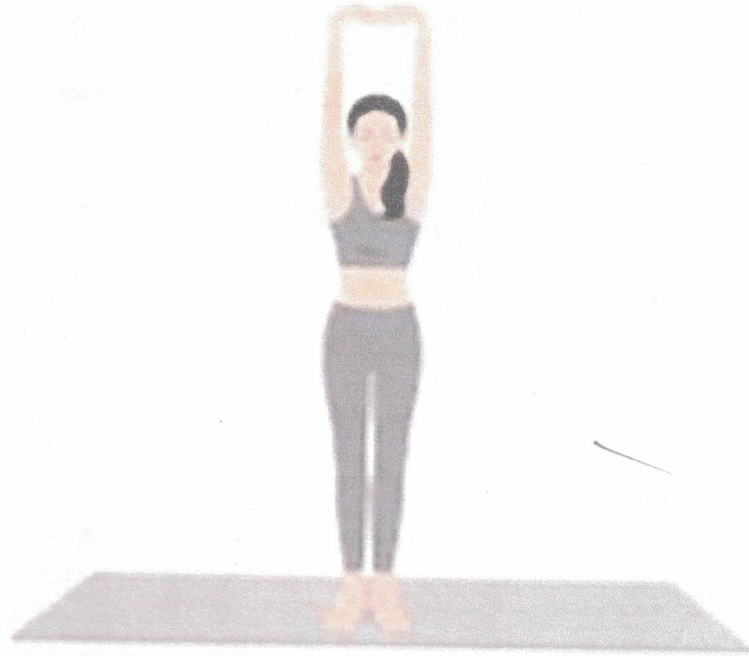
Benefits

- * 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



Mountain pose or Samasthithi 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.

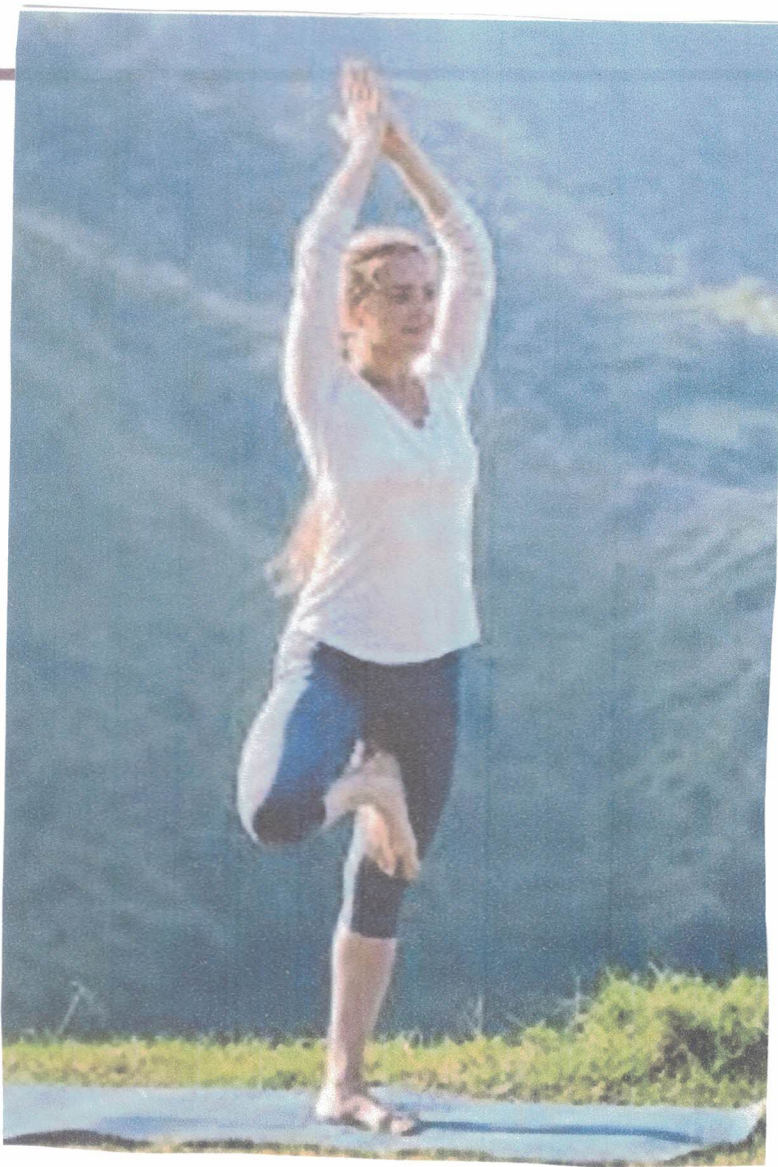
- * Exhale and raise your shoulders towards your ears. Rollback your shoulders and lower your spine while straightening your posture.
- * Relax all your muscles.
- * Return to the standing position

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.

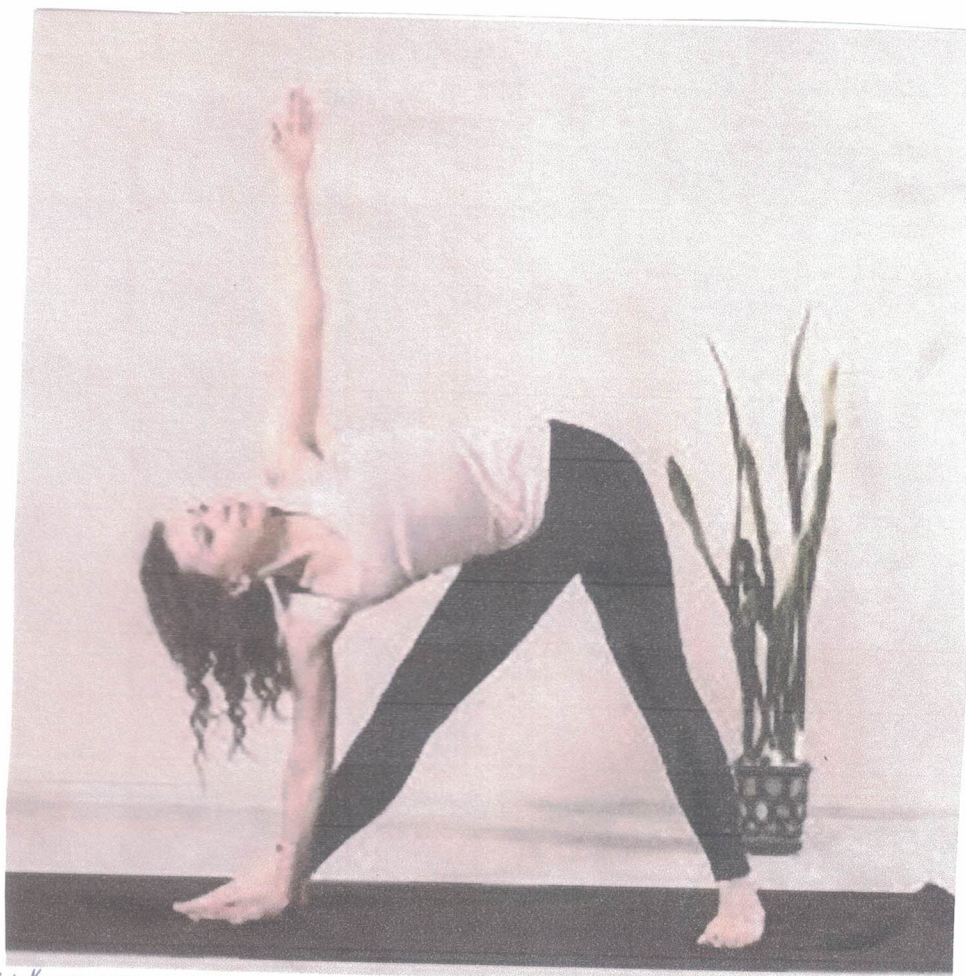
Benefits

- * 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



Uttlita Trikonasana or Uttlita Trikonasana is a standing asana in modern yoga as exercise. The name comes from the Sanskrit words Uttlita, "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

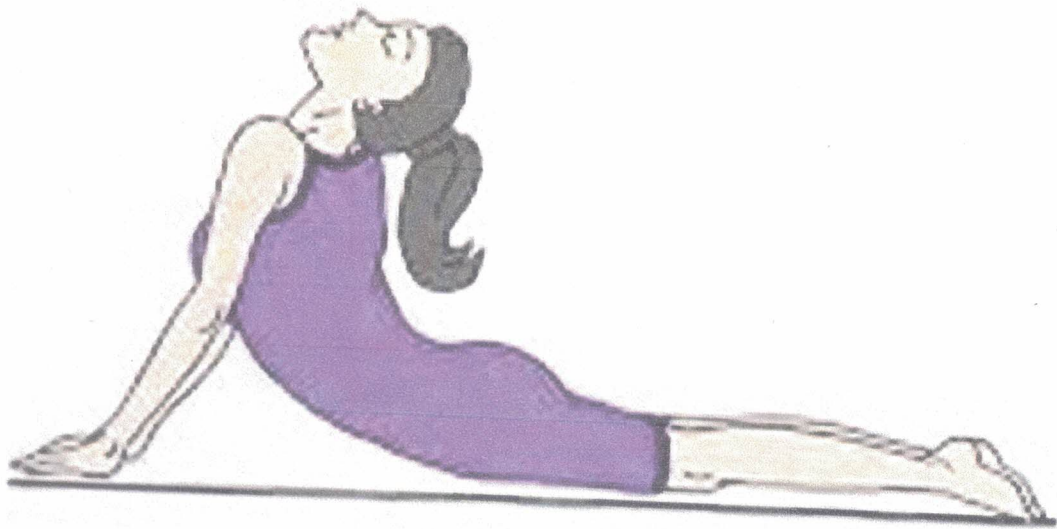
- * Allows the body to stretch. Dormant muscles like the ones around the hip, ankle or knee are stretched
- * Boosts metabolism and in turn aids digestion.
- * Improve balance and aligns the mind and body.
- * Spine flexibility increased
- * Good for kidney health
- * Aids in fat reduction

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

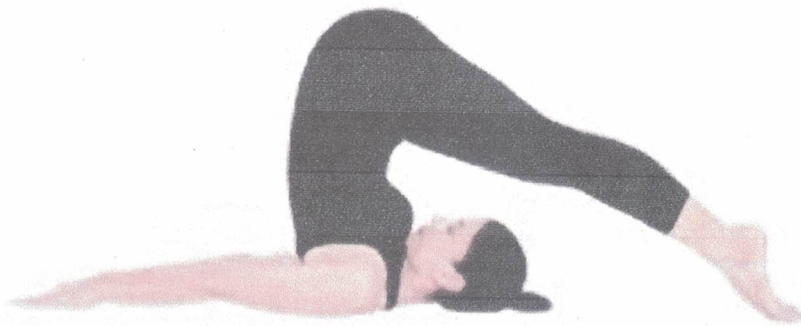
- * stretches muscles in the chest
- * Help to sooth sciatica
- * Help to enhance flexibility
- * Rejuvenate the heart
- * Elevate the mood
- * Decreases the stiffness of the lower back
- * Strengthen the shoulders and arms.

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.

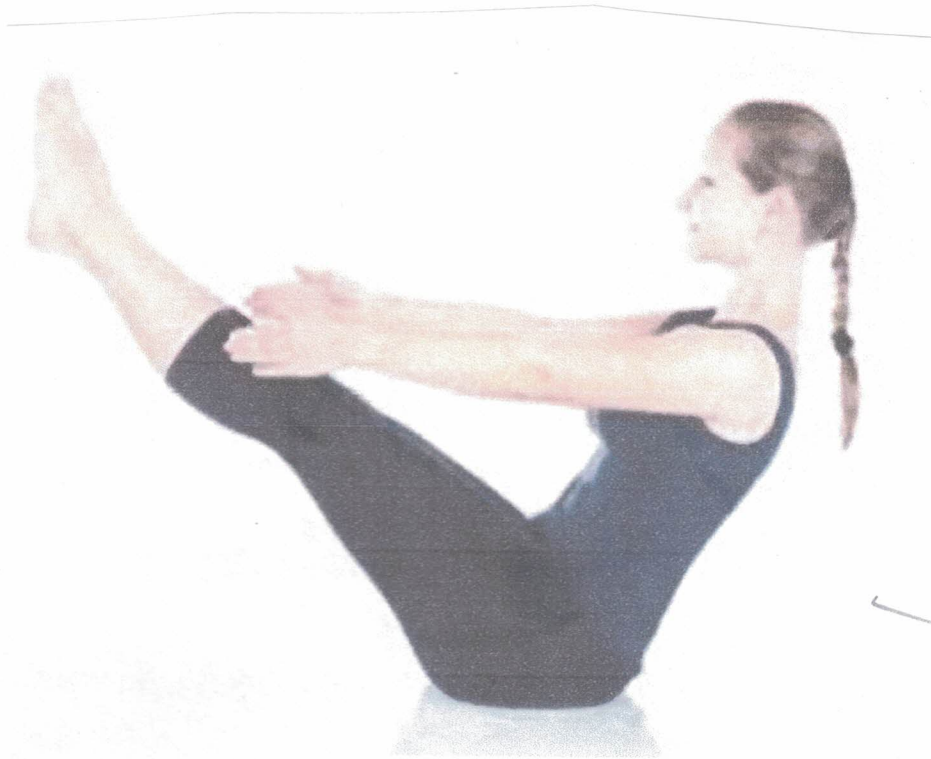
Benefits

- * 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

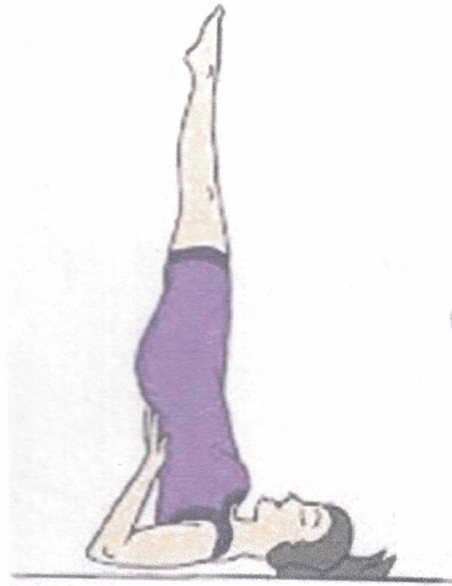
- * Strengthens the abdominal muscles and core coordination
- * Helps to reduce tummy fat
- * Helps to tone the leg muscles and arms.
- * Helps to address digestive disorders
- * It is good for back muscles
- * Improves blood circulation
- * Stimulates pancreas, kidneys and liver
- * Improves lung functions

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.

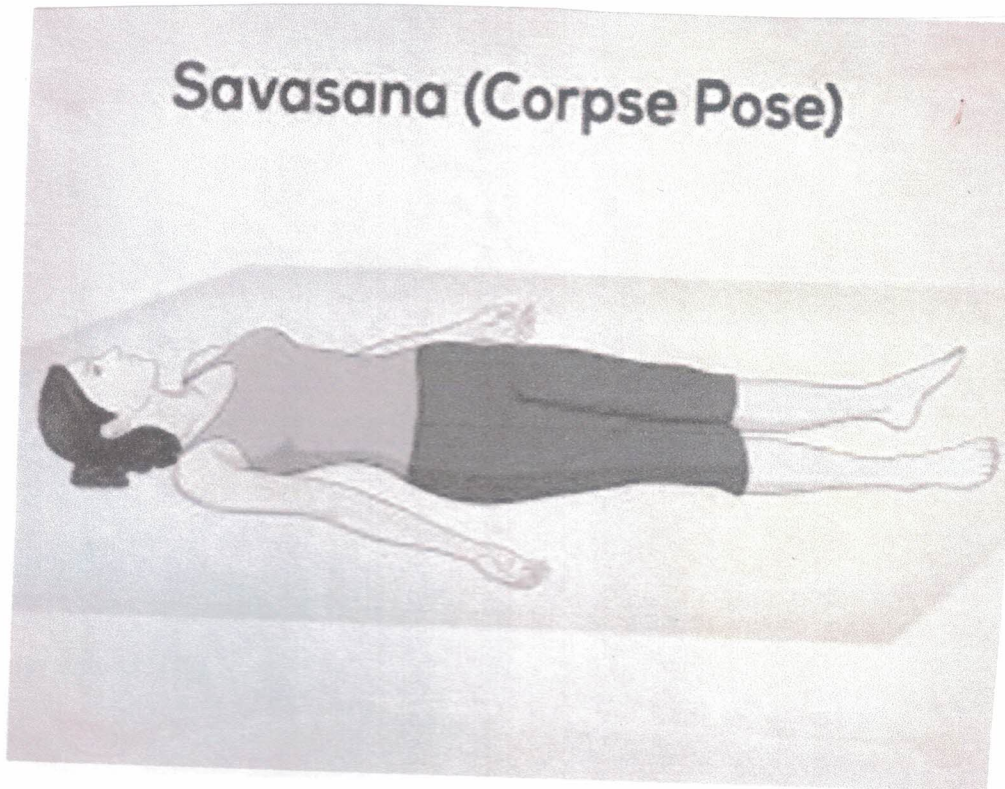
Benefits

- * 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 head.
- * 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 or Anatasana 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.



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 follow 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 8th 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 sparkliness 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 24th, 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 1st 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.

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A NEW WAVE IN CONDUCTING

EPC STUDY TOUR

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 Romantic poets, after Lord Byron and Percy Bysshe Shelley, but whose work has been published since the 19th century.

JOHN KEATS WRITING STYLE

The *Encyclopaedia Britannica* (1911) called him one of the great moderns. George Eliot called his best encounter with literature an experience that felt all his life. Keats had a style heavily imbued with romanticism, notably in the sense of an "idealism" of the Romantic, an accentuated extreme sentimentality, natural imagery. Today he remains one of the most popular and analyzed in the English literature in particular "Ode to a Nightingale", "Ode on a Grecian Urn", "Hyperion" and the sonnets "On a Dying Bird" and "On a Dead Lamb".

ALMA PAUL

2011

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, believing 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.

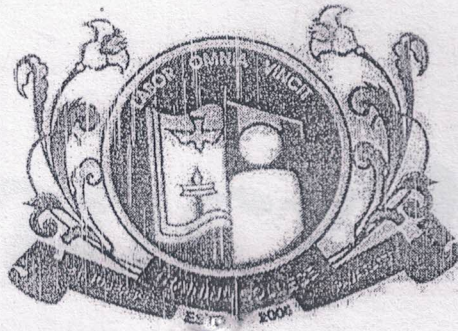
So, this book is a well-informative book on the concepts of education and different methods of education.

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ST. JOSEPH'S TRAINING COLLEGE

PAVARATTY, THRISSUR

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



Subject: EDU.05:13 THEORETICAL BASES OF TEACHING SOCIAL SCIENCES

Topic: CRITICAL EVALUATION OF SOCIAL SCIENCE TEXT BOOKS AT
SECONDARY LEVEL BASED ON DEMOCRATIC AND SECULAR VALU

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BA

FACULTY MEMBER

Date: 16/12/2022

Democratic & Secular values

In Social Science textbooks

(Standard VIII - X)

Submitted by

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Social Science

Social Science

Std: VIII

UNIT 1: EARLY HUMAN LIFE

Critical Evaluation

⇒ PALEOLITHIC AGE : Paleolithic humans hunted collectively. The value of Fraternity is noted here as they form groups and a kind of brotherhood existed among them.

PALEOLITHIC AGE : There was no gender difference in hunting. They tried to draw pictures on caves. They used weapons and clothes from bones, woods etc.

Paleolithic men were free to choose their own food and clothes. They kept equality during hunting giving both men and women equal chances for hunting. They were free in leading a social life of their own.

⇒ NEOLITHIC AGE : Neolithic man began to cultivate & settle down in river valleys. They were free to choose their clothes and weapons.

Man ~~begs~~ become more stronger to form groups and they were more free to choose more options in their clothes and weapons.

⇒ MESOLITHIC AGE : Hunting become extensive and man discovered more sources of food. They began to exchange food.

More stronger men became the leader. Here equality was never a matter of concern. They were more free to choose their favourite food.

⇒ CHALCOLITHIC AGE : People in this period used tools. They built huts using mud bricks.

→ People in this period became more closer to ~~each~~ another and fraternal thoughts may evolved as they lived in huts for security.

UNIT 2: THE RIVER VALLEY CIVILIZATIONS

⇒ HARAPPAN CIVILIZATION : In addition to agriculture animal husbandry existed in Harappan Civilization.

→ The freedom of animals were restricted and the stronger men became their owners.

Figures of men and women were found in Harappan civilization where gender differences are clearly seen.

→ Mother goddess became a powerful idol and clay figures of women have widely been discovered showing women were more powerful than men at that time.

⇒ EGYPTIAN CIVILIZATION : The Egyptians were skillful in sculpture. The stronger became the leader. Equality was not a matter of concern here. Men became a symbol of power. Most of the mummies

had faces of men showing there was no equality among men and women.

⇒ MESOPOTOMIAN CIVILIZATION : A writing style called cuneiform evolved in this civilization. They achieved remarkable progress in the field of mathematics & astronomy. This shows there was inequality among literate and illiterate, those who were bright and strong in the subjects were in two sections.

⇒ CHINESE CIVILIZATION : ~~They~~ ^{The people} were skillful in pottery weaving and silk production. The critical fact about the above statement is that those without the skills were a weaker section.

UNIT 3 : IN SEARCH OF EARTH'S SECRETS

No values were noted in this chapter

UNIT 4 : OUR GOVERNMENT

⇒ LEGISLATURE IN INDIA : Parliament of India and its divisions are described.

• To provide justice to a democratic country like India.
• Legislature divisions in various levels are mentioned.
• To provide equal justice from lower level courts to the representation from people are done equally to approach and to provide equal justice.

→ **STATE LEGISLATURE :** State legislatures are formed in India for providing legal securities to the people in administration is ~~strictly~~ unanimously through representation, participation & democratic election.

Union Council of Ministers : An equal arrangement of minister's representation and the elected president, new announcements and orders regarding the country. Even the election is in democratic way, personal bias leans to political parties etc makes deviated thoughts.

Judiciary : A representation of chief Justice and 30 judges are created for judgement of various cases. Equal justice and equality before law is the motto of Indian Judiciary.

But there is a critical fact, that, if the Judge or any other representatives have political/ biased stand, the effective judgement can't be done.

UNIT 5 : ANCIENT TAMILAKAM

→ The practice of burying remains of the deceased & placing them in a ~~big~~ big urn was prevailed in ancient Tamilakam.

Rock chambers, kudakkalru, Dolmens were part of ancient Tamilakam. Equality cannot be observed in this area as not everyone is able to sit on Dolmens. Rock chambers and kudakkalru were meant for some peculiar people only.

• Sangam literature

In Sangam literature, there were songs known as Akampattugal and Purampattukal. The Akampattukal mentions only personal/family affairs and Purampattukal on external affairs.

⇒ Majority of the poets were men. Participation of women is negligible and equality was not observed here.

• Exchange system

During Sangham literature people were free to exchange goods in markets.

Even though they were free to exchange goods, not everyone gets the quality/quantity the same.

• Moovendans : Trade was controlled by three powers namely Cheras, Pandyas and Cholas. Here equality can't be seen, Hierarchical position and power were given to some categories only.

UNIT 6 : READING MAPS

Freedom, equality, fraternity and justice is not applicable for this chapter.

UNIT 7 : ECONOMIC THOUGHT

• Economic thinking : Adam Smith argued for more freedom to individuals while describing about wealth. Here, it is noted that, more freedom to individuals in their activities will give them more opportunities.

⇒ According to Marx's thoughts, ~~the~~ labourers, ^{working} in industry get only a portion while the lion's share goes to Capitalist as profit.

It is a ~~very~~ critical fact that equality and freedom were denied badly to workers at that time.

⇒ Grandhian Economics: Grandhiji's ideology was to distribute capital among 7.5 lakh villages, as capital should not be concentrated among only few individuals. Thoughts of freedom and equality can be observed by giving prominence to weaker sections of society.

UNIT 08: TOWARDS THE GANGGETI PLAIN

⇒ Aryans were forced to travel to other lands due to increase in population.

Critically, it's a denial of ~~freedom~~, particularly denying one's interest to stay in a specific place.

⇒ The life of people in Sapta Sindhu region shows that each tribe comprised of many families. Power was given to particular persons only.

⇒ The main deity they worshipped were Agni, Varuna, Maruthi & Surya. Women goddesses were not prominent during this time.

It's a fact that inequality in gender ~~noted here~~ was existed during that time.

→ Towards the Gangetic Plain : Aryans migrated to the areas adjoining the Gangetic plain by clearing the forest. Here, the people cleared the forest for more freedom. But it affected the animals negatively.

→ Towards Agrarian society : The farmers started the system of giving a part of their yield as tax to the king. The justice of giving the ~~pro~~ yield to the one who made it was clearly denied here.

→ The people got more freedom to worship gods and they got freedom to perform certain rituals and practises.

→ Increased in rituals and sacrifices created injustice. Animals and the priests started amassing the wealth creating injustice to fellow beings.

→ People were categorised according to wealth accumulation and supremacy. Vaishyas became wealthy but they were placed at a lower position in society.

→ Jainism & Buddhism ⇒ In spite of ritualistic practises Buddhism paved the way for democratic and value oriented awareness in society. A form of justice ~~can be~~ ^{is} visible to Jainism advised the people to lead right life by following the practises of not to tell lies, kill/steal/~~or~~ acquire wealth. This practice given a perspective of equality in values.

→ Mahajanapadas ⇒ The king and the queen's stand in case of processions, King always lead it denying justice.

UNIT 9: FROM MAGADHA TO THANESWAR

⇒ Arthashastra : In Kautilya's Arthashastra state's considered as leon

Chandragupta Maurya established his country by conquering neighbouring states. We can critically examine injustice and denial of freedom to the neighbouring

⇒ Ashoka and Dhamma : Ashoka's views can be seen a symbol of fraternity as he considered his people similar a father and child relationship. He lessened the punishment giving more freedom to people.

⇒ The Age of the Guptas : A large extent of land was donated to Jain saints, Buddhist monks, Brahmanas and to officials in the Palace. The farmers, ^{who worked here} had no right on the land.

While critically evaluating this statement, we can keenly observe injustice against farmers.

UNIT 10: BLANKET OF THE EARTH

Freedom, fraternity, equality and justice is not observed in this unit

UNIT 11 : INDIA AND ECONOMIC PLANNING

⇒ Modern means of communication brought government services more closer to people.

People got a freedom to access the govt. services.

⇒ Decentralised Planning ⇒ Power decentralisation at Grama panchayat, block and district levels gave more freedom to general public to access govt. projects.

UNIT 12: WATER ON EARTH

Freedom, Equality, Fraternity and justice is not applicable for this unit

UNIT 13: SOCIAL GROUPS AND SOCIAL CONTROL

⇒ Social Groups : Social groups increased more communication and fraternity can be observed in many social groups.

⇒ Primary and secondary groups have more freedom to behave and communicate with a fraternal concept

⇒ Social Control : It creates some rules to prevent misdeeds/ to control the social behaviour of people. The value of justice is significant here.

Social Science

Std: IX

UNIT: 01 MEDIEVAL WORLD CENTRES OF POWER

- ⇒ Eastern Roman Empire : Corpus Juris Civilis was a book containing laws prevailed in Roman Empire. We can observe Justice was tried to bring among the people during the rule of Roman Empire.
- ⇒ Relief funds were kept to support the poor. This shows there was huge inequality in marginalising the people.
- ⇒ The Arab Empire : During their rule people were free to travel anywhere in the empire without fear. A sense of freedom to move where given to the mobs.
- ⇒ The Mongol Empire : Mongols roamed around places on horses freely. They enjoyed the freedom of free movement.
- ⇒ The Mali Empire : Timbuktu the Empire of Mali was known for slave trade. Here we can critically examine the denial of justice, equality and freedom to the slaves.
- ⇒ In medieval Japan, the emperor was the supreme but administration was overhauled by feudal lords. Lands were under their control. Proper justice and freedom of property were denied to examining the statement.

⇒ Medieval America : ^(Europeans) They destroyed native cultures and started plantations and mines in U.S. Negroes were brought as slaves. Natives subjected to genocide.

We can critically find the fact that, freedom and justice were denied to Negroes and genocide of Americans were unethical, non-secular and denied their rights for justice.

UNIT 02 : THE EAST AND WEST ERA OF EXCHANGES

⇒ Trade routes were established between Eastern China & Western Europe.

Freedom of movement created more trade opportunities between China & Europe.

⇒ The Cities of Medieval World : Ancient Roman cities free movement of peasants with their products to trade centres. We can examine freedom of movement here.

⇒ The Guilds : The association of experts/guilds were of two kinds, Merchant guilds & Craft guilds. They helped mutual with co-operation.

Here we can critically find the fact that there existed fraternity and at the same time inequality can be observed in their classification.

⇒ Medieval Education : Education was restricted for women and only nuns got rare opportunities. Inequality against women are clearly notable here.

- In the Arab world, there allowed women to be trained as teachers. Even ^{though}, complete freedom or equality were denied women enjoyed their status.
- In medieval India, Gurukula system was followed and it helped to maintain fraternity among the pupils.
- Art & literature: In the medieval world people got freedom to enjoy and practice music/instruments. Along with church music, secular music also developed.

UNIT 03 : INDIAN CONSTITUTION RIGHTS AND DUTIES

- Constitution of India provides fundamental rights & secularistic thoughts.
- Fundamental rights are mentioned here giving a clear idea on the values and rights we have.
- This unit deals with the constitutional rights and responsibilities which gives a clearcut idea of the laws in India.
- A country's concern on its people and the growth of a country depends on the administration. This chapter gives an insight on all values of Freedom, fraternity, equality and justice.

UNIT 04: MEDIEVAL INDIA: CONCEPT OF KINGSHIP & NATURE OF ADMINISTRATION

- In the Jajra system, country was divided into different

Sections known as Iqtas. But the administration of the authority of Iqtas was restricted.

This shows the denial of freedom in administration and the power of supreme authority.

⇒ Merchants were forced to sell their products at a fixed price as per Govt rules.

This really was an unfair decision and injustice towards the merchants.

⇒ High salaries were not given to soldiers as they were given commodities at lower price. Salary according to work not given and hence its injustice towards soldiers.

⇒ In the Mughal administration, power was decentralized in the king.

⇒ The Mughals formulated a new faith Din-i-Ilahi by inculcating the ideas of all religions. This gives the right to freedom of worship.

⇒ During the rule of Akbar, he tried to maintain Din-i-Ilahi and never compelled anyone to accept it. Here we can examine the freedom to worship ^{any} religion and freedom of beliefs were got more importance.

⇒ In Mansabdari system, rank or salary of a person in army were decided according to the no. of horses they maintain.

Critically, this was an unfair act showing inequality in describing one's ability.

⇒ Village administration in Chola dominancy was democratic. The members were elected through election procedure and it gave a freedom to choose the representatives with *noles*.

⇒ **UNIT 05: SOCIETY AND ECONOMY MEDIEVAL INDIA**

⇒ The Cities in Medieval India: The rulers brought a no. of slaves captured from battles to cities.

It's a critically fact that justice was denied to slaves and their freedom and right for equality was suppressed.

⇒ Medieval Indian Society: Landlords were lived luxuriously while common man struggled pathetically.

Here, equality and justice were both denied to the common men.

⇒ Zamindars enjoyed high positions and collected tax from common man.

Freedom for land and agricultural products were denied to the common people.

⇒ Slavery was followed by the authorities denying justice for free life, free movement / free thinking.

⇒ Child marriage and Sati prevailed denying the rights of women to choose a partner by herself, and women has to end her life with the husband. Young children were forced to marry at childhood. Critically evaluating these statements, women and children

were faced injustice by society and lack freedom of expression and right to live and think independently.

- ⇒ Caste system prevailed in medieval India, where Brahmins enjoyed higher status and lower castes were suppressed. Critically examining the statement, we can find inequality and restriction of freedom to live and believe freely.

UNIT 06: INDIA, THE LAND OF SYNTHESIS

- ⇒ The Sufi movement : The Sufis preached respect to all human beings showing a value of fraternity in their thoughts. They enjoyed freedom to sing and establish devotional means ^(songs) in religious programmes.
- ⇒ Bhakti movement : They provided representation to all castes and women. While examining this, lower castes and women enjoyed freedom and representation.
- ⇒ The Alvars and Nayanars opposed caste system and inequality. Women saints also got equal representation like that of gender equality can be clearly noted here.
- ⇒ The Visavaiva movement : The democratic platform, Amvaramandapam provided equal platform for people irrespective of caste, religion, gender etc. Social inequalities and domination were questioned here and the dignity of labour was praised by the leaders.

- ⇒ Bhakti movement in North India : Brotherhood was not in the writings/literature works. Religion of love and equality and unity among the people were promoted.
- ⇒ Guru Nanak questioned idol worship, pilgrimage & rituals. Here we can see his vision for freedom to think, & fight against ~~the~~ unethical beliefs and caste systems.
- ⇒ Women representation : More women poets/devotees gained representation. Equality was noted and women got more freedom of expression in opinions in a society. Gender equality was also examined in Bhakti movement. People questioned evil practices and they got the freedom to question belief systems.
- ⇒ Regional language literature were flourished and people became more free to use their mother tongue to express their feelings.
- ⇒ People were free to use paintings/art as a medium to exhibit culture and life of an area.

UNIT 07: FROM EIGHTH TO EIGHTEENTH CENTURY

- ⇒ The British ~~colonies~~ ^{defeated kings in} major parts of India denying freedom of movement, expression and equality of indigenous people.
- ⇒ Lands were under the control of Nauduvazhis. People in lower sections denied ownership of land there by denying justice of ownership, and freedom of movement.

⇒ People were free to do their favourite occupations (included farming, handicrafts, trade etc. They were also free to enjoy their belief system.

Here, freedom to choose religion, occupation etc are noted.

⇒ Trade developed cultural integration in Kerala and
All religions were noted equally
This shows the freedom to choose the religion one believed
and a unity risen among people.

⇒ Societal controls were prevailed in this period. Traditional customs controlled the society at that time and these rules were not violated by people.
Justice was not equally distributed or it was conferred to particular class only.

⇒ Test for truths were prevailed to know whether one is the right thing/not.
Justice was tried to be provided here, but the upper class may escape and an inequality in justice can be noted here.

⇒ People were free to sing different songs like Vadakkans pattukal, harvest songs, Ballads etc.
Critically examining this fact, they were free to choose their favourite medium for communication but inequality can also be examined as some upper castes only got the benefits in exhibiting their talents.

UNIT 08: ELECTION AND DEMOCRACY

⇒ Simple Majority system: Country divided into electoral districts and representatives are elected

- ⇒ Freedom to choose the representatives are noted here. Freedom of opinion and choice ~~to choice~~ to elect the members are also observed here.
- ⇒ Free and fair election makes it impartial, Election process will be undergoing without any gender bias/religion bias. Right to vote for all citizens are observed here.
- ⇒ Election and Political parties : Political parties can bribe change the opinions of persons intruding in freedom of expression/opinion of a person. Here injustice and hindrance to freedom can be noted.

UNIT 09: TOWARDS A BRIGHT FUTURE

- ⇒ Violation of social laws creates inequality.
- ⇒ Right to education, freedom and equality is almost denied to women in most conditions - like different wages for same job, denial from public activities, denial of person's freedom of movement particularly at night.
- ⇒ Social atrocities are increasing among children deny their rights for justice. Education and food are not provided for children in poor conditions. Here their right to education and right for ~~select~~ choosing their favourite food/shelter is also denied.

Social Science

Std: \bar{x}

UNIT 01 : REVOLUTIONS THAT INFLUENCED THE WORLD

- ⇒ The American War of Independence : Novel ideas motivated people to question irrational beliefs & traditions. Here, we can critically find the freedom of expression and freedom of ~~the~~ choosing the religion one wish to follow observed.
- ⇒ (European) People migrated to various parts of North America to exploit resources. Even though they enjoyed freedom of movement, injustice was done to the people of North America by colonizers, exploiting them and looting their resources.
- ⇒ Delegates of all colonies except Georgia met at Philadelphia to protest on policies and rules imposed by England. Justice and freedom of expression ^{use of the people of} colonies were noted as denied ^{while noting} in a critical perspective.
- ⇒ In American Congress a declaration was raised saying all are equal and everyone has certain rights. Critically viewing this, we can observe people were fighting for justice and then, freedom and equality.
- ⇒ The French Revolution : People/major population died of hunger and indigestion. Autocratic rule prevailed and rulers were squanders. Not everyone was treated equally and freedom of lower sessions were not taken in concern.
- ⇒ Voltaire, Rousseau and Montesquieu stood for equality, rational thinking, judiciary, democracy, humanism etc.

These thoughts show the people's need for equality, justice and freedom at that period.

⇒ French Revolution started with the demolition of Bastille prison, starting the slogan "liberty, equality & fraternity". Here we can critically examine that people were suppressed and not everyone was treated equally and they lost jobs in many events. Liberty, equality & fraternity were denied to the people.

⇒ Women screamed "Give us bread" and marched from Paris. Women were free to form groups at that time and they got the freedom to form groups and fight for their rights. Even though, justice was denied, we urge for freedom and equality before rights can be noted here.

⇒ Napoleon and French Revolution: Napoleon seized power in France in 1799.

Here, we could critically find the fact of denying the freedom of people to live a free life in France. But still, prepared new code of law by codifying existing laws and centralised finance. Justice was tried to distribute among certain classes. Farmers were made the owners of the land, giving them more freedom.

⇒ The Latin American Revolution: The Spanish & Portuguese colonised Latin America and exploited their economic richness.

Here, the freedom of the indigenous to use their resources was denied and justice was denied.

⇒ The Russian Revolution abolished private property system everyone has to work. Liberal thoughts were began to arise and equality before was noted here.

⇒ The Chinese Revolution witnessed revolt against foreign and monarchy. China exported their products, showing that they were free to move goods from one place to another. In China secret organisations fought for their freedom and they lost justice to live in their land and they lost liberty in their land.

⇒ Chiang Kai shek gained military autocracy in China and gave opportunity for American and other foreign powers to freely interfere in China.

We can critically examine that the right to free movement and free interference in China was allowed during that period, but they tried to suppress Communists.

Communist seized the land from lords and given the back to farmers. Here we can observe the right to own land, right for equality and freedom.

UNIT 02 : WORLD IN THE TWENTIETH CENTURY

⇒ Capitalism to Imperialism : Imperialism replaced the judicial system of colonies and economic system of colonies were destroyed. It is noted that the people denied justice and freedom to do their favourite jobs.

⇒ During First World War alliances were formed in countries. Triple alliance and Triple entente were formed.

This shows the freedom to form groups.

But there is a critical fact that Russia united slave people from various regions including Serbia, Bulgaria, Greece etc. Even though there was freedom to form groups, their freedom to live freely was exploited.

⇒ After the war, several liberation movements strengthened. The freedom to form groups was increased, but unemployment and poverty increased, denying the rights for the poor, but the rich enjoyed all benefits. Justice was also denied for the poor.

⇒ Mussolini resorted to fascist measures, his strategy was violence and ferocity.

Here we can critically find the denial of justice, freedom, and shelter.

Those opposing fascists were executed and socialist leaders were seen as enemies of the nation. This proves the denial of freedom and justice.

⇒ Hitler denied all political parties except the Nazi Party. Trade unions were banned. They humiliated the Germans.

Here we can notice the denial of political freedom and freedom to form groups. People were denied justice and liberty.

⇒ During Second World War atomic bombs were dropped in Hiroshima and Nagasaki.

This incident is really a massacre killing lakhs of people and denying their right to live.

Freedom movements were intensified in Asia and Africa showing

- the urge for justice and liberty in various parts of world
- ⇒ The set up of UN for maintaining peace was noted as a movement for liberty and justice as well as freedom.
 - ⇒ Decolonization process was done post second world war and colonies under control were set free. Here we can find the freedom of from suppression, by the colonial movements from various countries.
 - ⇒ Zionism → An international movement for establishment of a homeland for the Jews. This shows the people's fight for freedom for their land, liberty for existence and justice to live in their homeland.
 - ⇒ Neo Imperialism questioned the capitalist countries in form of multinational companies entering in the socio-economic & cultural sectors of capitalist countries. We can critically find an interference in to the freedom of administration and liberty of a country by another.

UNIT 03 : PUBLIC ADMINISTRATION

- ⇒ Bureaucracy was emerged as to provide welfare for public. Here the decisions were taken by government, and implemented by administrative officials. If any of the people lose their control, justice may be denied to the people.
- ⇒ E-governance provided the people with more freedom to access the files by themselves. It provided equal opportunities for all the citizens to access a common platform.
- ⇒ RTI was a leap in case of justice. Every common man can access to details related to public sector.

Here we can notice justice, freedom to know and information and equality of citizens before the constitution.

⇒ Lokpal and Lokayukta provide the citizens with freedom of expression, equality and justice to prevent corruption at various levels of administration.

UNIT 04 BRITISH EXPLOITATION AND RESISTANCE

⇒ During British reign, land was denied for farmers and imposed more of tax on them. Here we can critically examine injustice, inequality and denial of freedom of land to real owners.

The farmers were forced to produce crops only the British wanted to produce. This hindered the freedom of the farmers. Indigo revolt also shows denial of freedom of farmers.

⇒ Mappilla Rebellion occurred as part of denial of land to the landowners.
⊙ Right to freedom, Right for occupation, Right for equality and justice were denied here by British and also to lords in Kerala (under British control).

⇒ Kurichya Revolt also shows the denial of freedom to Kurumba tribes of Weyanad. Right to live and cultivate in their land was suppressed by British. Injustice is clearly visible here. The people were in urge for liberty.

⇒ Traditional industries were declined when British started new things. The freedom for occupation was denied.

For Indian people and they have to fight for injustice
⇒ Modern Industries by the British authorities created poor working hours, mere wages and unhealthy accommodation for workers there.

Here we can critically find the fact that they faced injustice in ^{getting} equal wages like British employees, lack of freedom in hours, ^{and} inequality for women and men.

⇒ First war of Independence, 1857 → Poor salary and a by the British were the major reasons for war of independence.

Here we can find inequality and injustice in providing wages for genuine work.

⇒ Hindu-Muslim unity was the main highlight and strength for war against British. Here we can notice fraternity equality in religion and humanitarian considerations.

⇒ Economic exploitation of the British created anti British among different sections of people of Indians. Here we can notice denial of freedom in using own resources of the Indians were by the British and injustice in distribution of the resources.

⇒ Swadeshi movement was the new method of Indians in resisting themselves from using British goods. Here we can see a fraternity among Indians for by creating a unity and demand for equality. Women and men equal participation in these movement is also a point to be noted.

UNIT 05 : CULTURE AND NATIONALISM

⇒ Social Reformers were emerged in India like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Pandita Ram

Here we can critically examine that they fought for equality of gender, for rights of women (with reference to practice of 'Sati'), right for women in property, right for education for women, right for expression for women were also raised (Hindu widow Remarriage act was an act of this movement by social reformers)

⇒ Newspapers became a medium to express opinions. Right to freedom of expression and justice was visible here. The implementation of Vernacular press act that curbed freedom of language press shows justice in providing freedom of expression.

⇒ Educational institutions were ~~seen~~ a new emergence in India during that time. The Deccan Education Society, Women University in Maharashtra, Viswa Bharati University etc shows the right for education, unity and equality for both men and women.

⇒ Literature works became a tool ^{for} ~~against~~ fighting against British rule. This shows right for expression and equality. Both women and men established as writers. Here we can examine lot for life.

⇒ Patriotism through arts were also experimented in this period. Paintings by Abanindranath Tagore, Amrita Sher-Gil showed sufferings of Indian villages, Dark sides of 'Sati' etc. Freedom of expression through paintings and fight for justice can be examined here.

UNIT 06 : STRUGGLE AND FREEDOM

- ⇒ Mahatma Gandhi's fights for freeing Indians from British Rule was notable.
'Plague Bonus' was denied to cotton mill workers in Ahmedabad. Here we can find denial of justice by giving inadequate salary. The authorities finally agreed to give bonus as a result of fights by Gandhiji.
- ⇒ Justice was denied to the farmers of Kheda where they had to pay high tax for land. Denial of justice and freedom were visible here.
- ⇒ The British passed Rowlatt Act ~~for~~ limiting the Civil Rights. This was clearly examined as injustice and right against freedom was denied. Any person was arrested according to this rule. This was the denial of freedom of movement.
- ⇒ Quit India movement was against price hike and Jains. People didn't pay tax and students boycotted education. This clearly shows people were denied sovereignty of their people in their own land. Their ~~expression~~ and opinions were suppressed.
- ⇒ Tebhaga struggle, Telangana struggle and Naval mutiny occurred as part of labour protests. Minimum wage were provided and taxes were high. Here we can find people's urge for justice in wages, right to freedom and freedom of to choose right occupation.

UNIT 07: INDIA AFTER INDEPENDENCE

- ⇒ Refugees were flowed to India from Pakistan and vice versa. Women were attacked and thousands killed. Critically, we can notice that right to live in a country was denied for people and women were suppressed. Injustice and Inequality is clearly visible.
- ⇒ Integration of princely states was happened after independence. This shows the urge for fraternity and freedom for unity and liberty.
- ⇒ First general election was held in 1951-1952 in a democratic method. People's right to vote, right to choose favourite candidate and right for as a citizen was noted here.
- ⇒ Panchsheel principles signed between India and China for mutual respect in each other territorial integrity, non-aggression, equality and co-existence. Here it is evident of ~~for~~ fraternity measures taken by two countries.

UNIT 08: KERALA TOWARDS MODERNITY

- ⇒ Attungal Revolt happened when British established a military base at Anchuthengu. Natives killed almost about 15 English men in this revolt. This event shows the right of the people for their land. Their freedom of movement ~~and~~ was suppressed by the British.
- ⇒ British people collected heavy tax from people in Kerala. People were under different classes, especially upperclass enjoyed more freedom & lower classes suffered a lot. Critically examining this, ~~for~~ equality and freedom of land was denied here.

⇒ Vivekananda called Kerala as 'A Lamentable asylum'. Caste system was severe and it decided social status of people. Social evils and superstitions existed in every caste. Here we can find injustice, inequality and denial of freedom.

⇒ The Channar women of Southern Travancore fought for right to cover their upper body.

Women were suppressed and their right for equality was denied even after independence. Women's freedom of expression and movement were also restricted.

⇒ During that period, low people from lower castes were denied freedom to travel near Vaikom temple. Entry of all castes was prohibited in Bussuvayoor temple.

From this we can find the fact that freedom of religion and right to choose favourite religion was denied and justice was not provided equally.

⇒ In Travancore, people (almost ten thousand people) made political agitations for proper representation in government jobs. Muslim, Ezhava and Christian communities fought for reservation.

Here, religious inequality and injustice was noted.

⇒ Women participated in political agitations. Akkamma Cheriya, Annie Mascarene etc were some prominent among them. Women fought for their freedom, justice and equality.

UNIT 09: THE STATE AND POLITICAL SCIENCE

Equality, freedom, fraternity and justice in connection with people are negligible in this chapter.

UNIT 10 : CIVIC CONSCIOUSNESS

⇒ People's civic sense and social responsibility is the key factor in this chapter.

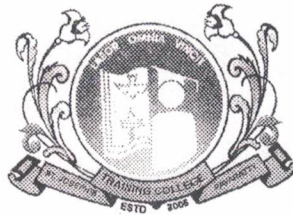
UNIT 11 : SOCIOLOGY? WHAT? WHY?

⇒ The need for sociology for right perspective towards society was mentioned here. Equality, Fraternity, Freedom are negligible in this chapter.

MAJ.

ST. JOSEPH'S TRAINING COLLEGE PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)
(Estd. 2005)



RECORD OF INITIATORY SCHOOL EXPERIENCE

Name : ALMA PAUL
Subject : ENGLISH
Reg.No : OVAWTEG1001

[Signature]
Certified that this is the bonafide record of

ALMA PAUL

Reg.No. OVAWTEG1001 for the year 2022 - 2024

[Signature]
FACULTY MEMBER

Date : 6/3/23



[Signature]
PRINCIPAL

Date : Dr. Anitha. K. D.
Principal
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30 January 1953

DAILY DIARY

31 January 2023
Day 1

Monday

30 January 2023

As part of initiatory school experience in B.Ed curriculum, I and Stimpfy reported at S.D.V.H.S.S, Peramangalam at 9.15 am. We reported at the office and met the H.M at 9.25 am and he allotted trainees room for us. We had school assembly at 9.45 am and after the assembly we marked our attendance on the behalf of H.M at 10 am. As it was Mahatma Gandhi's Martyr's day, the school had conducted a silent prayer at 11 am, paying respect to the Father of our nation. After that we met the English teachers of both H.S and U.P section and discussed about the portions to be taken and they allotted portions for us. We had our lunch interval at 12.45 pm to 1.45 pm. After lunch interval we had an observation class at 7B by Vinay Roy sir at 2.20 pm. From 3 pm to 4 pm we used for identifying the social and school climate. At 4 pm, National Anthem sung and the school dispersed.

Day 2

Tuesday

31 January 2023

At 9.15 am, we reported at school. We marked our attendance at 9.30 am on the behalf of H.M. At 9.45 am, school assembly was conducted by the U.P section of the school. At the assembly time, senior teacher Dinalakshmi was honoured for his valuable service in organising Scout and other clubs and reaching those clubs in great heights. At 10 am we consulted the subject teachers and scheduled time for the classes. At 11.30 am to 12.10 pm, I had a substitution class at 8+1 E and I took the poem 'My Grandmother's House' by Kamala Surayya. At 12.45 pm lunch break started which ended up at 1.45 pm. In the afternoon section, we met the teachers to enquire about the portions. From 3pm to 4pm, we prepared the tasks that is to be given to the students. At 4pm, national anthem was sung and the school dispersed.

1 February 2023

Day 3

Wednesday

We reached at the school at 9.15 am. We marked our attendance at 9.30 am and joined the school assembly at 9.45 am. We both had shared class in IXth C at 10 am. The class teacher of IXth C, Preetha miss introduced us to the class and we had our class from 10 am to 10.45 am on the poem 'A Prayer in the Spring' by Robert Frost. The first two stanzas were taken by me and I explained about the poem and asked about their previous knowledge about the chapter. Activity cards were distributed among the students and they did it well. After that simply took the next two stanzas. She explained the stanzas and did an activity related to the chapter. After the lunch interval we prepared for the tasks. We had an observation class of Vibina miss at V C. Then we applied our sociometry task at VIIIth B and collected those data. Students co-operated very well to the task. Sheets were collected from the

students and we analyzed the data collected at
3.15pm to 4pm. Sociogram was analysed and the
students were taken and categorised according to
the measures given in the sociogram. At 4pm,
National Anthem sung and the school dispersed.

3 February 2023

2 February 2023

Day 4

Thursday

We reached the school at 9.15 am. We reported at the office and marked our attendance at 9.30 am. School assembly was conducted at 9.45 am by high school section students. At 10 am, we met the teachers and enquired about the schedules of the day. We implemented our task of learning style at VIII B. After the lunch interval, we had an observation class at VIII B, by Krishnapriya miss on the topic 'The Merchant of Venice'. Then at 2.20 pm, we had an observation class of Remya miss on the topic 'My Grandmother's House' at VIII F. Then from 3.15 pm to 4 pm, I had an individual class on the poem 'Solitude' by Ella Wheeler Welcox at VIII E. The poem was taught and explained and the activities were given to the students. At 4 pm, National Anthem was sung and the school dispersed.

3 February 2023

Day 5

Friday

We reached the school at 9.15 am and reported at the office at 9.30 am. We marked our attendance and joined the assembly at 9.45 am. Then we enquired about the day's schedule and consulted those concerned teachers. At 11.30 am to 12.15 pm we had a shared class on the topic 'My Grandmother's House' by Kamala Surayya. The class was supervised and observed by Divina miss. The first stanza was taken by me and the activity was given to the students. Learning aids were used and students did the activities very well. After that I simply took the next stanza and follow up activity was given. After lunch interval we had an observation class of Preelia miss at IX C on grammar. Then we analyzed the observation classes from 2.20 pm to 3.15 pm. Then we saw the teachers and bid farewell to the students for their immense love, support and co-operation. At 4 pm, National Anthem sung and then we thanked school authorities including HM for their support.

REPORT ON SHARED PRACTICE

Report on Sharda Practice - 1

Name of the teacher (student teacher) : Alma Paul
Stimply Vincent

Name of the Subject : English

Unit :

Topic : A Prayer in the Spring

Class : IX C

Duration : 45 minutes

Date : 1-02-2023

We entered the class and established rapport. Students were actively present in the class and was ready for the session. The class teacher introduced us to the students and we were allotted with the poem 'A Prayer in the Spring' by Robert Frost. First two stanzas were taken by me. I asked them about the different seasons and characteristics of various seasons. Students actively responded to those questions. Then an activity was given to them to write down

points about Spring season. They got down their ideas about the season. After that some of the students were randomly called to read out their points about Spring season. They read their points and they were appreciated for their answers. Then I showed my points of spring season by showing table chart about Spring. One of the student was called to read out the chart. Then I introduced the chapter and wrote the title and author on the black board. Then the picture of Robert Frost was shown. Then they were asked to close the textbook and I read first two stanzas of the poem. Then, difficult words were asked to mark and the words was explained. Then they had silent reading and difficult words were marked and explained. After that loud reading was conducted and reinforcement was given to the students. The brief summary of the poem were given and rhyming schemes were discussed. One of the students were asked to consolidate the stanza and then simply came and continued the rest part of the poem. She also asked the students to

read the rest part of the portions silently and mark those difficult words. She explained the words using pictures. Then she explained those lines and also asked the students to interpret the meaning. She also discussed about the poetic devices in those stanzas. Then one of the student was called upon to consolidate the class. Then the class muddled up and students thanked her for the class.

The entered the class and established rapport the class was observed by drama miss. I started my introduction session by asking them about their thoughts about their grandmother. Then students shared their memories about grandmother. Then one of the student was called upon to read her imaginative grandmother's house. She drew a picture on the board and reinforcement was given to her. Then I showed my version of house and students looked at it. Then I introduced the chapter and wrote the title and the outline on the blackboard.

Report on Shared Practice - 2

Name of the student teacher :- Alma Paul, Simply Vincen

Name of the subject :- English

Unit :- Share and Care

Topic :- My Grandmother's House

Class :- VIII F

Duration :- 45 minutes

Date :- 3/02/23

We entered the class and established rapport.

The class was observed by Diana miss. I started my introduction session by asking them about their thoughts about their grandmother. Few students shared their memories about grandmother. Then one of the student was called upon to draw her imaginative grandmother's house. She drew a picture on the board and reinforcement was given to her. Then I showed my version of house and students looked at it. Then, I introduced the chapter and wrote the title and the author on the blackboard.

Then, I checked their previous knowledge on Kamala Swamy and her works. Then, the profile chart was introduced to them and one of the student read it aloud. Then, they were asked to close their book and I read the chapter aloud to them. Then they were asked to read the chapter silently and mark those difficult words in the poem. Then the difficult words were explained through pictures. Then the students were asked to interpret the lines but they were not able to completely do it. Then the lines were explained and loud reading was done among the students. Then, the poetic devices in the lines were discussed and one of the student was asked to consolidate the class. After that, she continued the session and asked to read the text and new words were explained and pictures were shown. She also gave an activity to the students to identify auditory and visual aids from the poem. Students participated actively and did the activity very well. Then the poem was explained well and poetic

devices were discussed interactively. Follow up activity was given and this class was consolidated by a student

REPORT ON
INDIVIDUAL PRACTICE

Report on Individual Practice

Name of the student teacher : Alma Paul

Name of the subject : English

Unit : Share and Care

Topic : Solitude

Class : VIII F

Duration : 45 minutes

Date : 2/02/23

The class allotted for me for individual teaching practice was VIII F. So, I entered the class and established rapport. Then I asked some questions about human emotions and what are those emotions. Then I had asked about whom would they like to be with when they are sad or happy. Then they had mixed answers. Then I introduced the poem 'Solitude' by Ella Wheeler Welcox. The title and the name of the author was written on the board. And then, the picture of the author was shown. Then they were asked to close the text

and I read the chapters aloud. Then the profile of the author was read and then rest of the stanzas were read. Then they were asked to open their textbook and read the chapter silently and mark the difficult words. Difficult words marked were asked to read aloud benchwise and meanings were explained. Then the chapter was explained interactively mixing up of my and student's ideas. Stanzas was explained through this method. After explaining they were asked to read the chapter loudly and so I randomly called few students to read the chapter. The theme of the poem, poetic devices were also explained. Then the students were called upon to summarize the stanzas and they were given proper reinforcement. Then after all, a follow up activity to write about their fondest moment was given and class ended up. Then the students thanked the author and the name of the author was written on the board. And then, the picture of the author was shown. Then they were asked to close the text

Name: _____
Date: _____
Location: _____
Observer: _____

OBSERVATION REPORTS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Observation Report - 1

Name of the teacher : Vinay Raj

Name of the Subject : English

Topic : Moments of humour

Class : VII B

Duration : 45 minutes

Date : 30/1/23

Teacher entered the class and established the rapport. He then asked some questions to the students which help them to channelize to the chapters. He then introduced the unit by asking the students to read out a small story that lead them to the chapter. Then, he introduced the name of the chapter and the unit. The story before the unit reveals how humour sense can be applied in reality that is in real life. After introducing the unit, students were asked to read the story before the starting of the unit and discuss among

benchmark. Teacher gave proper instructions and students involved in the activity. Class was audible for the students and used appropriate speed in his language. Teacher asked questions according to benchmark and students answered to the questions.

He then asked them to build up the story. There was a proper structure and continuity in the questions were well distributed. Teacher appreciated and encouraged the students and gave enough motivation to the students. Teacher paid attention to the students answers and helped them to answer. This results in increased pupil participation. Teacher was also confident about the chapter he deals with and was prepared for the class. At the end of the class, teacher gave follow up activity to read the chapter.

Observation Report - 2

Name of the teacher :- Vibina

Name of the subject :- English

Topic :- The Snake and Mongoose

Class :- VC

Duration :- 45 minutes

Date :- 1/02/23

Teacher entered the class and established rapport. Then she asked few questions about animals which can be seen in zoo. Then the teacher asked the student to imitate the sound of various animals. Then the teacher introduced the chapter 'The Snake and Mongoose' which is about a snake and mongoose. Teacher then asked the students to read the chapter and to mark difficult words. Teacher had a good time management quality and followed appropriate speed and very good pronunciation.

Teacher then asked the students to read the chapter and mark those difficult words. Teacher then used blackboard to write those meanings. Then loud reading was conducted by the teacher and few students were randomly selected for reading. Then the students were asked to briefly explain the lines of the story and students participated in the activities very actively. Teacher completed the first two paragraphs of the chapter.

Teacher was very friendly and pleasing to the students. This created enthusiasm among the students. After the session, students thanked the teacher.

Observation Report - 3

Name of the teacher :- Krishnapriya

Name of the subject :- English

Topic :- The Merchant of Venice

Class :- VIII F

Duration :- 45 minutes

Date :- 2/02/23

Teacher entered the class and established rapport. Then she asked few questions on Shakespeare and his plays. As the chapter was asked to be read earlier, the teacher asked few questions on the characters of 'The Merchant of Venice' and the students answered to those questions. Teacher gave an activity to read the chapter silently and mark the difficult words and asked the students to pick out the new words from the chapter.

New words were then explained and students were asked to say out the meaning of those words. Teacher then asked one of the

students to read the chapter aloud. Then another student was called upon to briefly explain the summary of the paragraph. Questions were also answered by the students and teacher gave enough time for them to answer.

Teacher appreciated the students for their answers and gave proper reinforcement to them. Teacher then gave them follow up activity to write the character sketch of each character in the chapter. Teacher was confident in her teaching and was prepared for the class. Then one of the students concluded the day's portions and their class minded up.

Character of 'the Merchant of Venice' and the student answered to their question. Teacher gave an account to read the chapter silently and write the difficult words and asked the students to pick out the new words from the chapter. Then words were then explained and students were asked to say out the meaning of these words. Teacher then asked one of the

Observation Report - 4

Name of the teacher : Kemya

Name of the subject : English

Topic : My Grandmother's House

Class : VIII B

Duration : 45 minutes

Date : 2/02/23

Teacher entered the class and established rapport.

Teacher then asked the students to share their memories on their grandparents. Some of the students shared memories of their grandparents. Then the teacher introduced the author Kamala Surayya and asked about her works and the teacher gave information about the author.

After introducing the chapter, the teacher read the chapter loudly and asked the students to mark out the difficult words. Then the students had silent reading of the chapter.

and difficult words were explained. Then teacher asked the teacher students to interpret the lines of the poem. Then some of the students were randomly selected by the teacher and some of the students explained those lines.

Teacher then discussed poetic devices in the poem and gave examples to them. Teacher encourages pupil participation and maintained discipline in the class. Teacher had a good knowledge on the topic and was very confident about her class.

She gave a follow up activity of write a appreciation of the poem. All students thanked teacher

After understanding the chapter, the teacher read the chapter loudly and asked the students to mark out the difficult words. Then the students had silent reading of the chapter.

Observation Report - 5

Name of the teacher :- Preetha

Subject :- English

Topic :- Reported and Direct Speech

Class :- IX C

Duration :- 45 minutes

Date :- 3/02/23

Teacher entered the class and established rapport. Then she asked several questions to check the basic idea on the grammar. She then introduced the notion by giving examples from the real life situations and also from the classroom. First of all, she introduced the ideas that is known to the students. Example to the rule system helped the students to understand the topic very clearly.

Teacher gave the student the activity to fill certain grammatical solutions on the blackboard. Teacher also gave proper instruction to

the students which helped them to listen to the class clearly. Teacher was blunt in her language and had appropriate speed in it.

Then the teacher uses blackboard to explain the grammatical forms of reported speech and direct speech. Teacher praised the correct answers and paid attention to the students. Teacher discouraged mass answers. Teacher gave follow up activity to find out more examples from reported speech and direct speech.

REPORT ON SOCIAL CLIMATE

Report On Social Climate

Social climate is a fundamental part of each and every school. Climate of a school determines the functioning of a school. It is not an independent one. It is the combination of many factors. As part of initiatory practice, we got exposed to the school climate of Sri Durga Vilasam Higher Secondary School, Peramaugalam.

Sri Durga Vilasam Higher secondary school is situated in Peramaugalam, Thiruvallur. The school was started at 1929, with a few division of classes consisting of few students. But as the years passed, it grossed up to nearly 3000 students. Babu P.R is the current H.M of the school. The school has executive committee which include H.M, school manager, PTA President, Vice President, Secretary, Joint Secretary and teacher representative.

The H.M and the committee shares a close bond and works for the upliftment of the student.

The H.M participates in the school assembly and give instructions to the students regarding the academics and everything related to the school.

The teachers and the H.M also used to conduct staff meeting in order to analyze the portions that is covered and other activities of students.

The teacher and H.M along with the parents also shows keen interest in the development of students in their academic and non-academic activities.

Sports and other co-curricular activities are also encouraged.

REPORT ON LEARNING FACILITIES

Report On Learning Facilities

Learning facilities in a school is very important aspect that determines the capacity of school to the development of a child. Sree Durga Vilasam Higher secondary School provides a lot of facilities for the students. It provides more developmental plans year by year which really helps the students in their development in academics and non-academics.

School has a library for the students and staff members. There are nearly 6000 books in the library. School also has computer lab, physics, chemistry and biology lab. School also provides Computer Aided Learning (CAL) which makes the teaching and learning process enjoyable and meaningful. With the advancement of technology this type of learning is highly effective for the students to learn.

School also have NCC, Scout and Guide. The NCC unit begun to function in school from 1967 and is going on well. Regular coaching is given for them. School conducts yoga classes for U.P and H.S students for two days in a week. School ensures the transport of students. School has arranged 6 buses and nearly 500 students make use of it.

VIII · E TIME TABLE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10.00 - 10.40	Maths	Maths	Maths	Maths	Maths
10.40 - 11.15	Physics	Biology	Chemistry	Malayalam	Biology
11.25 - 11.55	Social	Hindi	Social	Chemistry	English
11.55 - 12.35	Chemistry	Social	Biology	English	Chemistry
1.35 - 2.10	Hindi	English	Hindi	Physics	Social
2.10 - 2.50	English	Physics	English	Hindi	Hindi
3.00 - 3.40	Chemistry	Malayalam	W·E	P·T	Malayalam

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ST. JOSEPH'S TRAINING COLLEGE PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)
(Estd. 2005)



RECORD OF MICRO-TEACHING

Name : ALMA PAUL

Subject : ENGLISH

Reg.No : OVAWTEG1001

[Signature]
Certified that this is the bonafide record of

ALMA PAUL

Reg.No. OVAWTEG1001for the year 2022 - 2024

[Signature]
FACULTY MEMBER

Date : 4/1/2023



PRINCIPAL

[Signature]
Date : 4/01/2023
Dr. Anitha. K. D.
Principal

St. Joseph's Training College
Pavaratty-680 201, Thriassur

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MICRO TEACHING LESSON PLAN - I

Name of the student teacher	Alma Paul
Name of the institution	St. Joseph's Training College, Panaratty
Subject	English
Unit	3, Seeds and Deeds
Topic	Rosa Parks Sat still
Date	5-12-2022
Duration	5 to 10 minutes
Teaching Skill	Skill of Introduction
Components	Use of previous knowledge Use of appropriate device Creating interest Arousing motivation Continuity Relevance Pupil involvement



Teacher Activity	Pupil Activity	Components
<p>The student teacher enters the class and wishes 'Good Morning'.</p>	<p>Students wishes back and settles down</p>	
<p>Do you all like to read books?</p>	<p>Yes miss</p>	<p>Arousing interest</p>
<p>Then, what kind of books do you love to read?</p>	<p>Fiction, Mystery, Folk tales, Fantasy</p>	<p>Arousing motivation</p>
<p>Do you all like to read biographies?</p>	<p>Yes miss</p>	<p>Reading interest</p>
<p>Have you ever read any biographies?</p>	<p>Yes miss</p>	<p>Arousing motivation</p>
<p>So, can you list any biographies that you have read earlier?</p>	<p>Young Mandela, Einstein: The Life and Times</p>	<p>Use of previous knowledge</p>
<p>Yes, Very Good. Those are the biographies</p>		
<p>Why do you all like to read biographies?</p>	<p>It is because life of certain personalities inspires us a lot.</p>	<p>Use of previous knowledge</p>

Good. Now, can you differentiate what is a biography and an autobiography?

A biography is an account of a person's life, written by someone else. An autobiography is an account of a person's life written by that person.

Relevance

Yes, that's right. Very good.

Now, can you list out any autobiographies that you have read already?

The Story of My Life - The Diary of a Young Girl

Use of previous knowledge.

OK, those are the autobiographies of Helen Keller and Anne Frank.

So have you ever read any biographies or autobiographies of any social activist or freedom fighter?

Yes miss. The Story of My Experiments with Truth

arousing motivation

Yes, it is the autobiography of Mahatma Gandhi, Father of our nation and a social reformer.

Do you know any American social reformers or activists?

No miss

Continuity

OK, then. Have you ever heard of Rosa Parks? Teacher shows the picture of Rosa Parks

Now, after viewing the picture, are you all familiar with this person?

Yes, she is an American activist who participated in Civil Rights Movement

So, today we are going to discuss the chapter 'Rosa Parks, Sat Still' which is an excerpt from Rosa Parks biography. Teacher writes the title and author on the blackboard. We'll discuss more about the chapter tomorrow. That's all. Thank you.

No miss

Yes miss, we have seen her in some photographs.

Thank you miss

Use of appropriate devices

Creating interest

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCTION

Name of the student teacher: Alma Paul

Subject :- English

Name of the supervisor :- Stimpfy

Topic :- Rosa Parks sat still

Teach / Reteach

:- Teach

Date :- 5-12-2022

Component Behaviour	Excellent	Very Good	Good	Average	Weak	Very Weak	Extremely Weak
Use of previous knowledge	✓						
Use of appropriate device		✓					
Creating interest	✓						
Arousing motivation		✓					
Continuity		✓					
Relevance	✓						
Pupil Involvement		✓					

Signature of supervisor :- *Stimpfy*

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCTION

Name of the student teacher :- Alma Paul

Subject :- English

Name of the supervisor :- Melina M.F

Topic :- Rosa Parks Sat Still

Teach/Reteach :- Teach

Date :- 5-12-2022

Component Behaviour	Excellent	Very Good	Good	Average	Weak	Very Weak	Extremely Weak
Use of previous knowledge	✓						
Use of appropriate device		✓					
Creating interest	✓						
Arousing Motivation		✓					
Continuity	✓						
Relevance	✓						
Pupil Involvement		✓					

~~Alma Paul~~

Signature of supervisor :- ~~Melina M.F~~

MICRO TEACHING LESSON PLAN-2

Name of the student teacher	Alma Paul
Name of the institution	St. Joseph's Training College, Panaratty
Subject	English
Unit	3, Seeds and Deeds
Topic	The Sower
Date	6-12-2022
Duration	5 to 10 minutes
Teaching Skill	Skill of Reinforcement
Components	Positive verbal Positive non-verbal Negative verbal Negative non-verbal Extra verbal

Teacher Activity	Pupil Activity	Components
<p>The student teacher enters the class and wishes 'good morning'.</p> <p>We have discussed the poem 'The Sower' and I think you all understood the poem. Now, tell me who has written this poem?</p> <p>Good</p> <p>What are the other details that you know about this poet?</p> <p>Very good. So you all know about the poet very well.</p> <p>Do you all like his writing style?</p> <p>Teacher smiles</p> <p>OK, then. Can you say how many stanzas are there in this poem?</p> <p>Very Good</p>	<p>Students wishes back and settles down.</p> <p>Victor Marie Hugo</p> <p>Hugo is a French poet, novelist.</p> <p>Yes miss</p> <p>Five</p>	<p></p> <p>Positive Verbal</p> <p>Positive Verbal</p> <p>Positive Verbal</p>

Then, how many lines are there in one stanza?

Please don't give any mass answering

Teacher points out a student and repeats the question

Good

Now, what is the rhyme scheme of this poem?

Yes, that's correct

Now, who is the main character in this poem?

Yes, that's right.

So, what quality of the farmer influenced or inspired you?

Very Good ✓

Mass answering

Four lines

ABAB

Farmer

Determination, hardwork, Perseverance

Negative Verbal

Positive Verbal

Positive Verbal

Positive Verbal

Positive Verbal

Then, what is the poem all about?
Teacher points out a student

Yes, that's right.

So, what message does the poet convey through this poem?

Very Good

How many of you got inspired after reading the poem?

Teacher smiles

I understood that you all have read the chapter very well.

So, we can move to the next chapter tomorrow. So that's all for today.
Thank you.

The poem is about a farmer, who sows the seeds, even though he had seen many had harvested.

Positive Verbal

One can achieve anything if he/she has a well determined mind and a readiness to do hardwork.

Positive Verbal

Students raise their hands.

Positive Verbal

Thank you miss

OBSERVATION SCHEDULE FOR THE SKILL OF REINFORCEMENT

Name of the student teacher : Alma Paul Subject : English
 Name of the Supervisor : Azya K.L Topic : The Lower
 Teach / Re-teach : Teach Date : 6-12-2022

Component Behaviour	Excellent	Very Good	Good	Average	Weak	Very Weak	Extremely Weak
Positive Verbal	✓						
Positive Non Verbal		✓					
Negative Verbal		✓					
Negative non Verbal		✓					
Extra verbal	✓						

Signature of Supervisor :

OBSERVATION SCHEDULE FOR THE SKILL OF REINFORCEMENT

Name of the student teacher :- Alma Paul Subject :- English
 Name of the Supervisor :- Sreeleelshmi A.V Topic :- The tower
 Teacher/ Re- teacher :- Teachi Date :- 6-12-2022

Component Behaviour	Excellent	Very Good	Good	Average	Weak	Very Weak	Extremely Weak
Positive Verbal	✓						
Positive Non-verbal		✓					
Negative Verbal			✓				
Negative non-Verbal		✓					
Extra Verbal	✓						

Alma Paul
 Signature of Supervisor :- *Sreeleelshmi A.V*

MICRO TEACHING LESSON PLAN - 3

Name of the student teacher	Alma Paul
Name of the institution	St. Joseph's Training College, Pamaratty
Subject	English
Unit	1, Hues and Views
Topic	Taj Mahal
Date	7-12-2022
Duration	5 to 10 minutes
Teaching Skill	Skill of stimulus variation
Components	Teacher Movement Teacher gesture Change in speech pattern Focusing Change in interaction Pausing Oral Visual Switching Pupil involvement

Teacher Activity	Pupil Activity	Components
<p>The student teacher enters the class and establishes rapport</p> <p>Do you know about seven wonders of the world?</p> <p>So, can you name any seven wonders of the world?</p> <p>Very Good. Teacher shows the picture of Taj Mahal</p> <p>Do you know this monument?</p> <p>Then, which is this monument?</p> <p>Good. Then, where is it situated?</p> <p>Yes, New has Taj Mahal received any world recognition?</p> <p>Yes it is. Then, Can you say who built the Taj Mahal?</p> <p>Teacher shows the picture of Shah Jahan</p>	<p>Students also wishes the teacher and settles down</p> <p>Yes miss</p> <p>Taj Mahal, Great Wall of China</p> <p>Yes miss</p> <p>Taj Mahal</p> <p>Agra</p> <p>It is one of the seven wonders of the world.</p> <p>Shah Jahan</p>	<p>Oral Visual Switching</p> <p>Oral Visual</p>

To whom did Shakti Jalpan dedicated Joy Mahal?

Yes. Very good.

So, now we can study a poem about 'Joy Mahal' written by Rabindranath Tagore.

Teacher writes the title and poet on the black board.

I think you all know about Rabindranath Tagore. Can you say any details about the poet?

Teacher shows the picture of Rabindranath Tagore.

Have you read any works of Tagore?

Good. Now let's read the poem

'Joy Mahal' written by Tagore

You know, Emperor of India, Shakti Jalpan

That life, youth, wealth, renown

All float away down the stream of time

You're only dream

Mumtaz, his wife

Listening attentively

He is a poet, writer in Bengali literature and Nobel Prize winner.

Yes miss

Listening

Teacher movement

Focusing

Change in speech pattern

... to preserve forever your heart's
pain

Through these lines the poet addresses
Shah Jahan and says that whatever
Shah Jahan had made like wealth,
fame, revenue etc fades away. But his
only dream was to preserve his heart's
pain.

Now, what may be poet refers to 'heart's
pain'?

Very Good. So let's continue with the
poem

The harsh thunder of imperial power,
would fade into sleep, like a sunset's
crimson splendour. But it was your hope
that at least a single, eternally heard
sigh would stay, to grieve the sky.

So, here the poet says that like the
sunset, the imperial power also
diminishes. But he hoped that at least
a single sigh would stay to grieve the sky.

So I think you all understood the poem
well these lines. We'll discuss the
chapter tomorrow. That's all for the
day. Thank you

Teacher gesture

Memories of his beloved Mumtaz
Pausing

Change in
speech pattern

Teacher movement
and teacher gesture

Listening carefully

Listening attentively

Thank you miss

OBSERVATION SCHEDULE FOR THE SKILL OF STIMULUS VARIATION

Name of the student teacher : Alma Paul
 Name of the Supervisor : Swabhi C.P.
 Teach / Reteach : Teach

Subject : English
 Topic : Taj Mahal
 Date : 7-12-2022


Component Behaviour	Excellent	Very Good	Good	Average	Weak	Very Weak	Extremely Weak
Teacher movement	✓						
Teacher gesture		✓					
Change in speech pattern	✓						
Focusing		✓					
Change in interaction style		✓					
Pausing						✓	
Oral visual switching		✓					

Signature of Supervisor : 

OBSERVATION SCHEDULE FOR THE SKILL OF STIMULUS VARIATION


Name of the student teacher : Alma Paul
 Name of the supervisor : Pragana C
 Teach / Reteach : Teach
 Subject :- English
 Topic : Jay Mahal
 Date : 7-12-2022

Component Behaviour	Excellent	Very Good	Good	Average	Weak	Very Weak	Extremely Weak
Teacher Movement	✓						
Teacher Gesture		✓					
Change in speech patterns	✓						
Focusing		✓					
Change in interaction style			✓				
Pausing		✓					
Oral Visual Switching		✓					

Signature of supervisor : 

MICRO TEACHING LESSON PLAN - 4

Name of the student teacher	Alma Paul
Name of the institution	St. Joseph's Training College - Panaratty
Subject	English
Topic	From A Railway Carriage
Unit	2, Wings and Wheels
Date	12-12-2022
Duration	5 to 10 minutes
Teaching skill	Skill of questioning
Components	Structuring Relevance Question delivery Distribution of question Thought provoking



Teacher Activity	Pupil Activity	Components
<p>Teacher enters the class and establishes rapport</p> <p>So, we have discussed the chapter 'From a Railway Carriage' yesterday. So to refresh your memory let's go through the video of the poem</p> <p>So, how was the video about the poem? Does this video helped you to brush up your memory?</p> <p>Then, we can conduct a quiz based on this chapter. Are you all ready?</p> <p>So, first question is who wrote the poem 'From a Railway Carriage'?</p> <p>Teacher points out a student.</p> <p>Can you list some of the famous works of the author?</p> <p>Good.</p> <p>Now, what's poem 'From a Railway Carriage' all about?</p>	<p>Students also wishes the teacher and settle down.</p> <p>Yes miss</p> <p>Yes miss</p> <p>Robert Louis Stevenson</p> <p>Treasure Island, Kidnapped</p> <p>Poet's experience in travelling in the train</p>	<p>Structuring</p> <p>Question delivery</p> <p>Relevance</p>

Yes, that's right. So, does the train
move through a village or city?

Then, but how can you say that the
train is moving through village?

Very Good. What are the expression
used by the poet to show the speed
of the train?

Teacher points out other student and
repeats the question

Good. Now what was the child doing
in the train?

List out some words that describe
movement

What are the last ~~two~~ things that
is seen from railway carriage?

List out pair of rhyming words
from ~~the~~ poem

Village

Poet mentions about bridges,
ditches, houses, hedges, horses
and cattle

Faster than witches, Faster
than fairies

Faster than barriers, faster than
witches, fly as thick as driving
rain

Clambering and scrambling

Clamber, Lumping, Driving, Fly

Mill and the river

Witches - Ditches, scramble -
Bramble

Question delivery

Relevance

Distribution of
question

Distribution of
question

Question delivery

Thought provoking

Question delivery

Distribution of
question

Teacher rounds out a student and repeats the question

Very good.

Can you mention any poetic device used in the poem?

Yes, that's right.

So, you all have participated in this session so actively. So I really appreciate you all and I hope you all understood the chapter very well. We'll discuss next chapter tomorrow. Thank you all.

Witches - Ditches, Scramble - Bramble, Road - load, Eye - by

Simile, Alliteration

Thank you miss

Distribution of question

Question delivery

OBSERVATION SCHEDULE FOR THE SKILL OF FLUENCY IN QUESTIONING

Name of the student teacher : Alma Paul
 Name of the supervisor : Linta Wilson
 Teacher/Reacher : Teacher

Subject : English
 Topic : From a Railway Carriage
 Date : 12-12-2022

Component Behaviour	Excellent	Very Good	Good	Average	Weak	Very Weak	Extremely Weak
Structuring		✓					
Relevance		✓					
Question Delivery	✓						
Distribution of question	✓						
Audibility	✓						
Thought provoking			✓				

Signature of supervisor : Antonia

OBSERVATION SCHEDULE FOR THE SKILL OF FLUENCY IN QUESTIONING

Name of the student teacher : Alma Paul
 Name of the supervisor : Sujha K.S
 Teacher / Reach : Teach

Subject : English
 Topic : From a Railway carriage
 Date : 12-12-2022

Component Behaviour	Excellent	Very good	Good	Average	Weak	Very Weak	Extremely Weak
Structuring		✓					
Relevance		✓					
Question Delivery	✓						
Distribution of question		✓					
Audibility	✓						
Thought provoking		✓					

Alma Paul Signature of supervisor :- Sujha

MICRO TEACHING LESSON PLAN - 5

Name of the student teacher	Alma Paul
Name of the institution	St. Joseph's Training College, Panaratty
Subject	English
Unit	4, Flowers and Showers
Topic	Song of the flower
Date	12-12-2022
Duration	5 to 10 minutes
Teaching Skill	Skill of probing question
Components	Prompting Seeking further information Reoccurring Redirecting Increasing critical awareness

Teacher Activity	Pupil Activity	Components
<p>The student teacher enters the class and establishes rapport</p> <p>So, I think you are familiar with the chapter 'Song of the Blower' and I hope you have read the poem.</p> <p>So, what is the title of the poem and what is it related to? Teacher writes the title on board.</p> <p>Now, let's watch a video of the poem 'Song of the Blower' to brush up your memory. Watch it carefully.</p> <p>After watching the video, can you say who has written the poem?</p> <p>Can anyone say any other details about the poet?</p> <p>Very good.</p>	<p>Students also wish the same and settle down.</p> <p>Yes miss</p> <p>Song of the blower, It is related to nature</p> <p>Khalil Gibran</p> <p>He is a Lebanese poet, writer</p>	<p>Seeking Swahili information</p>

Now, tell me, who is the speaker in the poem?

So, what do the expression 'blue tent' and 'green carpet' refer to?

Now, how are the seasons related to the life of the flower?

There are four seasons, how are they related to the life of the flower? Teacher points out a student

Teacher repeats the same question and points out another student

What is described as 'the eye of the day'?

Good.

How does the flower become a part of joy and sorrow?

Flower

'Blue tent' refers to sky and green carpet refers to earth full of vegetation.

Silence

Winter conceals it, Spring gives birth to it, summer rears it, autumn it pass

Winter conceals it, Spring gives birth to it, summer rears it, autumn it pass

Sun

The flower is used to make wreath on wedding and death

Redirecting

Refocusing

Seeking broader information

Yes, that's right.

What according to the slower, is the wisdom that man should learn?

Yes, but there is something more, like if there is a brighter side then, Teacher paints out a student

Now, what are the poetic devices used in the poem?

Yes Very good. So you all are aware of this chapter. Let's move to the next portion tomorrow. Thank you all.

Man should see the brighter side of life

Increasing awareness
critical

Man should see the brighter side of life and never brood over its dark side.

Prompting

Metaphor.

Thank you miss

OBSERVATION SCHEDULE FOR THE SKILL OF PROBING QUESTIONS

Name of the student teacher : Alma Paul Subject : English
 Name of the supervisor : Rosemal Raju Topic : Song of the Sower
 Teacher/Retracher : Teach Date : 12-12-2022


Component Behaviour	Excellent	Very Good	Good	Average	Weak	Very Weak	Extremely Weak
Prompting		✓					
Seeking further information	✓						
Refocusing	✓						
Redirection		✓					
Increasing critical awareness		✓					

Signature of supervisor : 

OBSERVATION SCHEDULE FOR THE SKILL OF PROBING QUESTIONS

Name of the student teacher :- Alma Paul Subject :- English
 Name of the supervisor :- Harivishwan A.S Topic :- Song of the Sower
 Teacher/Reteach :- Teach Date :- 12-12-2022

Component Behaviour	Excellent	Very good	Good	Average	Weak	Very weak	Extremely weak
Prompting		✓					
Seeking further information	✓						
Refocusing	✓						
Redirection			✓				
Increasing critical awareness		✓					

Signature of Supervisor: 

LINK PRACTICE - LESSON PLAN - I

Name of the student teacher
Name of the institution

Alma Paul
St. Joseph's Training College, Panaratty

Subject

English

Unit

Topic

4, Flowers and Showers

Date

First Showers

Duration

14-12-2022

Skills used

10 - 15 minutes

Components

Skill of introduction, Skill of stimulus variation, Skill of reinforcement.

Skill of Introduction

Use of previous knowledge
Use of appropriate device
Creating interest
~~arousing motivation~~
Continuity
~~Relevance~~
Pupil Involvement

Skill of Stimulus Variation

Teacher movement
Teacher's gestures
Change in speech pattern
Change in interaction style
Focusing
Pausing
Oral Visual switching
Pupil involvement

Skill of Reinforcement

Positive Verbal
Positive non-verbal
Negative Verbal
Negative non-verbal
Extra-Verbal

Teacher Activity	Pupil Activity	Components
<p>The student teacher enters the class and establishes rapport</p>	<p>Students also wishes the teacher and settles down</p>	<p>Creating interest</p>
<p>Have you experienced rainfall?</p>	<p>Yes miss</p>	<p>Creating interest</p>
<p>Now, what are some activities that you would like to do when it rains?</p>	<p>Making paper boats, listening to music, eating food</p>	<p>Creating interest</p>
<p>Teacher smiles</p>	<p>Condensation, Precipitation</p>	<p>Use of previous knowledge</p>
<p>Then, do you know how a rain is formed?</p>	<p>Evaporation, Condensation, Precipitation</p>	<p>Use of appropriate device</p>
<p>So, you all are not completely aware of how rain is formed. So, let's watch a video of the formation of rain.</p>	<p>Evaporation, Condensation, Precipitation</p>	<p>Relevance</p>
<p>Now, after watching the video can you say how rain is formed</p>	<p>Happiness, Joy</p>	<p>Positive Verbal</p>
<p>Very Good</p>		
<p>So, what all emotions comes to your mind when it rains?</p>		

Yes, we'll be happy when we see the rainfall. So today, we are going to discuss a poem 'First shower' by Nalini sharma

Do you know who is Nalini sharma?

Teacher shows the picture of Nalini sharma and writes the title on black board.

Nalini sharma is a poet, novelist and short story writer

Now, let's read the poem 'First shower' by Nalini sharma

As I returned from my workplace
Cool drops kissed my parched face
Soon the first showers caught me
Unaware, and soaked me, soaking
my frayed nerves

So through these lines, poet explains that when she was returning from her workplace raindrops fell on her dried face. Suddenly the first rain showered upon her unexpectedly and she became com

Listening carefully

No miss

Listening

Listening attentively

Continuity

Use of appropriate device

Focusing

Teacher movement and change in speech pattern

Teacher gesture and Change in interaction

pletely wet and her weakened nerves
got great relief.

Is this stanza clear?

The weary lines did it promptly erase
Of daylong heat and fatigue from my
visage, Wet clothes cling to my body
like an infant, To it's mother's bosom,
unsteady my gait

This stanza explains that the rain
quickly removed the marks of tiredness
caused by day long heat and hard work
from her face and wet clothes were
holding to her body like a baby
clinging to it's mother's chest.

So let's continue

The dusty trees stood balled in an wet
and - Dressed in washed green look
magnificent, The scented earth resple
ndent in dampened glory; Sucked in
dust giving respite to travellers weary

So through this stanza, poet says that
the dusty trees were cleansed in the
rain that makes them more beautiful
and first shower made earth smell
nice

yes miss

Listening carefully

Listening

Listening carefully.

Change in speech
pattern

Teacher gesture
and teacher move
ment.

Change in speech
pattern

Is this stanza clear for all?

So let's move to the last stanza of the poem

To thank the Rain God I looked up in the sky, more drops drenched me on the sky, marveling at this wonderful gift of nature, I hurried home wading through the gurgling water

So in the last stanza, poet says that when she looked upon the sky to thank Rain God more raindrops fell on her and she happily went back to her home

Now, after reading this poem, what all thoughts come to your mind?

Yes, Very Good

The main theme of poem is nature's ability to heal.

So, I hope you understood the stanzas of the poem. We'll discuss the other details of the poem tomorrow. That's all for today. Thank you

yes miss

Listening carefully

Listening attentively

Rain as wonderful gift of nature

Thank you miss

Change in speech pattern

Change in interaction and Teacher gesture

Arousing motivation

Positive Verbal

LINK PRACTICE LESSON PLAN - 2

<p>Name of the student teacher Name of the institution Subject Unit Topic Date Duration Skills used Components</p>	<p>Alma Paul St. Joseph's Training College, Panaratty English 5, Share and Care My Grandmother's House 19-12-2022 10 to 15 minutes Skill of questioning and skill of probing questions</p>
--	---

Skill of questioning

Structuring
 Relevance
 Question delivery
 Distribution of question
 Thought ~~probing~~

Skill of probing questions

Prompting
 Seeking further information
 Refocusing
 Redirecting
 Increasing critical awareness

Teacher Activity	Pupil Activity	Components
<p>The student teacher enters the class and wishes 'Good Morning'. So, in the last class we have discussed the chapter 'My Grandmother's House'. I think you all have read the chapter well. Do you need to watch any video to brush up your memory? OK then, let's watch a video of the poem. Watch it carefully and I'll ask you the questions. Is that fine for you all? So, after viewing the video, can you say who wrote the poem 'My Grandmother's House'?</p>	<p>Students wishes the teacher and sits down. Yes miss Yes miss</p>	
<p>Good. Then, can you say some details about the author?. Teacher writes the title and author on the board. Very good. Is she a bilingual writer?</p>	<p>Kamala Swarayya Kamala Swarayya is an Indian poet and writer Yes miss</p>	<p>Structuring Question delivery Focusing</p>

Then, can you mention different names of her?

Do you all like her writing style?

Then, can you describe how her writing style is?

Very good. Kamala Swamy is a bilingual writer, a confessional poet and uses inimitable style of writing

Now, what are some of the other works of Kamala Swamy?

Very good. You all know about the poet very well

Now, can you say what is the poem 'My Grandmother's house' all about?

Good. That's right

Do, who is 'she' referring to the 'woman' in the poem?

Madhavikutty, Kamala Das

yes miss

she is a confessional poet and uses inimitable style

My story - The Old Playhouse

The poem has been written in the memory of poet's grandmother with whom she had spent her childhood

Grandmother

Seeking swathe info - imalton

Question delivery

Increasing critical awareness

Rebucusing

Seeking swathe info - imalton

Question delivery

Question delivery

OK, then why is the speaker so nostalgic about her grandmother's house?

Yes, poet is so nostalgic as her grandmother's house is filled with memories

Then, why was the speaker filled with a sense of pride while living in her grandmother's house?

Very good. Now what happened to the house after the death of grandmother?

Teacher points out a student and repeats the same question

Yes, Very good.

Poet is nostalgic about the house and the time she spent there because it is now full of memories of her grandmother for her.

It is because the poet was raised in her grandmother's home and it was filled with her childhood memories and that created sense of pride in her.

The house withdrew into silence and snake moved among the books.

The house withdrew into silence and snake moved among the books

Question delivery

Reoccurring

Question delivery

Distribution of question

Distribution of question

Now, what are the literary devices that is used in the poem?

Can you give any examples for simile?

Good, then any other?

Teacher points out other student and repeats the question

Yes, that's right. Good.

Now, can you give any example for metaphor?

Good. So what are the main theme discussed in the poem?

Very good.

So, we have completed the chapter and I understood that you all had read the chapter thoroughly. So, we will discuss next chapter tomorrow. Thank you all

Simile, Metaphor

My blood turned cold like the moon

My blood turned cold like the moon and lie behind my bed room door like a brooding dog

To peer through blind eyes of mudons

Reminiscence, desire and begging for love

Thank you miss

Question delivery

Distribution of question

Distribution of question and Reducing

Question delivery

Relevance

ST. JOSEPH'S TRAINING COLLEGE PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)
(Estd. 2005)



RECORD OF YOGA, HEALTH & PHYSICAL EDUCATION

Name : ALMA PAUL

Subject : ENGLISH

Reg.No : OVAWTEG1001


Certified that this is the bonafide record of

ALMA PAUL

Reg.No.....for the year 2022- 2024


FACULTY MEMBER

Date : 18/05/24


PRINCIPAL
Dr. DEEPA VARGHESE
Principal
Date
St. Joseph's Training College
Pavaratty - 680 507, Thrissur

INDEX

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1.	LESSON PLAN - 1	
2.	LESSON PLAN - 2	

LESSON PLAN - I

Name of the teacher : Alma Paul

Name of the school : S.D.V.H.S.S. Peramangalam

Subject : Physical Education

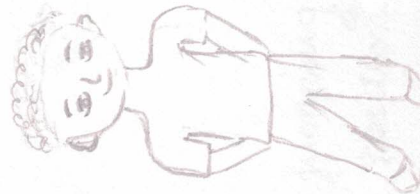
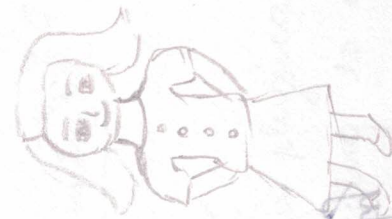
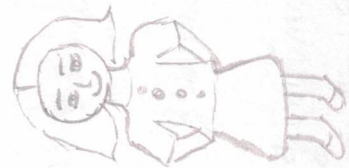
Class : VII

Time : 40 minutes

Equipments : Whistle and line powder

SUBJECT

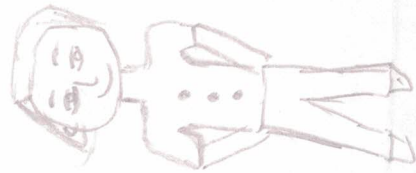
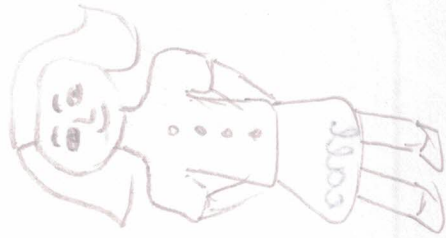
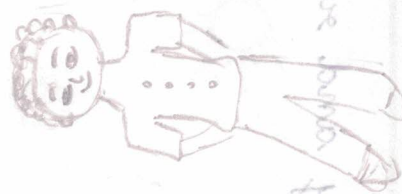
1. Assembly and roll call



METHOD

Teacher asks the students to face in a single line according to their height order, shortest at the left and tallest at the right. Attendance is taken. Students are permitted to sit outside and watch the class. Attendance is taken.

2. Warm up Activity



1. Warm up

2. Warm up

3. Warm up

4. Warm up

5. Warm up

6. Warm up

7. Warm up

General

- * Running on the spot
- * Running forward and backward
- * Arm rotation
- * Wrist rotation
- * Ankle rotation

Specific

- * Jump vertically
- * Bent forward and backward
- * Sit up

3) Formal Part (15 min)

Jumping jacks

Jumping jacks is a physical jumping exercise performed by jumping to a position with

1. Object

2. Position

* Jumps jacks to spread

group.

starts on the floor

in the air

to be done

* The teacher shows

how to do it

* Before starting

the teacher

shows the students

how to do it

Teacher shows how jumping jacks

is done. The teacher asks the

students to do the jumping

jacks. Teacher corrects the

mistakes in them. The jumping

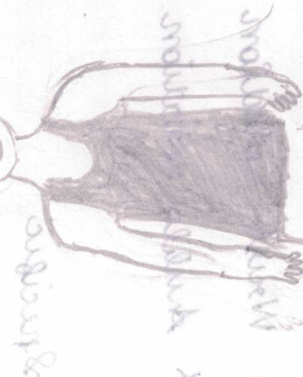
the legs spread wide and the hands going overhead, sometimes in a clap and then return to a position with the feet together and the arms at the sides.

Jumping jacks

* 8-10 min

Step 1:

* Stand with feet together



* Arms go up

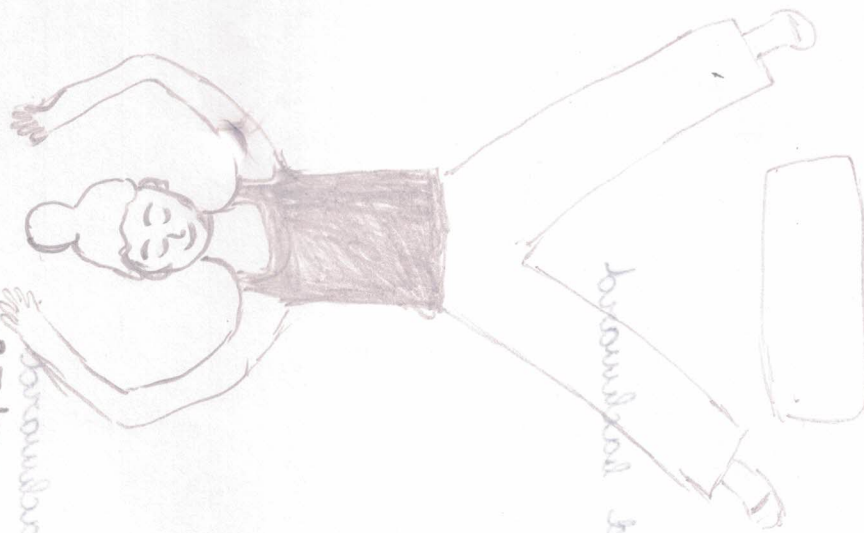
* Feet jump out

* Arms go down

* Feet jump in

Step 2:

* Arms go up



Each exercise are then 7 or 8 times. The following points are explained by the teacher.

Steps:

- * Stand upright with your legs together, arms at your sides.
- * Bend your knees slightly and jump into the air.
- * As you jump, spread your legs to be about shoulder-width apart. Stretch your arms out and over your head.
- * Jump back to starting position.
- * Repeat

4. Recreational Game (15 min)

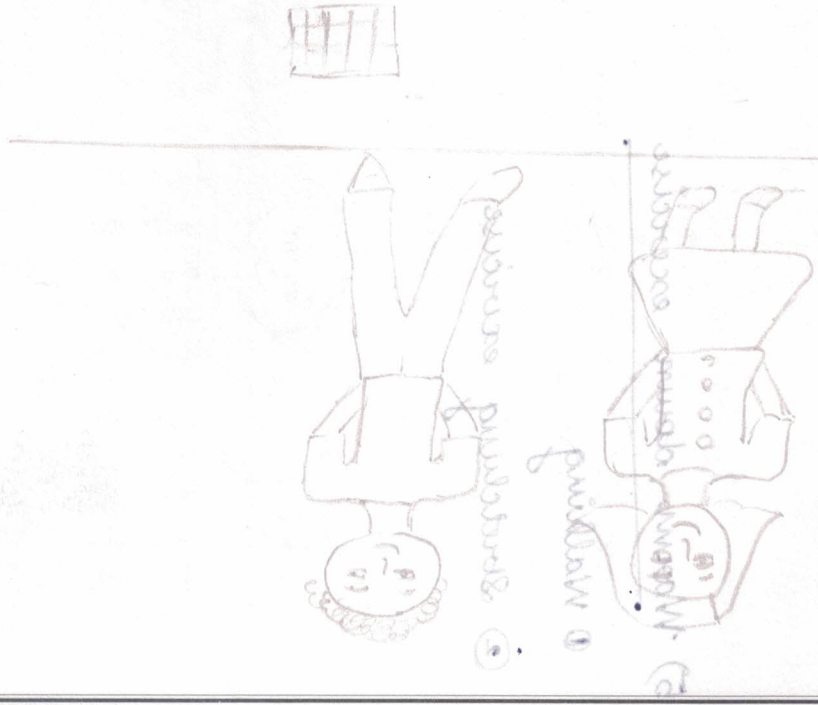
Picking the benches

Students try to pick the benches placed at the middle

Teacher divides the class into two groups. Number should be same in each group and two parallel lines are drawn 5 metres apart. A bench is placed in the middle of the line. Each student is given numbers like 1, 2, 3... etc. Then, the teacher explains the game.

Then, both groups are arranged in a line on both sides. Teacher then calls a number. For eg:-

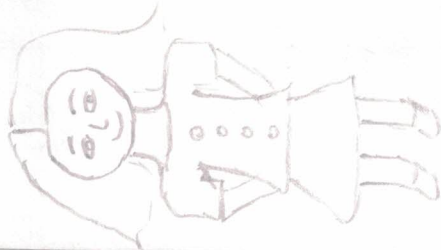
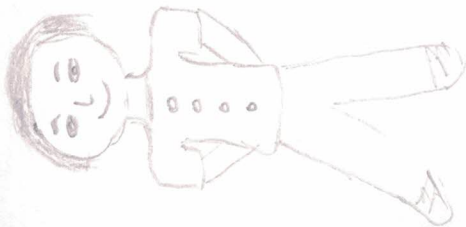
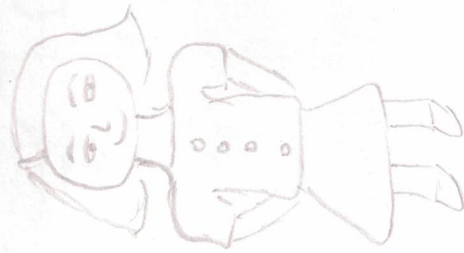
If teacher calls number 3 from both group should come to the centre to pick up the towel and those who pick up the towel first is declared as the winner.



The game continues in
that way.

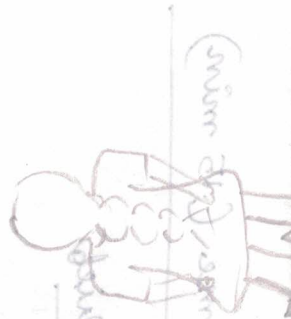
5) Warm down exercise

- ① Walking
- ② Stretching exercise



abhinav

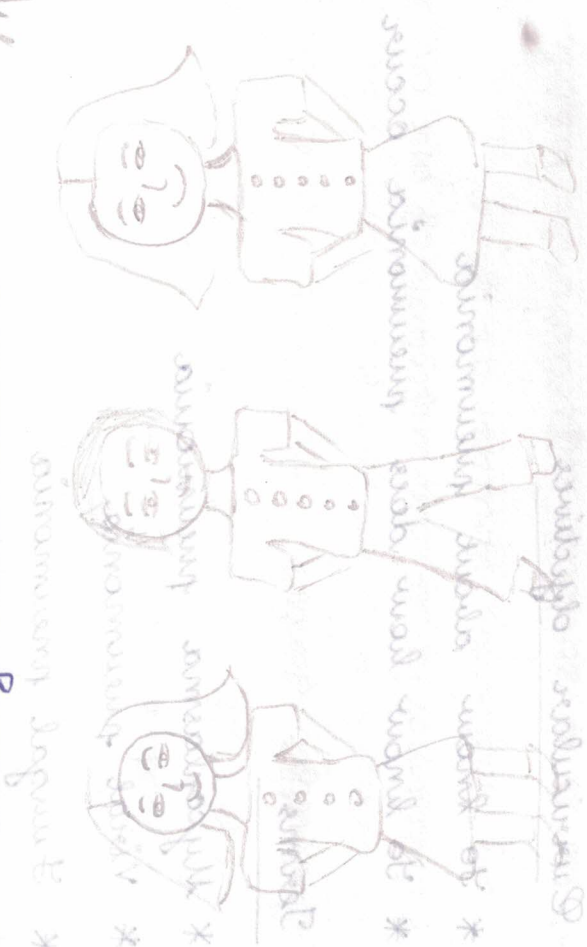
all the boys and girls are happy and playing at the school.



abhinav

4

6) Assembly and dismissed



Teacher asks the students to
 fall in a single line and
 make arranged position and
 teacher explains what to
 do, when the dismissed
 command is given, teacher
 gives the command.
 "Class . . . Dismiss". The
 students slaps

~~8/16/18~~

~~8/16/18~~

LESSON PLAN - 2

Name of the teacher : Alma Paul

Name of the school : S.D.V.H.S.S. Peramangalam

Subject : Health Education

Aim : To teach about pneumonia

Class : VII

Duration : 40 minutes

Strength :

Period :

Present :

Date :

Curricular objectives

- * To know about pneumonia
- * To know how does pneumonia occur

Terms

- * Mycoplasma pneumonia
- * Viral pneumonia
- * Fungal pneumonia
- * Bacterial pneumonia

emphasize on

"Cover" : Disease : TB

Does the community

community is aware of TB

to improve the awareness

through various means to

improve understanding of TB

both in or outside the school

through various means to

* Lobar pneumonia

* Bronchial pneumonia

* Hepaticization

Scientific facts

→ Pneumonia is an infection of one or both of the lungs caused by bacteria, viruses or fungi.

→ It is a serious infection in which the air sacs fill with pus and other liquid.

→ A cough that produces green, yellow or bloody mucus is the most common symptom of pneumonia.

→ Pneumonia has four distinct stages of infection; congestion, red hepaticization, grey hepaticization and resolution.

→ Pneumonia is mostly spread when people infected cough, sneeze or talk, sending respiratory droplets into the air.

→ Pneumonia can be most serious and even fatal.

→ Pneumonia can be very serious and can cause death.

Scientific Concept

→ There are millions of people in the world, who get affected with pneumonia every year.

LEARNING ACTIVITY

Introduction (5 min)

Pneumonia is an infection of the lungs that may be caused by bacteria, viruses or fungi. The infection causes the lungs air sacs to form become inflamed and fill up with fluid or pus. The symptoms of pneumonia can range from mild to severe and include cough, fever, chills and trouble breathing. Antibiotics and Penicillin are the main medications for the pneumonia. So let's discuss about pneumonia.

Activity - I (10 min)

RESPONSE

* Discuss pneumonia

The teacher decide the class into two groups and said each group to write about different types of pneumonia.

Conclusion (group 1)

- * Mycoplasma pneumonia
- * Bacterial pneumonia
- * Fungal pneumonia
- * Viral pneumonia
- * Lobar pneumonia
- * Bronchial pneumonia

Activity II (10 min)

Teacher asks the students to write down the symptoms of pneumonia.

Conclusion

- * Fever
- * Heavy sweating
- * Loss of appetite
- * Rapid breathing

- Viral pneumonia
- Bacterial pneumonia

- More more
- Not more more
- More more more
- Fever
- Headache
- Rapid pulse

- * Shaking chills
- * Rapid pulse
- * Cough that produces green, yellow or bloody mucus.
- * Headache.

Activity III

Teacher asks the students to write down the symptoms.

- Wash your hands
- Get vaccinated
- Wear mask

Conclusion

- Good hygiene (washing your hands often)
- Quitting smoking
- Keeping your immune system strong by getting regular
- * Physical activity
- Eating healthy foods
- Vaccines (Antibiotics)
- Adequate nutrition
- Eat more vitamin C boost foods.
- Wear a surgical mask.

Follow Up Activity

- * Write a short description about Pneumonia in your own words.
- * Find out the diagnosis and treatment of pneumonia

~~2/12/18~~

~~2/12/18~~

DIPHTHONGS

SEMINAR

Alma Paul
Roll No :- 201
O V A W T E G I O O I

DIPHTHONGS

Diphthongs are vowel sounds that begin as one sound and blend into another when they are articulated. They can be achieved through the use of two consecutive vowels, as well as one vowel that changes as it is pronounced. Diphthongs are also referred to as gliding vowels. This term relates to the way in which the vowel sound is articulated. With all speech sounds, including vowels and consonants, air flows through the vocal cords. Each sound requires different alteration and constriction of the vocal cords to articulate. These sounds are represented by symbols that we know of as letters.

When air flows through vocal cords, it is manipulated by the lips, teeth, tongue and the vocal cords themselves in order to produce the desired speech sound. A vowel becomes a diphthong when it starts as one speech sound and ends as another. The term gliding vowel is a reference to the way in which the airflow glides or moves from one vowel sound articulation to another. The word "diphthong" comes from the Greek and means "two voices" or "two sounds". In phonetics, a diphthong is a vowel in which there is a noticeable sound change within the same syllable. A single or simple vowel is known as a monophthong.

The process of moving from one vowel sound to another is called gliding, which is why another name for a diphthong is a gliding vowel but they are also known as compound vowels, complex vowels or moving vowels. The sound change that turns a single vowel into a diphthong is called diphthongization.

Eight Diphthongs

- * /aɪ/ - Creates a speech sound similar to "eye" and usually includes the letters /i/, /igh/, /y/.
Examples: my, cry, light, like
- * /əʊ/ - Creates a speech sound similar to "boat" and usually includes the letters /ow/, /oa/ and /o/.
Examples: tow, lean, though
- * /eɪ/ - Creates a speech sound similar to "great" and usually includes the letters /ey/, /ay/, /ai/ and /a/.
Examples: steak, pain, might, they, say
- * /aʊ/ - Creates a speech sound similar to "ow!" and usually includes the letters /ou/ and /ow/.
Example: town, bound, cow.
- * /ɪə/ - Creates a speech sound similar to "ear" and usually includes the letters /ee/, /ie/ and /ea/.
Examples: leer, ear, pier, year, here
- * /eə/ - Creates a speech sound similar to "air" and usually includes the letters /ai/, /a/ and /ea/.
Examples: hair, fair, bear

* /ɔɪ/ - Creates a speech sound similar to "boy" and usually includes the letters /oy/ and /oi/. Examples: oil, coy, soil

* /ʊə/ - Creates a speech sound similar to "sure" and usually includes the letters /oo/, /ou/, /u/ and /ue/. Examples: cure, sure, cur

Types of Diphthongs

* Falling diphthongs

They begin with higher pitch or volumes and end with lower pitch or volumes. These are also referred to as /əɪ/ diphthongs and are found in words that sound similar to "eye". Examples are "like", "by", "light".

* Rising diphthongs

These begin with vowel sounds of lower pitches or volumes and end with more prominent ones.

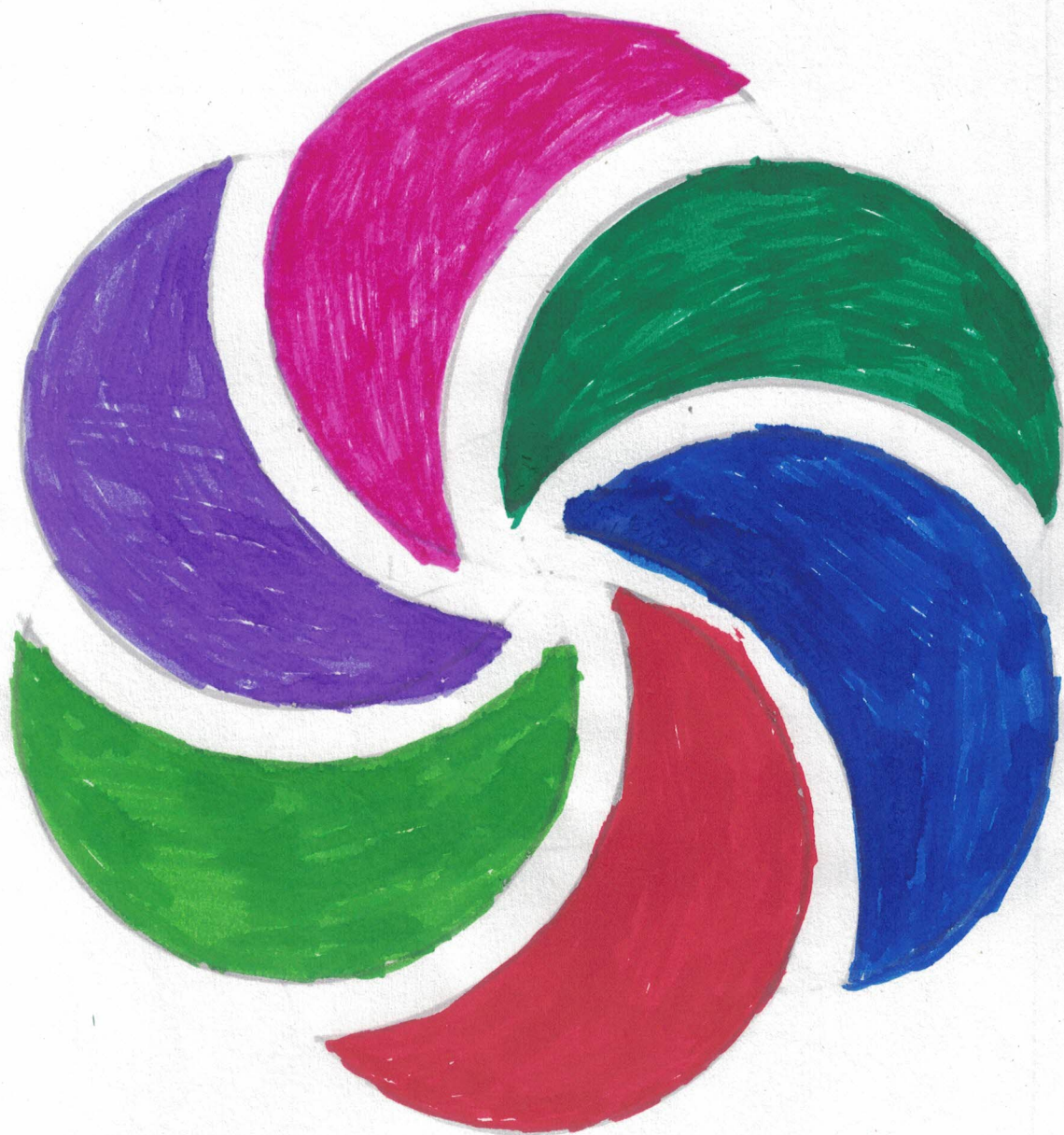
Eg. Easier, luckier

* Opening diphthong

→ similar characteristics to falling rising.

* Closing diphthongs

Similar characteristics to falling.



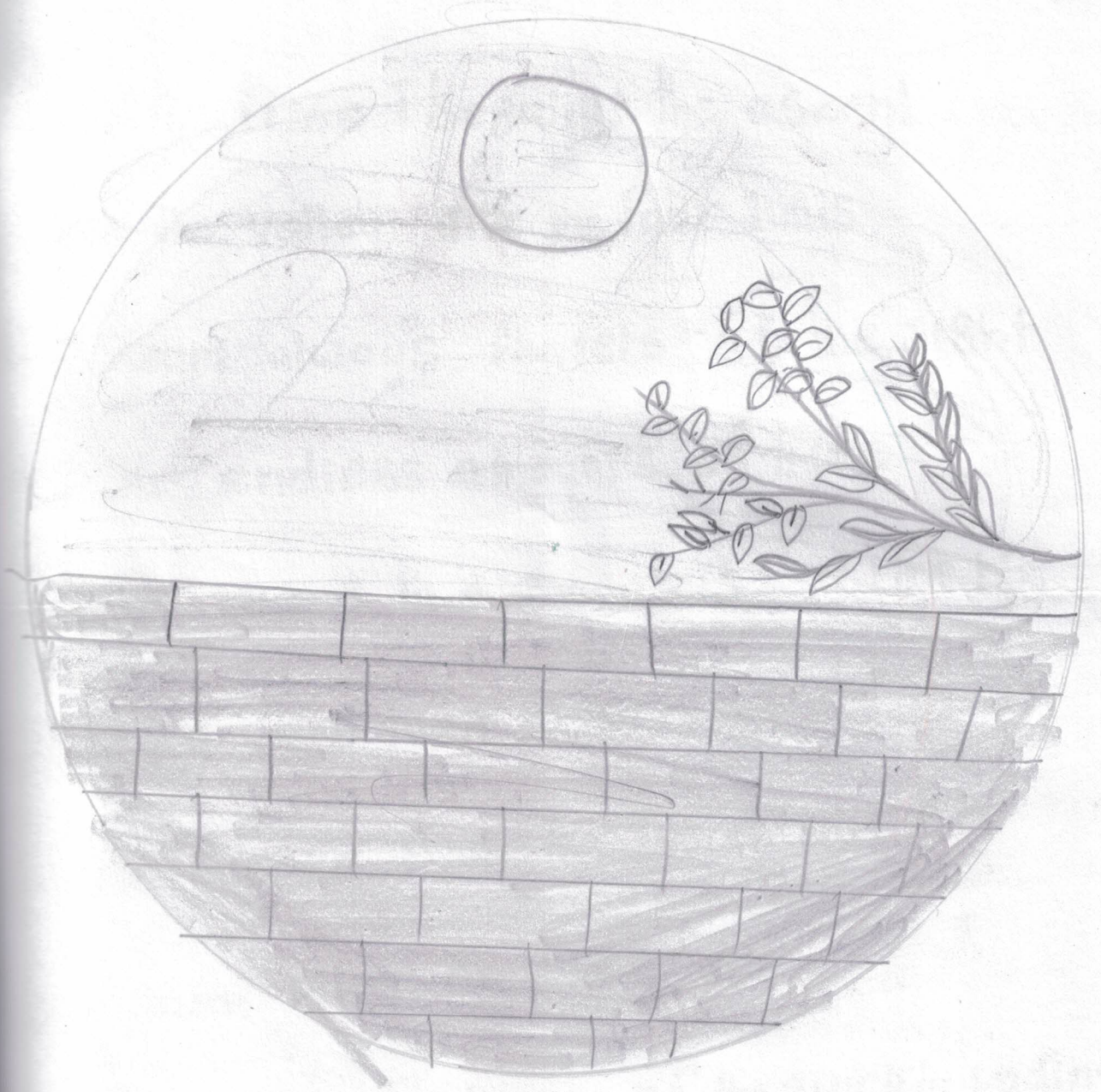
SPECTRUM







Sunitha



Bhadra Manikuttan

SB

The Land of the Trees

Each time I begin the ascent
From the valley into the foothills
My heart always flutters at the sight
Of the endless amount's of trees
Standing guard like enormous sentinels
Watching over their precious land
As the smoke from the wood stoves
and burn piles envelops me
I catch a fleeting glimpse of the quickly passing
as if roses behind the mountain

SUVIN PS
SUVIN



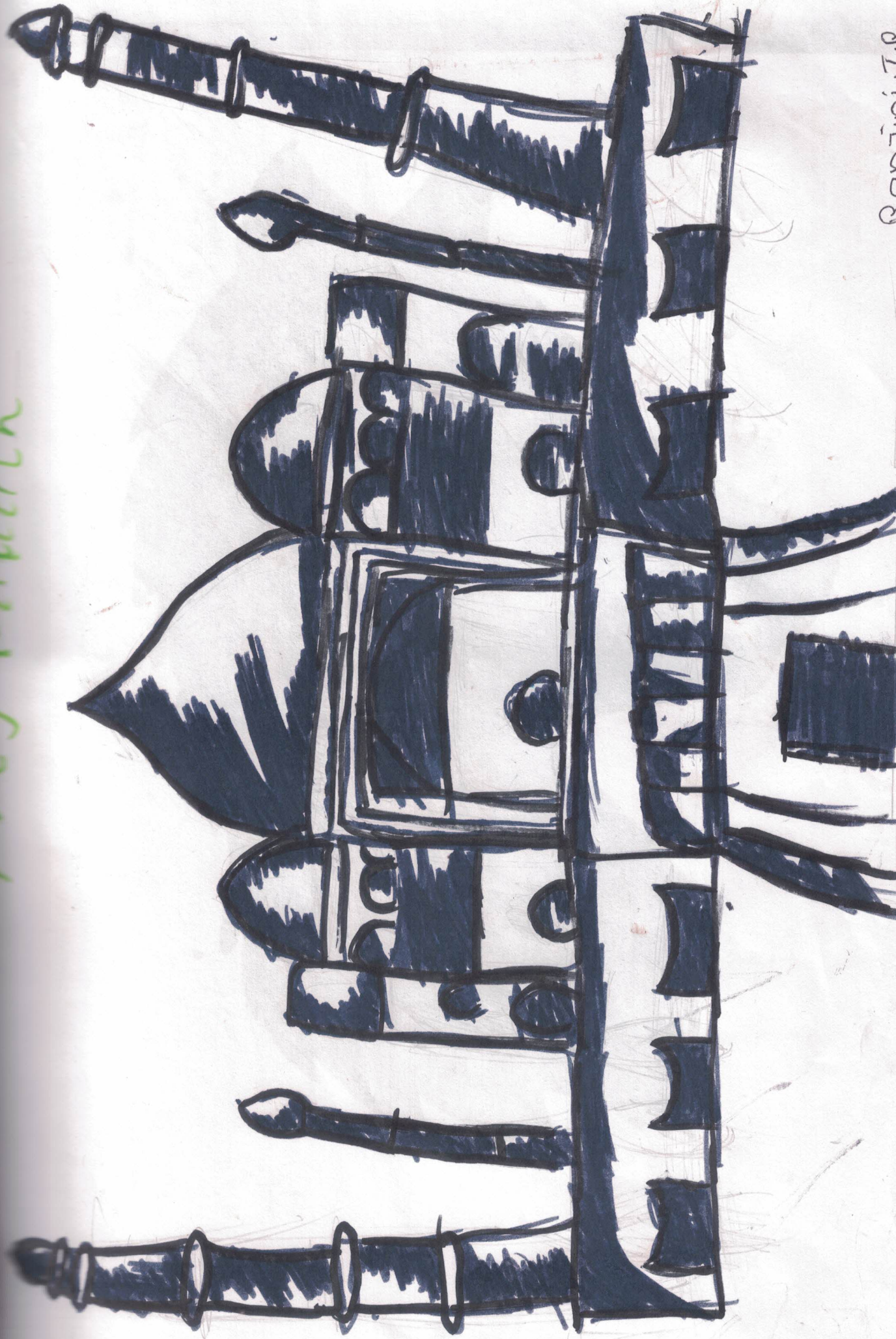
Aikholesw A.S

THE LION AND THE MOUSE

When a lion was resting in the jungle, a mouse began racing and down his body for amusement. The lion's sleep was interrupted, and he awoke enraged. The lion was going to eat the mouse when the mouse begged him to let him go. "I assure you, if you save me, I will be of immens help to you in the future". The lion laughed at the mouse's assurance and freed him. A group of hunters arrived in the forest one day and captured the lion. They had him tied to a tree. The lion began to roar as he struggled to get up out. Soon, the mouse passed by and spotted the lion in distress. He dashed off, biting on the ropes to free the lion, and the two hurried off into the woods.

Moral of story: Always be kind to one another

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Vertical text on the right edge of the page, possibly a page number or reference code.



COV-M-B



LOVE AND TIME

Once upon a time, there was an island where all the feelings lived: Happiness, sadness, knowledge, and all of the others, including Love. One day it was announced to the feelings that the island would sink, so all constructed boats and left. Except for Love. Love was the only one who stayed. Love wanted to hold out until the last possible moment. When the island had almost sunk, Love decided to ask for help. Richness was passing by Love in a grand boat. Love said, "Richness, can you take me with you?" Richness answered, "no, I can't. There is a lot of gold and silver in my boat. There is no place for you". Love decided to ask vanity who was also passing in a beautiful vessel. "vanity, please help me!" "I can't help you, you are all wet and might damage my boat," vanity answered. Sadness was close by so Love asked, "sadness, let me go with you." "oh... Love, I am so sad that I need to be by myself!" Happiness passed by Love, too, but she was

So happy that she did not even hear when Love ca
her. Suddenly, there was voice, "come, Love, I will take you".

Once upon a time, there was an island
was an elder. so blessed and overjoyed, Love even forg
to ask the elder where they were going. When they arri

at dry land, the elder went her own way. Realizing
much was owed the elder, Love asked Knowledge, another

"who helped me?" "It was Time," Knowledge answered

"Time?" asked Love. "But why did Time help me?"

Knowledge smiled with deep wisdom and answered, "Beca
only Time is capable of understanding how valuable
is."

By
Vaishna Ragesh

Word puzzle

The underlined word expresses an emotion. words like happy, sad, angry, excited, pride, envy, lonely, shame, surprised, etc. are words related to emotions. A few emotions are hidden in the word puzzle given below. Find them out and circle them. one is done for you.

S	V	P	Q	S	M	E	G	N	L	P	X	Q
H	G	C	H	U	U	B	X	F	P	H	X	C
A	B	B	R	R	H	M	R	C	E	R	O	X
M	Y	N	R	P	S	N	A	N	I	N	P	V
E	Y	P	P	R	N	F	O	E	F	T	X	Y
L	V	J	C	I	L	L	U	U	P	C	E	V
P	N	N	I	S	X	E	S	R	P	D	T	D
D	E	J	J	E	F	E	I	Y	R	G	N	A
A	P	O	R	D	D	D	V	L	F	G	Q	W
S	A	F	Z	E	E	D	Z	P	Z	A	G	B
Y	H	K	C	N	X	P	P	A	H	S	B	S

POEM

My Beautiful Mother Nature

My Nature

My beautiful nature

Nature you are my mother

You are my breath

You are my life

My mother nature is life

I love mother as much as my life

Nature gave me shade and support

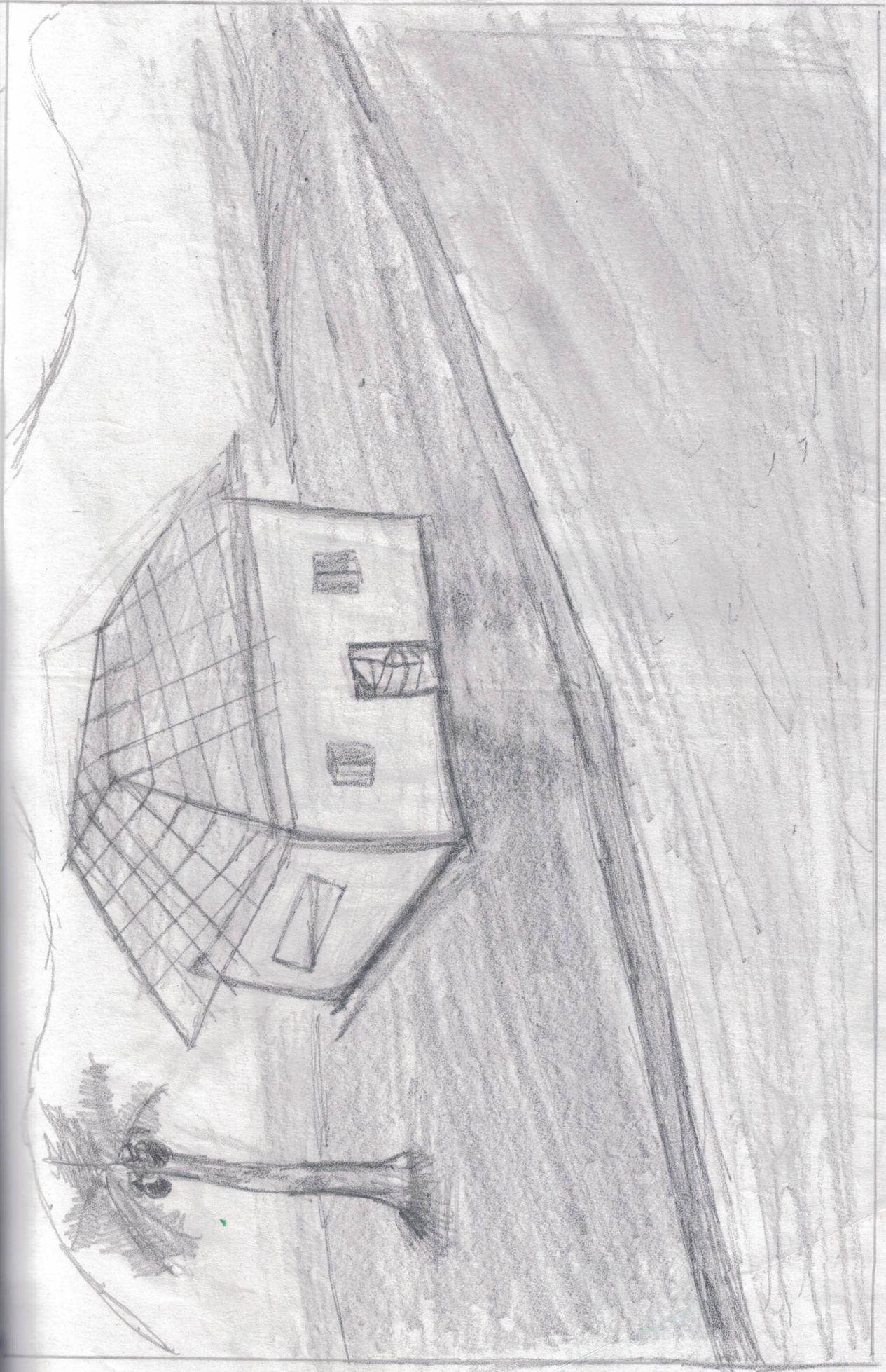
My mother nature loves me

My nature is my beautiful nature.



PAPER BOAT

Day by day I float my paper boats one by one down the running stream. I big black letters I write my name on them and the name of the village where I live. I hope that some one in some strange land will find them and know who I am. I load my boats with flowers from garden and hope that these bloom of the dawn will be carried safely to land in night.



Shadon P. Shejju



The Elephant and His Friends

One day, an elephant wandered into the forest in search of friends. He saw a monkey on a tree and asked, "Will you be my friend?" The monkey replied, "No, you are too big and cannot swing on trees." Next, the elephant met a rabbit. But the rabbit also refused and said, "No, you cannot play in the burrow with me." Slowly, all the animals in the jungle refused to be friends with the elephant.

Next day, the elephant saw all the animals running for their lives. He asked them why they were running. A bear replied, "There is a tiger in the forest. He will eat all of us." The elephant walked up to the tiger and said, "Please do not eat up these poor animals." But the tiger growled and refused. The elephant got angry and gave the tiger a hard kick. The frightened tiger ran for his life. All the animals thanked the elephant and became his friends.



I Dream A world

I dream a world where man
no other man will scorn
where love will bless the earth
And peace its paths adorn

I dream a world where all
will know sweet freedom's way,
where greed no longer saps the soul
Nor avarice blights our day
A world I dream where black or white,
whatever race you be
will share the bounties of the earth
And every man is free,
where wretchedness will hang its head
And joy, like a pearl,
Attends the needs of all mankind
of such I dream. my world

by

Shan...

TASK 1

നാടൻ
കലകൾ

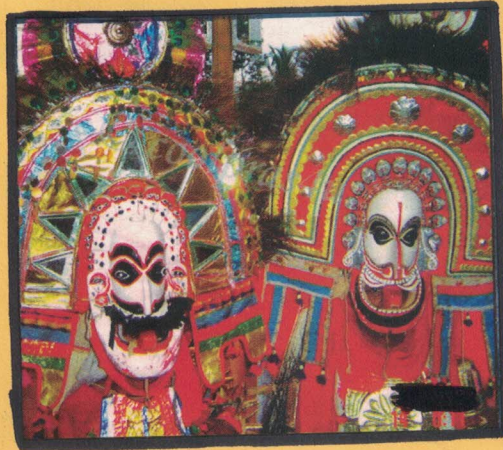
സുനിൽ. ടി.

മലയാളം

ഉജ്ജ്വലം

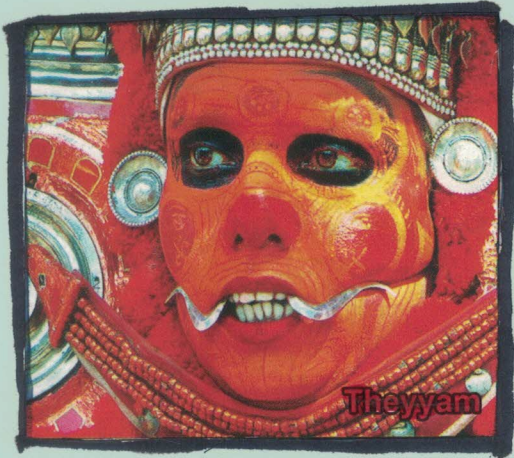
1. പട്ടണം
2. തെയ്യം
3. പടയണി (പടേണി)
4. പരിചമുറ്റുകുട്ടി
5. കാക്കാനിഴിനാടകം
6. കോൽക്കുട്ടി
7. തിരുവാതിരക്കുട്ടി
8. ദൃഷ്ടന
9. മാർഗ്ഗംകുട്ടി
10. ചവിട്ടുനാടകം
11. തപാനാട്ടുനാടകം
12. ഭവലകുട്ടി
13. കൂരിഷയറ്റ്
14. കുറുമാട്ടി
15. കോലം തുളുപ്പൻ
16. കരിങ്കാട്ടി
17. കൂടിയാട്ടം
18. കൂമ്പാട്ട്
19. പട്ടരക്കുട്ടി
20. സർവ്വം തുളുപ്പൻ.

പട്ടം



പാലക്കാട്, മലപ്പുറം, തൃശ്ശൂർ എന്നീ ജില്ലകളുടെ കൂടെയെല്ലാ ഭാഗങ്ങളും അടങ്ങിയ പശ്ചിമഘട്ടപർവ്വതത്തിൽ പ്രചാരമുള്ള ഒരു നൃത്യരൂപമാണ് കലയാണിത്. മണ്ണൂർ/വണ്ണാൻ എന്നു പറയുന്ന ജാതി-ക്കാരാണ് ഇത് കഴിയാടുന്നത്. ഉച്ചപട്ടം, പെരുപട്ടം, വടക്കൻ പട്ടം എന്നിങ്ങനെ മൂന്നുതരം പട്ടങ്ങളുണ്ട്. ദൂതപരിപാടി വലിയ പൊയ്മുഖങ്ങളാണ് പട്ടം കഴിക്കുപയോഗിക്കുന്നത്. പൊയ്മുഖത്തിന് പാലമടിക്കുന്നത് വെള്ളയും കുറുപ്പും ചെമ്മുഖം ചായം കൊണ്ടാണ്. പാലമടികളുടെ കണ്ണാടികളിടുന്നതും മുഖത്തും ശരീരത്തിലും അലങ്കാരമായി പണിക്കാറുണ്ട്. 'നൂറ്റാൻ കണ്ണാടി' എന്ന സ്കെൽപ്പത്തിൽ പൊയ്മുഖം കുറുത്തു കുറുത്തുകഴിയാറുണ്ട്. കാലിൽ ചിലമ്പുകുറുത്താകും. അടിയുടെ അകമ്പടിയോടു കൂടെയാണ് പട്ടം കഴി അരങ്ങേറുന്നത്.

നെത്യം



ഉത്തരകേരളത്തിൽ പ്രചാരത്തിലുള്ള തിരുവാണാ സമ്പ്രദായങ്ങളിൽ ഒന്നാണ് നെത്യം. കട്ടിയായും മരണവും നെത്യം മരണവും തിരല്പദ്യത്യാസങ്ങളോടെ നെത്യം തിരവിലെപ്പടുന്നു. നൃത്തം ചെയ്യുന്ന ഭക്തന്മാരുടെ പേരാണ് നെത്യം. നെത്യത്തിന്റെ നർത്തനം നെത്യായും മരണവും നെത്യത്തിന്റെ വേദം നെത്യത്തോലം മരണവും തിരവിലെപ്പടുന്നു. പ്രധാനമായും തിരവ് നെത്യങ്ങളാണ് നെത്യങ്ങൾ. കൂടാതെ വീരവാദനവും നെത്യങ്ങളായി തിരുവാണിടുന്നു. റക്താഞ്ജി തിരഞ്ഞുപോകും നെത്യങ്ങളുണ്ടെന്ന് പറയപ്പെടുന്നു. നെത്യം മരണ പദത്തിൽ നിന്നാണ് നെത്യം ഉണ്ടായതെന്ന തിരവിലെപ്പടുന്നു. നൂറ്റാണ്ടുകൾ പഴക്കമുള്ള പടക്കമെലമ്പാറിന്റെ തനതു കലാരൂപമാണ് നെത്യം. സങ്കീർണ്ണമായ മനോഹരമായ മൂലനൃത്തങ്ങളും കൂറുണ്ടെന്നാലകട്ടും പട്ടുകട്ടും മറ്റും ഉപയോഗിച്ചുള്ള രത്നവർണ്ണാഭിഷ്ഠായ തിരുവാണിടങ്ങളും, ചെമ്പ്, ചെങ്ങില, ഉലത്തായം, കറുംകുഴൽ, തരിൽ തട്ടുങ്ങില പാട്ടുമേളങ്ങളും, ലാസ്യ താണുവ നൃത്താമിടകൂടും സമേളിക്കുന്ന നെത്യം വിശ്വാസത്തോടൊപ്പം കലാസ്വാദനചാനുരൂപവും ഉണർത്തുന്ന തിരവുകൾക്കായ ഒരു കലാരൂപമാണ്.

പടയണി
(പടേണി)



കേരളത്തിന്റെ പ്രാചീന സംസ്കാരത്തിന്റെ പ്രതി-
കണ്ഠിതലാണായി ഭഗവതി ക്ഷേത്രങ്ങളിൽ അവതരിപ്പിച്ചു വരുന്ന
കൂടുതൽ അനുഷ്ഠാനകലയാണ് പടയണി. പടേണി എന്നും
ഇതിനു വിളിപ്പേരുകളുണ്ട് നാടക സ്വഭാവം ഉള്ള കലയാണിത്. വിളി-
പടയണിനോടനുബന്ധിച്ച് ആണ് ഇത് നടത്തി വരുന്നത്. കൂടെ
ഗ്രാമത്തിലെ മറ്റാണും ജനങ്ങളെയും വെളിച്ചത്തിൽ നിന്നും മറ്റും
രക്ഷിക്കുന്നതിനായാണ് ഇത് നടത്തിവരുന്നത് എന്നതിനാൽ
നാനാ ജാതിമതസ്വരൂപങ്ങളും പങ്കാളിത്തം പടയണിയിൽ
കാണാനാകും. കവുങ്ങിൻ പാട്ടുകളിൽ നിർമ്മിച്ച വലുതും
ചെറുതുമായ അനേകം കോലങ്ങളോടൊത്ത് തപ്പ്, നെടുമണി,
ചെണ്ട തുടങ്ങിയ വാദ്യങ്ങളുടെ ശബ്ദങ്ങളോടൊത്ത്
നീച്ചുട്ടുകൂട്ടങ്ങളും പന്തങ്ങളുടെയും വെളിച്ചത്തിൽ
തൂട്ടിയുറയുന്നതാണ് ഇതിന്റെ അവതരണ രീതി.

പരിചമട്ടുകുട്ടി



കേരളത്തിലെ വിവിധഭാഗങ്ങളിലായി (പ്രചാര-
ത്തിലുള്ള ഒരു തിരയോധനകലയാണ് പരിചമട്ടുകുട്ടി.
പത്തോ പന്ത്രണ്ടോ പുരുഷന്മാരുടേതായ സംഘമാണ്
ഇത് അവതരിപ്പിക്കുന്നത്. വാളും പരിചയും കയ്യിലേന്തി
തിരുവാൻ ചൊല്ലുന്ന പാട്ടിന്റെ ഇനത്തിൽ കളിച്ചുവെടുക്കുക
ചെയ്ത് നൃത്തം ചെയ്താണ് ഈ കുട്ടി അവതരിപ്പിക്കുന്നത്.
കളിച്ചവർക്കിടയിലും പരിചകുട്ടിയുടെയും സ്വാധീനം ദർശിക്കാ-
വുന്നതായ ഈ കലാരൂപം കേരളത്തിലെ കൈകുപ്പവരൂടെ
വിവാഹാഘോഷങ്ങൾ, പട്ടിപ്പറമ്പുനാൾ തുടങ്ങിയ വിശേഷ-
അവസരങ്ങളിൽ മുമ്പേ ഇനമായി അവതരിപ്പിച്ചു വരുന്നു.
ഉദ്യോഗം ചില പ്രദേശങ്ങളിൽ പെരുന്നാളുകളോട-
നുബന്ധമായി പരിചമട്ടുകുട്ടി അവതരിപ്പിക്കാറുണ്ട്.
കിസ്താനിക്കളെ കൂടാതെ ഹിന്ദു, മുസ്ലീം പാരമ്പര്യത്തിലും
ഈ കുട്ടി അവതരിപ്പിക്കപ്പെടുന്നു.

കാക്കാരീശ്ശിനാടകം



തിരുവിതാംകൂർ പ്രദേശത്ത് പ്രത്യേകിച്ച് മദ്ധ്യതിരുവിതാംകൂറിൽ പ്രചാരമുള്ള ഗ്രാമീണ കലാരൂപമാണ് കാക്കാരീശ്ശി നാടകം. കാക്കാലച്ചി നാടകം, കാക്കാല നാടകം, കാക്കാ ചരിതം മണി പെരുങ്കുളിലും ഇതരിലപെടാറുണ്ട്. കാക്കാരീശ്ശി നാടകത്തിന് ഒരു പ്രത്യേക ഘടനയുണ്ട്. മിക്കവാറും മെല്ലെ നാടകങ്ങളിലും സുന്ദരൻ കാക്കനാത്ത് നായകൻ. ഇതിനു പുറമെ കാക്കാത്തിമാർ, ഭവൻ തുടങ്ങിയ പ്രധാനകഥാപാത്രങ്ങളും ഉണ്ടാകും. പാട്ടുപാടി ചുവടുതവച്ചുകൊണ്ടാണ് കഥാപാത്രങ്ങൾ അഭിനയിക്കുന്നത്. മറാർഭാണിയം, മൂദംഗം, ഗഞ്ചിറ, തെരുമണി തുടങ്ങിയ വാദ്യോപകരണങ്ങൾ ഉപയോഗിക്കാറുണ്ട്.

കോൽക്കച്ചി



കേരളത്തിലെ വിവിധ സമുദായക്കാരുടെ ഇടയിൽ പ്രചാരത്തിലുള്ള ഒരു നാടൻ വിനോദമാണിത്. കോൽക്കച്ചി, കോല-
 ടിക്കച്ചി, കമ്പിക്കച്ചി എന്നിങ്ങനെ പല പേരുകളുണ്ട്. മനോഹര
 മലമ്പാറിലെ മുല്ലിക്കുളം മുതൽ തിരുവനന്തപുരം വരെ
 കോൽക്കച്ചിയിൽ പ്രശസ്തമായ വ്യത്യാസങ്ങളുണ്ട്. തെരു-
 പത്തോളം ഇനങ്ങൾ കോൽക്കച്ചിയിൽ ഉണ്ട്. പ്രധാനമായും പട്ടണ-
 മ്പുറം തിരുവനന്തപുരം പട്ടണങ്ങളിലും സ്മൃതി-
 കളവും കളിക്കളവും ഇതിൽ പങ്കു ചേരുന്നുണ്ട്. ഇതിനെ "കോലപ്പാട്ടം"
 എന്നു പറയുന്നു. സാധാരണഗതിയിൽ മറ്റൊരു പേരായ കോലപ്പാട്ടം
 കോൽക്കച്ചിയിൽ പങ്കുചേർന്നുവന്നിട്ടുള്ളതായും ഇതിൽ പങ്കുചേർന്നു-
 ന്നു. ചിലയിടത്തോളം ഇടത്തോളം തെരുവുകളിൽ കോൽക്കച്ചി-
 കോൽക്കച്ചിയിൽ പങ്കുചേർന്നുവന്നിട്ടുള്ളതായും ഇതിൽ പങ്കുചേർന്നു-
 ന്നു. കോൽക്കച്ചിയിൽ പങ്കുചേർന്നുവന്നിട്ടുള്ളതായും ഇതിൽ പങ്കുചേർന്നു-
 ന്നു. കോൽക്കച്ചിയിൽ പങ്കുചേർന്നുവന്നിട്ടുള്ളതായും ഇതിൽ പങ്കുചേർന്നു-
 ന്നു. കോൽക്കച്ചിയിൽ പങ്കുചേർന്നുവന്നിട്ടുള്ളതായും ഇതിൽ പങ്കുചേർന്നു-
 ന്നു.

തിരുവാതിരക്കളി



കിരളത്തിലെ വനിതകളുടെ തനതായ സംഘ-
നൃത്തമാണ് തിരുവാതിരക്കളി. മതപരമായ ആചാരാനുഷ്ഠാ-
നങ്ങളുടെ ഭാഗമായും തിരുവാതിരയുടെ തിരുവതരിപ്പിത്തപ്പെടുന്ന
ഈ നൃത്തം വനിതകൾ ചെറിയ സംഘങ്ങളായാണ് തിരുവതരിപ്പി-
ക്കുന്നത്. പൊതുവെ ക്ഷണത്തിനും ധനുമാസത്തിലെ തിരുവാ-
തിരനാളിൽ ശിലയ്ക്കിനേങ്ങുകളിലും മറ്റും ശിവപാർവ്വതിമാരെ
സ്തുതിച്ചു പാടിത്തൊണ്ട് സ്ത്രീകൾ ഈ കലാരൂപം തിരുവത-
രിപ്പിത്തൊണ്ടുണ്ട്. പ്രത്യേകിച്ചും തിരുവാതിര വേതനമുക്കുന്ന
സ്ത്രീകൾക്ക് ദുഃഖിച്ചുകൂടാനാവാത്ത കുന്നായി തിരുവാതിരക്കളി-
യെ കാണാറുണ്ട്. ചെറിയ പുത്യാടങ്ങളോടൊന്നിച്ച് കലിലും
നെയ്യെടുക്കുകയും, കുഴിയ്ക്കുകയും വന്നി ലേറുകയുമുള്ള ഈ കലാ-
രൂപം തിരുവതരിപ്പിത്തപ്പെടുന്നു. തിരുവാതിര നാളിൽ രാത്രിയാണ്
ഈ കളി തിരുവതരിപ്പിക്കുന്നത്.

ദുഷന



മലബാറിലെ മദ്രാസ് സമൂഹത്തിൽ നിലനിൽക്കുന്ന ഒരു കലാരൂപമാണ് ദുഷന. വിവാഹാഘോഷങ്ങളുടെ ഭാഗമായുള്ള സംഘസ്മരണമാണിത്. സാധാരണ ഗതിയിൽ സ്ത്രീകളാണ് ദുഷന അവതരിപ്പിക്കുന്നത്. പറ്റുരുപ്പിന്മാരും ഈ സ്മരണ അവതരിപ്പിക്കാറുണ്ട്. ദുഷന മണവാളിക്ക് അലങ്കാരം മെന്ന് അർപ്പിക്കാറുണ്ട്. പരമ്പരാഗത വേഷങ്ങളാണ് ഇതിനു ഭവണി അണിയുക. കുറുമ്പത്ത്, തൊലലാരം, പിക്ക്, ചക്കലപ്പ്, താറക്കല്ല്, അരണനാണും, തൈവകുക്കൽ തുടങ്ങിയ ആഭരണങ്ങളും ഭവല്പി വിധാനത്തിൽ ഉൾപ്പെടുന്നു. പണം പതിനഞ്ചോ പേരുകൾ ഉൾപ്പെടുന്ന സംഘമാണിത് അവതരിപ്പിക്കുന്നത്. മറപ്പിച്ചുപോകാതെ സാധാരണ ഗതിയിൽ ദുഷനയ്ക്കിടയിൽ അലപ്പിക്കുന്നത്. കഴിക്കുന്നവരിൽ മറ്റൻപാട്ടുകാരും ചിൻപാട്ടുകാരുമുണ്ടാകും. മറ്റൻപാട്ടുക്ക് പാടുന്നവരും ചിൻപാട്ടുകാർ തൈതൊഴിത്താളം വിടിക്കുന്നവരുമായിരിക്കും. ഇരുന്നും നീന്നും ചാഞ്ഞും ചരിഞ്ഞും ചിറ്റിന്നും ഇവർ ചുവടുവെക്കുന്നു.

മാർഗ്ഗംകുടി



കേരളത്തിലെ തിരുനെൽവേലി സംസ്ഥാനം. മാർഗ്ഗംകുടി നവോത്ഥാനപ്രസ്ഥാനം. 1952-ൽ കേരളം സമ്പൂർണ്ണമായി തിരുനെൽവേലി സംസ്ഥാനമായി മാറിയപ്പോൾ ഇത് നൂതനരൂപത്തിൽ ഇതിവൃത്തം. ഇതിനുമുമ്പായിരുന്ന ഗാന്ധിജിയുടെ മാർഗ്ഗംകുടിപ്പാട്ട് എന്ന് പറയുന്നു. തിരുനെൽവേലിയിലെ പട്ടണത്തിൽ മാർഗ്ഗംകുടി നടത്തിയിരുന്നത് എങ്കിലും ഇത് വ്യാപകമായി സ്ത്രീകളും മാർഗ്ഗംകുടിയിൽ പങ്കെടുത്തു വരുന്നു. പ്രത്യേക വേർതിരിവിലാണിത് നടത്തുന്നത്. പട്ടണത്തിൽ മാർഗ്ഗംകുടി നടത്താൻ കഴിയാതെ ഉടമസ്ഥന്മാരുമായിരുന്നു തിരുനെൽവേലിയിലെ സ്ത്രീകളുടെ വേർതിരിവിലും ചട്ടവും മൂലമാണ്. ഇത് സ്ത്രീകൾ കലാസംഗമങ്ങളിൽ ഇവ കണ്ടുവരുന്നു.

ചവിട്ടുനാടകം



കൊടുങ്ങല്ലൂർ മുതൽ അമ്പലപ്പുഴവരെയുള്ള ക്രിസ്ത്യാനികളുടെ ഇടയിൽ ഒരു കാലത്ത് പ്രചാരത്തിലുണ്ടായിരുന്ന നാടകം. പാട്ടിനോട് ചുരുട്ടുവെച്ചുകൊണ്ടുള്ള തിട്ടവറം ചവിട്ടുമാണ് ചവിട്ടു നാടകത്തിന്റെ ജീവൻ. പ്രധാന ഭവൽക്കൾക്ക് കിന്നരിവെച്ച ഉടുപ്പ്, കിരീടം, തൊപ്പി എന്നിവ അവശ്യമാണ്. പട്ടാളഭവൽക്കാർക്ക് കോളിപ്പുവ് വെച്ച് തൊപ്പിയുമാണ്. കാലറകളും ധരിക്കും. മുഖം മിനുക്കുകയും മീശവെച്ഛുകയും ചെയ്യും. ചെണ്ടയും തെക്കുമണിയുമാണ് ചവിട്ടുനാടകത്തിന് പ്രധാനപ്രവേശങ്ങൾ. തട്ടിമേൽ തിരശ്ശീല ഉണ്ടായിരിക്കും. സംഗീതം, തിരട്ടിനയം, നൃത്തം, സംഭാഷണം, താളമേളങ്ങൾ എന്നിവ ഇത്ര കലാപ്രകടനത്തിന്റെ ഘടകങ്ങളാണ്. പാട്ടുപാടുവാൻ മിന്നണി ഗായകരുമുണ്ടാകും.

പൊന്നാട്ടുനാടകം



പലതോടു ജില്ലയിൽ പ്രചാരത്തിലുള്ള ഒരു വിനോദ-
 കലയാണ് പൊന്നാട്ടുനാടകം. സ്ത്രീകൾക്കും കുട്ടികൾക്കും പറ്റിയൊന്നാണ്.
 നാടകം, പാട്ട് എന്നിവയിലൂടെ കഥാവിഷയത്തെ നിർവ്വഹിക്കുന്നു.
 മൃഗം, മനുഷ്യ, ഇലത്തോളം തടഞ്ഞിരിക്കാൻ പലതരം വാദ്യങ്ങൾ
 ഉപയോഗിക്കാറുള്ളതുമാണ് കഥാഭാഗങ്ങളെ മനസ്സിലാക്കുന്നത്.
 പന്നാട്ടി, ഭാഗി, മണലാൻ, കുറവൻ, കുറത്തി, ചെറുമൻ, ചെറുമി,
 കവറ, കവറച്ചി, ചക്കിലിപ്പൻ, ചക്കിലിച്ചി, പട്ടക്കാരി, മാതള തിരിച്ചി
 എന്നിവ രംഗത്തു വരുന്ന പ്രധാന കഥാപാത്രമാണ്.

വേലകുട്ടി



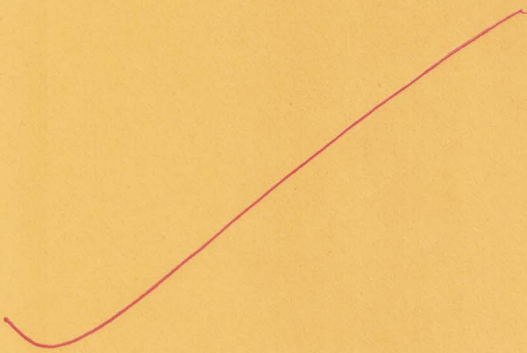
കേരളത്തിലെ ഒരു അനുഷ്ഠാന കലയാണ് വേലകുട്ടി.

സാധാരണയായി അമ്പലങ്ങളിലെ ഉത്സവ സമയത്താണ് വേലകുട്ടി അമ്പതരിച്ചിറങ്ങുക. മധ്യകാലഘട്ടത്തിലെ നായർ ഭടന്മാരുടെ വേലുവറ്റം നിറപ്പകിട്ടാർന്ന തലച്ചാവട്ടമണിഞ്ഞ കലാകാരന്മാർ ഭോഗത്തിൽ ചുവടുവെക്കുകയും മെയ്‌വഴുതണുമാടെ വാദ്യസംഗീതത്തിനൊന്നിച്ച് വാൾ മീശുകയും ചെയ്യുന്നു. മറ്റും, ഉലത്താളം, തൊമ്പ്, കുഴൽ എന്നിവയാണ് അകമ്പടി വാദ്യങ്ങൾ. അമ്പലപ്പുഴയിലാണ് വേലകുട്ടിയുടെ ഉത്ഭവം. അമ്പലപ്പുഴ ശ്രീകൃഷ്ണ ക്ഷേത്രത്തിലെ വർഷംതോറും നടക്കുന്ന ഉത്സവത്തിന്റെ ഒരു പ്രധാന ഇനമാണ് വേലകുട്ടി. മാത്തൂർ പണിക്കർ എന്ന ചെമ്പകശ്ശേരി പടയുടെ പടനായകനാണ് ഭടന്മാരുടെയും കുഞ്ഞുക്കളുടെയും പോരാട്ടവീര്യം വർദ്ധിപ്പിക്കുന്നതിനായി ഈ കലാരൂപം അവിഷ്കരിച്ചത്.

കിഴിപ്പയറ്റ്



കേരളത്തിന്റെ തനത് ആയോധനകലയാണ് കിഴിപ്പയറ്റ്. കേരളത്തിലും തമിഴ്നാടിന്റെ ചില ഭാഗങ്ങളിലും ഈ പുരാതനമായ ആയോധന മറ്റു അഭ്യസിച്ചു വരുന്നു. കേരളത്തിൽ മല്ലോ വിഭാഗത്താരും കിഴിപ്പയറ്റ് അഭ്യസിക്കുന്നു. തെയ്യം, പട്ടുരച്ചി, മറുത്ത് കച്ചി, കഥകച്ചി, കോൽകച്ചി, ഭവലകച്ചി, തച്ചോളികച്ചി തുടങ്ങിയ കേരളത്തിലെ പല പരമ്പരാഗത കലാരൂപങ്ങളും കിഴിപ്പയറ്റിൽ നിന്ന് പലതും കടം കൊണ്ടിട്ടുണ്ട്. കഥകച്ചിയിൽ കലാകാരന്റെ ശരീരത്തിന് മെയ്‌പഴുക്കം വരുത്തുന്ന സമ്പ്രദായം വരുത്തുന്ന സമ്പ്രദായം ഇത്തരത്തിലുള്ളതാണ്.



കുമാട്ടി



തൃശ്ശൂർ, പാലക്കാട്, വയനാട് തുടങ്ങിയ ജില്ലകളിൽ പ്രചാരത്തിലുള്ള ഒരു നാടൻ കലാരൂപമാണ് കുമാട്ടി. തൃശ്ശൂർ നഗരത്തിനു ചുറ്റുമുള്ള ഭദ്രകാകർ താണാഭയാർക്കത്തോടനുബന്ധിച്ച് തിരച്ചിലാഴിഞ്ഞു. പാലക്കാട്, വയനാട് ജില്ലകളുടെ ചില ഭാഗങ്ങളിൽ ഭദ്രപ്രീതിയായും വിളമ്പുവട്ടുപിന്നോടനുബന്ധിച്ചും തിരച്ചിലാഴിഞ്ഞു. ഈ ഭാഗങ്ങളിൽ താണത്തുപനെ വരവേൽക്കാനായും കുമാട്ടി തിരച്ചിലാഴിഞ്ഞു. പള്ളിൽ നെയ്ത വസ്ത്രം ധരിച്ചാണ് കുമാട്ടിക്കളിക്കാർ ചുവടു വെക്കുന്നത്. ചെണ്ടയാണ് പ്രധാന പിന്നണി വാദ്യം. കൂടാതെ തക്കിൻ, ലേങ്ങില, നാദമ്പരം മണിപ്പലം ഉപയോഗിക്കുന്നു. കുമാട്ടികൾക്ക് ദംഗിലുള്ള മുഖം മുട്ടിയാണ് ഉപയോഗിക്കുന്നത്. മുഖമുഖത്തിന് പതിനഞ്ച് തിലോളം തൂക്കം വരും. തിരച്ചിലുകളിൽ കമുകിൻ പാട്ടുകളിൽ കരിയും ചെങ്കലും ഉപയോഗിച്ച് മുഖത്തിന് നിറം നൽകിയിരുന്നത്. മൂന്നാൽ ഇന്ന് മുറിക്ക് ലോലുള്ളു ഭാരം കുറഞ്ഞ തട്ടികളിൽ സാധാരണ നിറങ്ങളാണ് നൽകുന്നത്.

കോലംതട്ടൽ



ഭക്തിപരമായ കോലംതട്ടൽ നടപ്പുള്ള അനുഷ്ഠാന-
 നകല. ഭഗവതിയെ നേർത്തലിപ്പും, ഗൃഹങ്ങളിലും കോലംതട്ടൽ
 പതിവുണ്ട്. പാലക്കാട് പാലക്കാട് പാലക്കാട് ഗൃഹങ്ങളിൽ കോലംതട്ട-
 ുൽ നടത്താറുള്ളത്. കേരളത്തിൽ 'പാലക്കാട്'യോടനുബന്ധിച്ചും
 നടത്തുന്നു. ഗണകവ്യമുദായത്തിൽ പെട്ടവരാണ് കോലം തട്ടൽ
 നടത്തുന്നത്. ചെറു മുട്ടിലും ഉടുക്കുമാണ് വാദ്യങ്ങൾ. കിണ്ണവും
 കൊട്ടും. കിറി, മണൽ, ചെങ്കല്ല്, ചുണ്ണാമ്പ് മുതലായവയാണ്
 പാലക്കാട്ടിൽ നിർമ്മിച്ച ഭദ്രകാളിപ്പാലം മുഖത്താണ് കോലങ്ങൾ.
 കോലം തട്ടലിന് 'കിണ്ണത്തട്ടൽ' എന്ന് കൂടി പേരു പറ്റ-
 യാറുണ്ട്.

കരിക്കാച്ചി



പറയുമ്പോൾ അതിൽ പച്ചപ്പാൽ വേലും തെളുത്തു കരുകൂടിയ തലാറുപലാണ് കരിക്കാച്ചി. തെക്കേ മലയാർ മേഖലയിലുള്ള താമരകളിലെയും അമ്പലങ്ങളിലെയും പട്ടണങ്ങളോടും വേലകളോടും അനുബന്ധിച്ചാണ് കരിക്കാച്ചി സാധാരണ കാണുന്നത്. ചെന്നായ്ക്കാണ് പ്രധാന പാദ്യം. കറുപ്പ്, ചുവപ്പ്, വെളുപ്പ് എന്നിവ ഇടകലർന്ന ഉപ്പായാണ് കരിക്കാച്ചി അറയിൽ അണിയുന്നത്. താലിൽ ചിലമ്പ് ധരിച്ചിരിക്കും. വലത്തേ തെക്കിൻ പള്ളിവാൾ പിടിച്ചിരിക്കും. ഇടത്തേ തെക്കിൻ കുരുകൂടണതാലകൊണ്ട് ഉണ്ടാക്കിയ ഗദയുണ്ടാവും. വിച്ചുകൊണ്ട് ഉണ്ടാക്കിയ ചുന്തിമറ്റലകളും തലയിൽ കിരീടവും ഉണ്ട്. മുകൾ ഭാഗം കൂർത്ത അരികിലുള്ള കിരീടം കുരുകൂടണതാലകളാൽ അലങ്കരിച്ചിരിക്കും. ചുവടെയ്ക്കുള്ള ചുന്തിമറ്റണതാലകളും കുരുകൂടണതാല കൊണ്ടുള്ള ചുന്തിമറ്റുകൾ ഉൾപ്പെടെയെല്ലാം പ്രത്യേകമാണ്.

കൂട്ടിയാട്ടം



ലോകഗൈപത്യകമായി യുനസ്കോ അംഗീകരിച്ച
അമൂല്യമായ ദാരതീയ നൃത്തരൂപമാണ് കൂട്ടിയാട്ടം. അഭിനയകലയ്ക്ക്
നൃത്തങ്ങളെക്കാൾ പ്രാധാന്യം നൽകുന്നതിനാൽ കൂട്ടിയാട്ടത്തിനെ
"അഭിനയത്തിന്റെ അമ്മ" എന്ന് വിശേഷിപ്പിക്കുന്നു. ഏറ്റവും പ്രാ-
ചീനമായ സംസ്കൃതനാടകരൂപങ്ങളിലൊന്നാണിത്. മിശ്രമാണ്
പ്രധാന വാദ്യം. കേരളത്തിലെ നൃത്തകലകളിൽ സ്ത്രീകലാകാരികൾക്ക്
മാത്രമായ സ്ഥാനം ലഭിച്ചിരുന്നത് കൂട്ടിയാട്ടത്തിൽ മാത്രമാണ്. മറ്റ്
കലകളിൽ നിന്ന് വിഭിന്നമായി സ്ത്രീ കഥാപാത്രങ്ങളെ അവത-
രിപ്പിക്കുന്നത് സ്ത്രീകൾ തന്നെയാണ്. ഭവപ്പെത്തിനു പുറമെ,
അരങ്ങത്ത് ഭൃശാകങ്ങൾ പരിചയപ്പെടുത്തുന്നതും പാടുന്നതും
താളം പിടിക്കുന്നതും സ്ത്രീകൾ തന്നെയാണ്.

കൂലിപാട്ട്



ഭദ്രകാളി, അയ്യപ്പൻ, ഭവദ്യൽക്കൊരുമൻ, സർപ്പം തുടങ്ങിയ ഭദ്രവതാർക്കായി നടത്തുന്ന വിശേഷി വഴിപാടാണ് കൂലിപാട്ട്. കൂലിപ്പാട്ടുമാറ്റം പാട്ടും പഞ്ചവർണവേഷാടികൾ കൊണ്ട് മുദ്രകളിയുടെ കൂലി വരച്ചതിനുള്ളിലും മുദ്രകളിയെ സ്മരിച്ച് നത്തുണിമിട്ടി ഭദ്രവതാ സ്മരണ പാട്ടുകളും ഭദ്രവതാഭവണത്തോടെ വെളിച്ചവെട്ട് അനുഗ്രഹം നൽകുകയും പിന്നീട് കൂലി മാധ്യമങ്ങളും ചെയ്യുന്നു. കുറുപ്പന്മാരാണ് കൂലി വര, പാട്ട് എന്നിവ തിരിച്ചറിയും ചെയ്യുന്നത്. വെളിച്ചവേഷ കൂലിപാട്ടിനും നാളികേരമണ് തുടങ്ങിയവ നടത്തുന്നു. ഭവദ്യൽക്കൊരുമൻ കൂലിയിൽ മാത്രം കല്ലാട്ടുകുറുപ്പൻ കൂലി വരകളും പാട്ടുകളും തിരിയുടിയുകളും, കാരണമുറ നായർ വെളിച്ചവേഷ കൂലിപാട്ടിനും, അനുഗ്രഹം, കൂലി മാധ്യമം മുദ്രകളിയെ നായർ നടത്തുകയും ചെയ്യുന്നു.

പട്ടുരക്കച്ചി



കേരളത്തിലെ പ്രാചീന ഉത്സവങ്ങളിലൊന്നാണ് പട്ടുരക്കച്ചി. പട്ടക്കുമലമ്പാറിൽ പ്രത്യേകിച്ച് കണ്ണൂർ, താസർഗോഡ് ജില്ലകളിലെ ദേശികക്കാവുകളിൽ മീനമാസത്തിലെ താർത്തിക മുതൽ പട്ടുരം വരെയുള്ള മൂമ്പത്ത് ദിവസങ്ങളിലായി നടത്തപ്പെടുന്ന അനുഷ്ഠാന കലാവിഭാഗമാണ് പട്ടുരക്കച്ചി. പ്രധാനമായും തീയർ, മണിയാണി സമുദായക്കാർ ആണ് പട്ടുരക്കച്ചിയിൽ മുൻപന്പടുന്നത്. കൂടാതെ ചാലിയൻ, തിമ്മാച്ചർ, മുഖാരി, മുരയൻ എന്നീ സമുദായക്കാരും ചെറിയ തോതിൽ പട്ടുരക്കച്ചിയിൽ മുൻപന്പടു പോരുന്നു.

സർവ്വം തുജ്ജൽ



കേരളത്തിലെ ഒരു പരമ്പരാഗത കലാരൂപമാണ് സർവ്വം തുജ്ജൽ. പറ്റുജ്ജുവർ എന്ന സമുദായക്കാരാണ് സർവ്വ-
ക്കാവുകളിൽ സർവ്വം തുജ്ജൽ നടത്തി വരുന്നത്. നാഗങ്ങളെ
പ്രീതിപ്പെടുത്തുവാൻ ഭവണിയാണ് ഈ കലാരൂപം നാഗഭക്തി-
ങ്ങളിലും സർവ്വക്കാവുകളിലും, വീട്ടുമുറ്റത്തും നടത്താറുള്ളത്.
പറ്റുജ്ജുവർക്കുടം, വീണ, ഇലത്താളം എന്നിവ ഉപയോഗിച്ചാണ്
പറ്റുജ്ജുവർ നാഗസ്മൃതികൾ പാടുന്നത്. തിരുകാലങ്ങളിൽ
നാൽപത്തിയാണ് ദിവസം വരെ നീണ്ടുനിന്നിരുന്ന ഈ
കലാരൂപം ഇന്ന് ഒരുപാട് ദിവസത്തിനപ്പുറം പോകാറില്ല.



VISION




The Butterfly

I saw a butterfly sitting
on my thumb,

She flew away and then
there was none.

Butterfly, butterfly fly
fly away.

Butterfly, butterfly
happy all day.



Ananya ...



Contents

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Emily Dickinson

Emily Dickinson, in full
Emily Elizabeth Dickinson

[born December 10, 1830

Amherst, Massachusetts, U.S. - died May 15,
1886. Amherst] American poet best known
for her eccentric personality and her
frequent themes of death and mortality.
Although she was a prolific writer,
only a few of her poems were
published during her lifetime

... — ...

To Autumn

Season of mists and mellow fruitfulness
close bosom-friend of the maturing sun
conspiring with him how to load and bless
with fruit - the vines that
round the thatch-eves run;

To bend with apples
the mass'd cottage-trees,
And fill all fruit with
ripeness to the core;
To swell the gourd,
and plumb the hazel shells
with a sweet kernel;
To set the building more

[Adapted from: To Autumn
by John Keats]



Another Time



For us like any other fugitive
like the numberless flowers
that cannot number.
And all the beasts that need
not remember, it is today
which we live.

So many try to say Not Now,
so many have forgotten how
to say I Am, and would be
lost, if they could in history

(Adapted from: Another Time
W. H. Auden)



ANY WOMAN

I am the pillars of the house;

The keystone of the arch am I.

Take me away, and roof and wall
would fall to ruin me utterly.

I am the fire upon the hearth,

I am the light of the good sun

I am the heat that warms the earth,

Which else were colder than a stone.

At me the children warm their hands;

I am their light of love alive.

Without me cold the hearthstone stands,

Nor could the precious children thrive.

I am the twist that holds together

The children in its sacred ring,

Their knot of love, from whose close tether

No lost child goes a-wandering.

I am the house from floor to roof,

I deck the walls, the board I spread;

I spin the curtains, warp and woof,

And shake the down to be their bed

I am their wall against all danger,

Their door against the wind and snow,

Thou whom a woman laid in a manger,

Take me not till the children grow!

- Katherine Tynan

DREAMS

Hold Fast to dreams.

For if dreams die

Life is a broken-winged bird
that cannot fly.

Hold Fast dreams.

For when dreams go

Life is a barren field
frozen with snow

SAVE NATURE

Save Nature

Learn to be Brave

Trees are our Friends

Don't Cut their Stems

Treat animals with Care

or your earth will be bare
you have brains

Give them Grains

you have Money

Give them honey

You have a home

Let them Freely

Save nature save

Learn to be brave.

MY Grand mother's House

There is a house now far away where once
I received love... That woman died, The house
with drew into silence Shakes moved Among books
I was then too young To read. and my blood turned
cold like the moon How often I think of going
There to Peer through blind eye's of windows
or just listen to the frozen air,

or in wild despair Pick an awful of Darkness
to bring it here to lie
Behind my bedroom door like a brooding
dog.... You cannot believe, Darling
can you that I lived in such a house and
was proud and loved.... I who have lost
my way and beY how at stranger's doorstep
Receive love at least in small change?

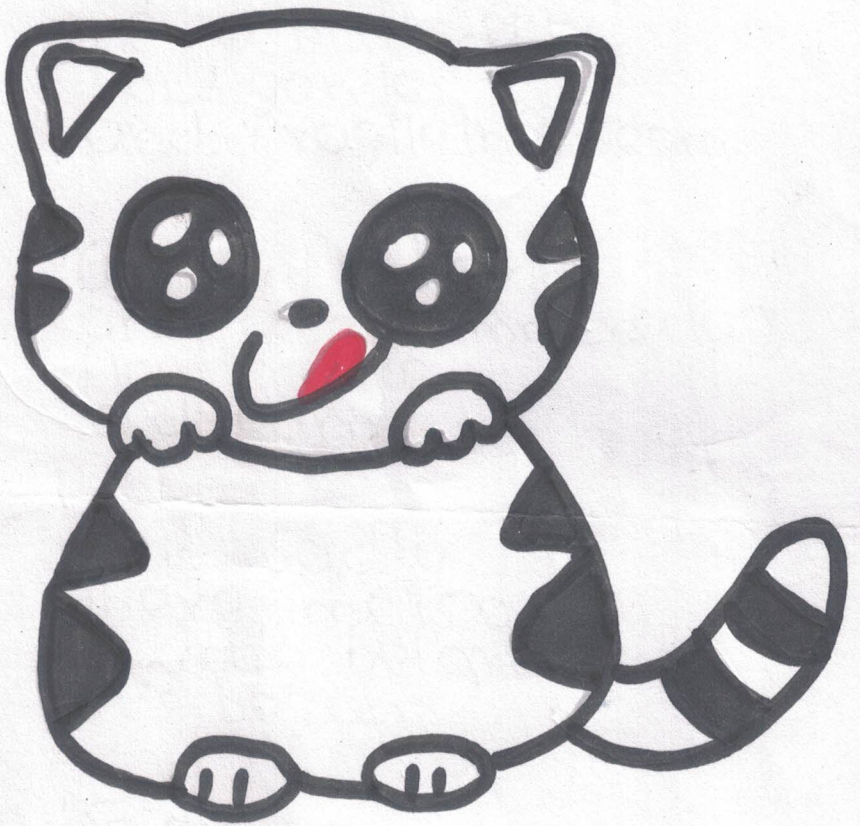
My Grandmother's House

There is a house now far away where once
I received love... That woman died,
The house withdrew into silence, snakes moved
Among books, I was then too young
To read, and my blood turned cold like the ^{moon}
How often I think of going
There, to peer through blind eyes of windows or
Just listen to the frozen air,
or in wild despair pick an armful of
Darkness to bring it here to lie
Behind my bedroom door like a brooding
Egg... you cannot believe, darling
Can you, that I lived in such a house and
Was proud and loved... I who have lost
my way and beg now at strangers' doorsteps
Receive love at least in small change?

Kamala Surayya

Rever
My
Was
can
Dog
Belim
Oakh
or
Jas
Ther
How
to
Vire
The
I
The





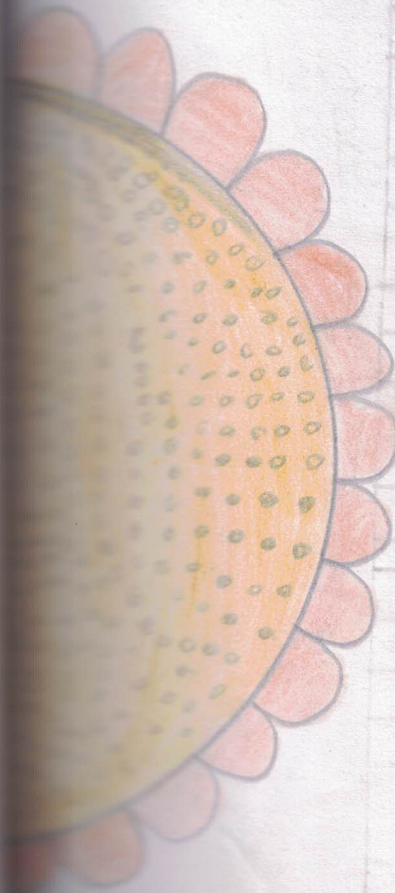
Life is Precious

The gracefulness
of a butterfly
How gentle
and fragile they seem.

Gently fluttering,
on a calm summers day,
floating like,
a dream.

But sadly,
there time is over,
hardly before
it's begun

So enjoy
your special moments,
like a butterfly
in the sun.



Nature Is Everywhere

Nature is everywhere
Nature is everywhere you go.
Every thing that lives and grows.
is nature

Animals.

big and small

Nature is plants that grow so tall.

Nature is beautiful in every way
wonderful, exciting
and needs our care.

So listen, learn and do your part
to keep nature Beautiful
forever.

Super
Range
Amanda



NAUGHTY

MONKEY

There was a big mango tree in Marayoor Forest. There were bushes of mangoes in the mango tree. Neelan monkey's mouth watered. He jumped on the mango tree and reached the top of it. He ate a lot of mangoes. Suddenly he saw something. Some leaves were stuck together. He went near and hit on it. "Oh... God!"

It was an ant's nest. All the ants ran after him. Neelan monkey fell down the mango tree and laughed.



Rain The Lord's Gift

Mother nature gave me birth,
And I came down on the earth
My arrival makes earthly hail
To fill men in their pail

when I fall from Indra's crown
I see many beautiful umbrellas down
I bring rainbow and thunder,
But not as cruel as hunger

Running down from turning clouds
chatter chatter I fall around
I help the flower to rejoice
But make a lot of noise

I enrich the soil
And the farmer toil

when I come down from mountains
I sprinkle water on grasses like a fountain

Travel Poem

Be insecure

In peace

Allow yourself lowness

know that it is

Only

A

Country

ON

The way to who you

are.



Cute Story

There was a girl who was playing in the park when she saw a picture in the bush. She kept the photo, but forgot about it until she was married. Her husband asked, who is that little boy in her wallet.

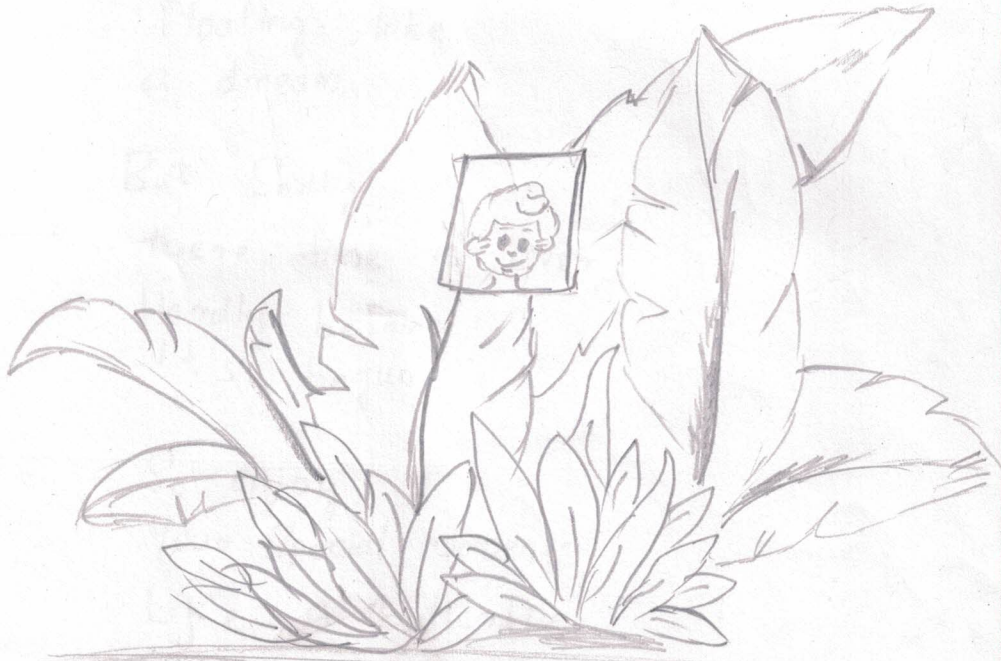
She answered: "My first love."

Then the husband smiled and said:

"I lost this picture when I was nine year old".



Picture of the Boy.



By Tom Day 10 Jan 2012

Life Is Precious

The gracefulness
of a butterfly,
How gentle,
and fragile they seem.

Gently fluttering,
on a calm summer's day,
floating like,
a dream.

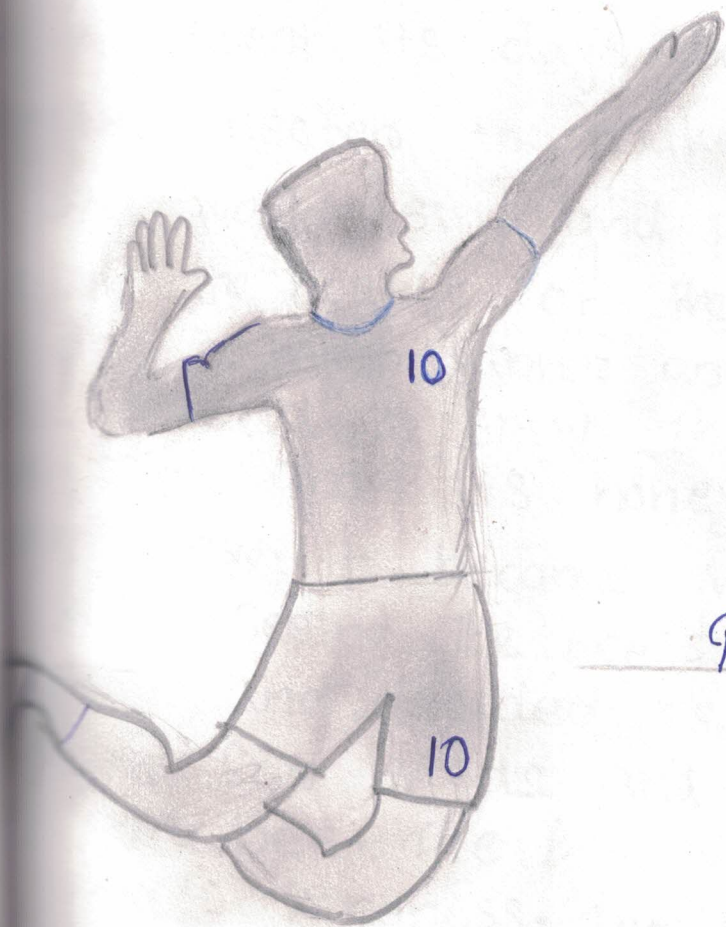
But sadly,
their time is over,
hardly before
it's begun

So enjoy
your special moments,
like a butterfly,
in the sun

By John Read 10 Jan 2012.

Fire

VOLEY



Keep com and
Play volley ball

in volley ball i like
Jimmy George and
Tom Joseph

Play any games

volley ball

It is a game that is invented by William G. Morgan

the volley ball's first name was bentonet

there are playing 6 members, the volley ball court
width was 9 meters. It is like a rectangle
its length is 18m and breadth is 9 meters

The Bee and The Bird

Once upon a time, there was a bee and a bird who lived in the same garden. The bee spent its days buzzing around, collecting nectar to make honey.

The bird would sing and play in the trees, enjoying the beauty of the world around it. One day, a harsh winter arrived, and the garden was covered in snow. The bee struggled to find food and its honey stores were running low. It became weak and cold.

The bird, seeing the bee's condition, felt sympathy and decided to help. The bird searched for seeds and dropped them on the bee. The bee was grateful for the bird's kindness. The bird also searched for honey for the bee and they shared it.

They stayed warm and nourished throughout winter. As spring arrived, the bee returned to its busy routine. The bird continued to enjoy its carefree life. But their friendship remained strong. They often helped each other in times when things were tough. They were different, but they had a willingness to help each other in times of need. It shows the true essence of friendship and compassion.

TWO GOATS AND JACKAL

A Jackal was once passing by a Village he saw two strong goats fighting. A few minutes into the fight the goats had bruises on the body, and were bleeding a little. The jackal without thinking much, jumped on the goats. The jackal was drawn to the smell of the blood. Two goats were stronger than the jackal they kicked the jackal and killed it.

Moral: Think before you act



Friendship

Either winter or monsoon,

Spring or summer,

this unsinkable ship,

Floats forever.

This is my only lifeboat,

on which I can survive

It is warmer than anything else,

and has always helped me to revive

Henry Wadsworth
Longfellow.

(1807-1882) Was an American poet and educator whose works include Paul Revere's Ride, The Song of Hiawatha, and Evangeline. He was also the first American to translate Dante's The Divine Comedy. His first major poetry collections were Voices of the Night (1839) and Ballads and other poems (1841). He died in 1882. Longfellow wrote predominantly lyric poems, known for their musical quality.

The Village Blacksmith

Under a Spreading chestnut-tree
The village Smithy stands;
The Smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his sinewy brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whatever he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening Sun is low.

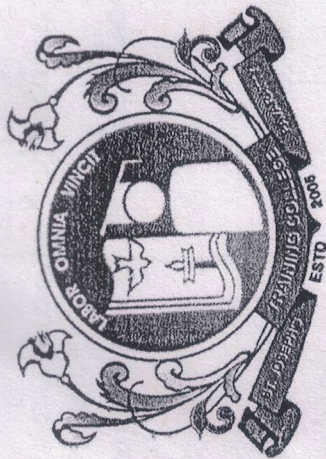
A story of humanity

Once upon a time there was an auto driver. He was really poor and kind. One day a richest man decided to do an experiment with people. From this he wanted to show the people that humanity is greater than money. He came with tornish clothes. He started his experiment on people so much people came but no one heeded on him. The next opportunity was up to the auto driver. When the auto driver came the richest man started his experiment. The richest man who was in tornish clothes asked the auto driver 'could you please get me to the hospital?'. The auto driver agreed with it. The richest man continued 'But I don't have money to pay?'. but I want to go to the hospital because my mother is not well-being she is in serious condition. Could you please help. The auto driver suddenly decided to get in. The richest man was really surprised and asked the auto driver about money. auto driver replied 'this is not about money it is about a human life'. The richest man hugged the auto driver and said 'This is my experiment on people but no one heeded on me. I want a kind person like you. Now I got a lesson for humanity is you.

From this story we can understand that humanity is greater than money. Rich or poor we must have it.

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PAVARATTY, THRISSUR**

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



AUDIO VISUAL PORTFOLIO

2022 - 2024

Name : ..ALMA PAUL.....
Subject: ..ENGLISH.....
Reg. No.: ..QVAWTEG1001.....

Paul
15/11/24

Paula
FACULTY MEMBER

Date: ..16/11/24..



PRINCIPAL

Date:
Dr. DEEPA VARGHESE
Principal
St. Joseph's Training College
Pavaratty - 680 507, Thrissur.

MICRO-TEACHING

Date	Lesson Plan	Learning Aid	Purpose
5-12-2022	Skill of Introduction Unit-3 (Seeds and Deeds) Rosa Parks Sat Still	* Picture * Blackboard	To introduce Rosa Parks
6-12-2022	Skill of Reinforcement Unit-3 (Seeds and Deeds) The Lower	* Blackboard	To write the title of the chapter.
4-12-2022	Skill of stimulus variation Unit-3 (Seeds and Deeds) Thurs and Views Jay Mahal	* Pictures * Blackboard	To ask the questions regarding the Jay Mahal, Shale golan, Muntaz, Jagore To write the title of the chapter.
12-12-2022	Skill of questioning Unit-2 (Wings and Wheels) From a Railway Carriage	* Blackboard	To introduce the chapter

12-12-2022

Skill of probing question * ICT
unit -4 (Flowers and
showers)
Song of the flower

To memorise the
poem.

LINK REACT PRACTICE

Date	Lesson Plan	Learning Aid	Purpose
14 - 12 - 2022	Unit - 4 (Flowers and showers) First Showers	* ICT image * Blackboard	* To introduce the author * To introduce title and new words
19 - 12 - 2022	Unit - 5 (Share and Care) My Grandmother's House	* ICT * Blackboard	

WORKSHOP

Date	Learning Aids	Purpose
20/1/23	The Boy Who Drew Cats	To introduce the author
20/1/23	A Shipwrecked Sailor	To show the sequence of the chapter
20/1/23	From a Railway Carriage	To show the sequence of the chapter through drawing
19/01/2023	Song of the Flower	To introduce various seasons
19/01/23	The Boy Who Drew Cats	Character sketch of the main character

WORKSHOP (STILL & WORKING MODELS)

Date	Text	Learning Aid	Purpose
00/1/23	From a Railway Carriage	Still Model	To introduce the poetic device
00/1/23	A Prayer in the Spring	Working Model	To show the rhyming words.

CRITICISM

Date	Learning Aid	Purpose
	Song of the flower * Flowers for introductory cry activity * Chart * ICT * ICT	For introductory activity • To introduce personification • To show the description • To show the meaning

Miao Teacher

Date

4-09-23

Lesson Plan - 1

Unit: Seeds and Deeds

Topic: Smart work versus Hardwork

* ICT image

* Image of hardwork and smartwork

* ICT

* To show the vocabulary and to explain the meaning

* To show the difference

* Teacher's Version

5-09-23

Lesson Plan - 2

Unit: Seeds and Deeds

Topic: The Light on the Hills

* ICT images

* Pictures of various raining

* Chart

* To explain the meaning of the words 'dedication, supplies'

* Introductory Activity

* Teacher's Version

7-09-23

Lesson Plan - 3

Unit: Seeds and Deeds

Topic: The Light on the Hills

* Pictures

* To explain the meaning of the word 'grieve and shadow'

To show the teacher's version

To explain the words 'sorrow' and 'ache'.

To show the teacher's version

To explain the word mean

ing

To show the teacher's version

To show the vocabulary

Introductory activity

Teacher's Version

* ICT

* ICT image

* ICT

* ICT images

* ICT

* ICT images

* ICT images

* ICT

Lesson Plan-4

Unit : Seeds and
Seeds

Topic : The light on
the hills

Lesson Plan-5

Unit : Seeds and Seeds

Topic : Rosa Parks
Sat Still

Lesson Plan-6

Unit : Seeds and
Seeds

Topic : Rosa Park
Sat still

13-09-23

Lesson Plan - 7

Unit: Seeds and Deeds

Topic: Rosa Parks Sat
Skill

* ICT images

* Rosa Parks (ICT
image)

* ~~ICT~~ ICT ~~into~~

To explain the word
meaning 'mutter', 'stir'

To give more information
on author

Teacher's version

15-09-23

Lesson Plan - 8

Unit: Seeds and Deeds

Topic: Rosa Parks Sat
Skill

* ICT images

* ICT

To explain the word
meaning 'unfair', 'rulebook'

Teacher's version

18-09-23

Lesson Plan - 9

Unit: Seeds and Deeds

Topic: Sower

* Pictures

* ICT image of
author

* ICT

To explain the difficult
words

To introduce the author

Teacher's version

19-09-23

Lesson Plan - 10

Unit: Seeds and Deeds

Topic: The Sower

* Picture

To explain the difficult
word 'burrow' 'silhouette'

10-09-23

Lesson Plan - 11
Unit - Seeds and Deeds
Topic - The Sower

* Chart

* ICT images

Teacher's Version

To explain the meaning of stride, reap

* Chart

Teacher's Version

11-09-23

Lesson Plan - 12
Unit - Seeds and Deeds
Topic - The Sower

* Pictures

* Working model

To explain the word meanings

To teach the rhyming words

* ICT

Teacher's Version

16-09-23

Lesson Plan - 13
Unit - Seeds and Deeds
Topic - The Village
~~Blacksmith~~

* ICT images

* Charts

* ICT

To explain the word meaning 'braamy, sweeney'

To teach the alliteration

Teacher's Version

28-09-23

Lesson Plan - 14

Unit :- Seeds and
Deeds

Topic :- The Village
Blacksmith

* Pictures

* Chart

* Chart

To explain the meanings

To introduce the assonance

Teacher's Version

30-09-23

Lesson Plan - 15

Unit :- Seeds and Deeds

Topic :- The Village
Blacksmith

* ICT image

* Chart

To explain the word 'sledge'

Teacher's Version

8-10-23

Lesson Plan - 16

Unit :- Seeds and Deeds

Topic :- The Village
Blacksmith

* Picture

* ICT u

To explain the meaning

Teacher's Version

1-10-23

Lesson Plan - 17

Unit - Case for the
Mongoose

Topic - Song of the
Rain

~~* ICT image~~

* Still model

To explain the meaning of
the word 'adorn', 'embellish'

Teacher's Version - Poster

5-09-23

Lesson Plan - 18

Unit - Care for the
Morrow

Topic - Song of the
Rain

* ICT images

To show the vocabulary

* ICT

Teacher's Version

11-09-23

Lesson Plan - 19

Unit - Care for the
Morrow

Topic - Song of the Rain

* ICT images

To show the vocabulary of
'sigh

* ICT

Teacher's Version

11-09-23

Lesson Plan - 20

Unit - Care for the
Morrow

Topic - Listen to the
Mountain

* ICT image

To show the meaning of
'hobble.

* Still model

To show the teacher's version

11-09-23

Lesson Plan - 21

Unit - Care for Morrow

Topic - Listen to the
Mountain

* ICT image

To show the image of word
'slaving'.

* ICT

To show the teacher's version

11-09-23

Lesson Plan - 22

Unit: Care for the
Morrow

Topic: Listen to the
Mountain

* ICT images

* ICT

To explain the meanings

Teacher's Version

11-09-23

Lesson Plan - 23

Unit: Care for the
Morrow

Topic: Listen to the
Mountain

* ICT image

* ICT

To explain the meaning of
'annoyed'

To show the teacher's version

11-09-23

Lesson Plan - 24

Unit: Care for the
Morrow

Topic: Listen to the
Mountain

* ICT images

* ICT

To explain the meaning

Teacher's Version

11-09-23

Lesson Plan - 25

Unit: Care for the
Morrow

Topic: Listen to the
Mountain

* ICT image

* Chart

To explain the meaning
'deliberate'.

Teacher's Version

26-09-23

Lesson Plan - 26

Unit: Care for the Morrow
Topic: Climate change is not a hysteria

* Pictures

* Placard

* Image

29-09-23

Lesson Plan - 27

Unit: Care for the Morrow
Topic: Climate change is not a hysteria

* Picture

* ICT

3-10-23

Lesson Plan - 28

Unit: Care for the Morrow
Topic: Climate change is not a hysteria

* Picture

* ICT image

5-10-23

Lesson Plan - 29

Unit: Care for the Morrow
Topic: Climate change is not a hysteria

* ICT image

* Image (ICT)

* ICT

7-10-23

Lesson Plan - 30

Unit: Care for the ~~Morrow~~
Topic: Climate change is not a hysteria

* ICT (Image)

* Poster

To explain the meaning

Teacher's Version

To introduce the author

To explain the meanings of difficult words

Teacher's Version

To explain the meaning of the word 'perish', 'collapse'.

To identify the natural disasters

To explain the meaning of the word 'wanton', 'renewable'.

To show the polluted earth

Teacher's Version

To explain the word 'plumes'

Teacher's Version

Lesson Plan - 31

Unit: Work is Worship
Topic: The Grain as
Big as Hen's Egg

* Flashcards

* Picture

* ICT

To show the vocabulary and to explain the meaning.

To introduce the author.

To show the teacher's version

Lesson Plan - 32

Unit: Work is
Worship
Topic: The Grain as
Big as Hen's Egg

* Flashcards

*

* ICT

To show the vocabulary (ponder peasant) and to explain the meaning

To show the teacher's version

Lesson Plan - 33

Unit: Work is
Worship
Topic: The Grain
as Big as Hen's Egg

* Flashcards

~~* ICT~~

To explain the meaning of
tetter, crutches

To show the teacher's version

Lesson Plan - 34

Unit : Work is Worship
Topic : The Grain as
Big as Hen's Egg

* Pictures

* ICT

* To explain the vocabulary
(Counded, Plough)

* To show the teacher's version

Lesson Plan - 35

Unit : Work is
Worship
Topic : The Grain as
Big as Hen's Egg

* Pictures

* ICT

* To explain the vocabulary
(Labour, Rease)

* To show the teacher's version

Lesson Plan - 36

Unit : Work is
Worship

* Pictures

* To explain the vocabulary
(ripe, grudy)

Topic : Clever Carla

* ~~ICT~~ Chart

* To show the teacher's
version

~~Lesson Plan - 37~~

~~Unit : Work is
Worship~~

* Picture

To explain the meaning
'wagon'

Topic : Clever
Carla

* Chart

Teacher's version

28-10-23

Lesson Plan - 38

Unit: Work is
worship

Topic: Clever
Carla

* ICT image

* ICT

To explain the vocabulary
'grin'

Teacher's Version

31-10-23

Lesson Plan - 39

Unit: Work is
worship

Topic: Clever
Carla

* ICT image

* ICT

To explain the vocabulary
'sly'

Teacher's Version

1-11-23

Lesson Plan - 40

Unit: Work is
worship

Topic: Clever
Carla

* Pictures

* ICT

To explain the vocabulary
'indeed'

Teacher's Version

2-11-23	Lesson Plan - 41 Unit: Work is Worship Topic: The Ploughman	* ICT image * Chart	to explain the word meaning 'sturdy', 'pomp' Teacher's Version
3-11-23	Lesson Plan - 42 Unit: Work is Worship Topic: The Ploughman	* ICT images * ICT	to explain the word 'scholar' and 'immortal' to show the teacher's version
4-11-23	Lesson Plan - 43 Unit: Work is Worship Topic: The Ploughman	* ICT image * ICT	to explain the word 'learn' to show teacher's version
13-11-23	Lesson Plan - 44 Unit: Work is Work- shop Topic: The Ploughman	* ICT image * ICT	to explain the word 'sturdy' Teacher's Version
14-11-23	Lesson Plan - 45 Unit: Work is Worship Topic: The Ploughman	* ICT image * ICT * Poster	to explain the word 'tail' Teacher's Version

16-10-23	Lesson Plan - 46 Unit: Rhythms of Life Topic: To My Mother	* ICT images * ICT	To show and explain the vocabulary To show the teacher's version.
19-10-23	Lesson Plan - 47 Unit: Rhythms of Life Topic: Somebody's Mother	* ICT image * Photo	To show and explain the vocabulary. Teacher's Version
20-10-23	Lesson Plan - 48 Unit: Rhythms of Life Topic: Somebody's Mother	* ICT image * ICT	To explain the meaning Teacher's Version
23-10-23	Lesson Plan - 49 Unit: Rhythms of Life Topic: Somebody's Mother	* ICT image * ICT	To explain the meaning of the word 'whisper' and 'trembling'. To show teacher's version
24-10-23	Lesson Plan - 50 Unit: Rhythms of Life Topic: Somebody's Mother	* ICT image * ICT	To explain the meaning 'pride' Teacher's Version

01-10-23

Lesson Plan - 51
Unit: Rhythms of Life
Topic: The Wooden Cup

* ICT image
* Chart

To explain the meaning 'eagle', 'impatient'
To show the teacher's version

01-11-23

Lesson Plan # 52
Unit: Rhythms of life
Topic: The Wooden Cup

* ICT image
* Chart

To explain the meaning 'spill'
To show the teacher's version.

01-11-23

Lesson Plan - 53
Unit: Rhythms of life
Topic: The Wooden Cup

* ICT image
* Chart

To explain the meaning
To show the teacher's version

01-11-23

Lesson Plan - 54
Unit: Rhythms of life
Topic: The Wooden Cup

* ICT image
* ICT

To explain the meaning
To show the Teacher's version

10-11-23

Lesson Plan - 55
Unit: Rhythms of life
Topic: The Wooden Cup

* ICT image
* ICT

To explain the meaning
To show the teacher's version.

Lesson Plan - 51

Unit: Rhythms of
Life

Topic: The Wooden
Cup

Lesson Plan # 52

Unit: Rhythms of
life

Topic: The Wooden
Cup

Lesson Plan - 53

Unit: Rhythms of
life

Topic: The Wooden
Cup

Lesson Plan - 54

Unit: Rhythms of life

Topic: The Wooden Cup

Lesson Plan - 55

Unit: Rhythms of life

Topic: The Wooden
Cup

* ICT image

* Chart

* ICT image

* Chart

* ICT image

* Chart

* ICT image

* ICT

* ICT image

* ICT

To explain the meaning
'eagle', 'impatient'

To show the teacher's version

To explain the meaning
'spill'

To show the teacher's
version.

To explain the meaning

To show the teacher's
version

To explain the meaning

To show the teacher's version

To explain the meaning

To show the teacher's
version.

14-11-23	Lesson Plan - 56 Unit: Rhythms of Life Topic: A Village Poem	* ICT * ICT	* ICT image * ICT	to explain the meaning of poem. Teacher's Version
14-11-23	Lesson Plan - 57 Unit: Rhythms of Life Topic: A Village Poem	* ICT * ICT	* ICT image * ICT	to explain the meaning Teacher's Version
21-11-23	Lesson Plan - 58 Unit: Rhythms of Life Topic: A Village Poem	* ICT * ICT Chart	* ICT image * ICT image	to explain the meaning Teacher's Version
23-11-23	Lesson Plan - 59 Unit: Rhythms of Life Topic: A Village Poem	* ICT * ICT * ICT	* ICT image * ICT image * ICT	to explain the meaning to show the image of Poem Teacher's Version
28-11-23	Lesson Plan - 60 Unit: Rhythms of Life Topic: A Village Poem	* ICT * ICT	* ICT image * ICT	to explain the meaning Teacher's Version

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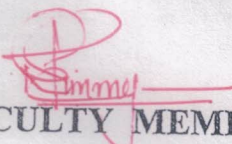
Subject: EDU 01 - Education in Contemporary India
Visit an institutional having more than
50 years of history and study its
development and present report.

Name: Mariya Tomy

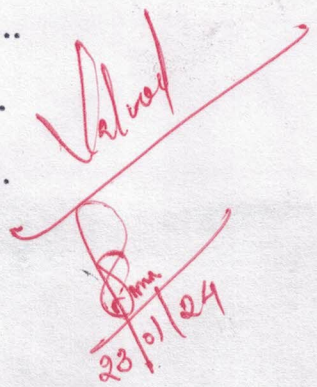
Optional Subject: Natural Science

Semester: 1st

Reg. No. CVAWTINS.009 For the year 2022-24


FACULTY MEMBER

Date: 31/01/2023


23/01/24

ST: THERESAS.

G. H. S

BRAHMAKULAM

1929



DEVELOPMENT AND PRESENT

REPORT OF -

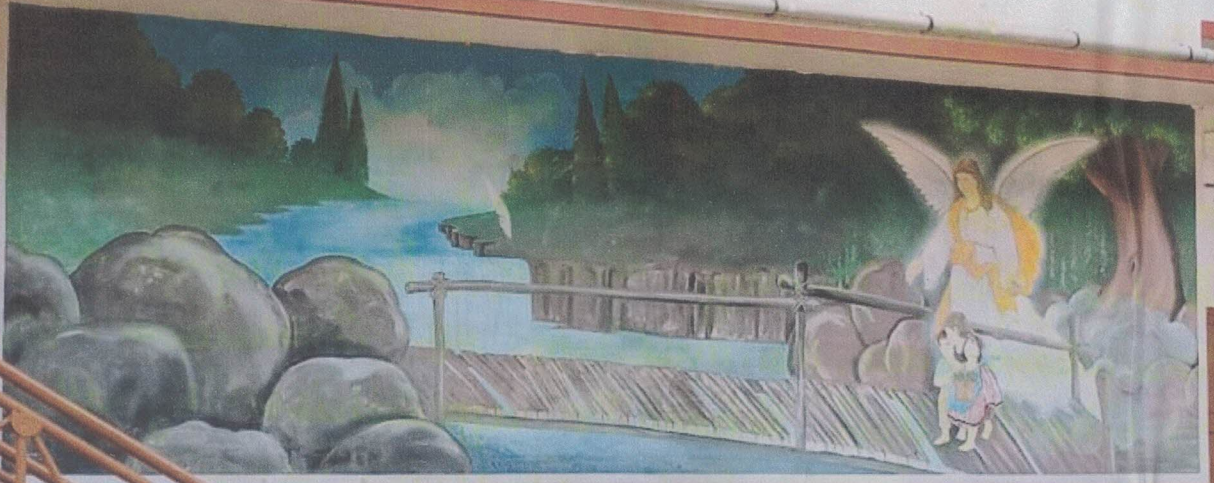
ST. THERESAS G.H.S BRAHMAKULAM


INTRODUCTION

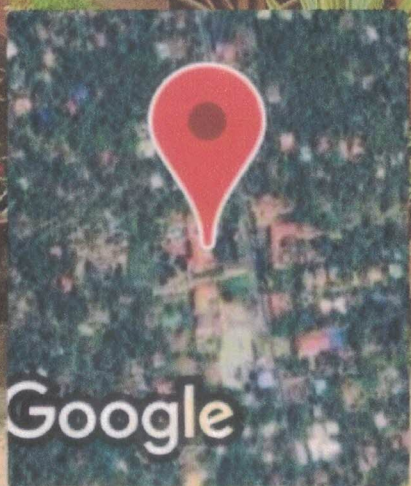
A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. A good school changes students; students change great schools. School is the foremost fountain of knowledge children are exposed to. It gives a chance for all to acquire knowledge on various fields of education such as people, literature, history, mathematics, politics, and other numerous subjects. This contributes to cultivation in the thought process. Education for all means ensuring that all children have access to basic education. So education is both the act of teaching knowledge to others and the act of receiving knowledge from someone else. St. Theresa's G.H.S, Brahmakulam is a beautiful

ST. THERESAS. G.H.S

BRAHMAKULAM



 GPS Map Camera



Thaikkad, Kerala, India

Brahmakulam, H3R6+R6R,
Chowallurpadi-Pavaratty Rd, Thaikkad, Kerala
680104, India

Lat 10.592107°

Long 76.060478°

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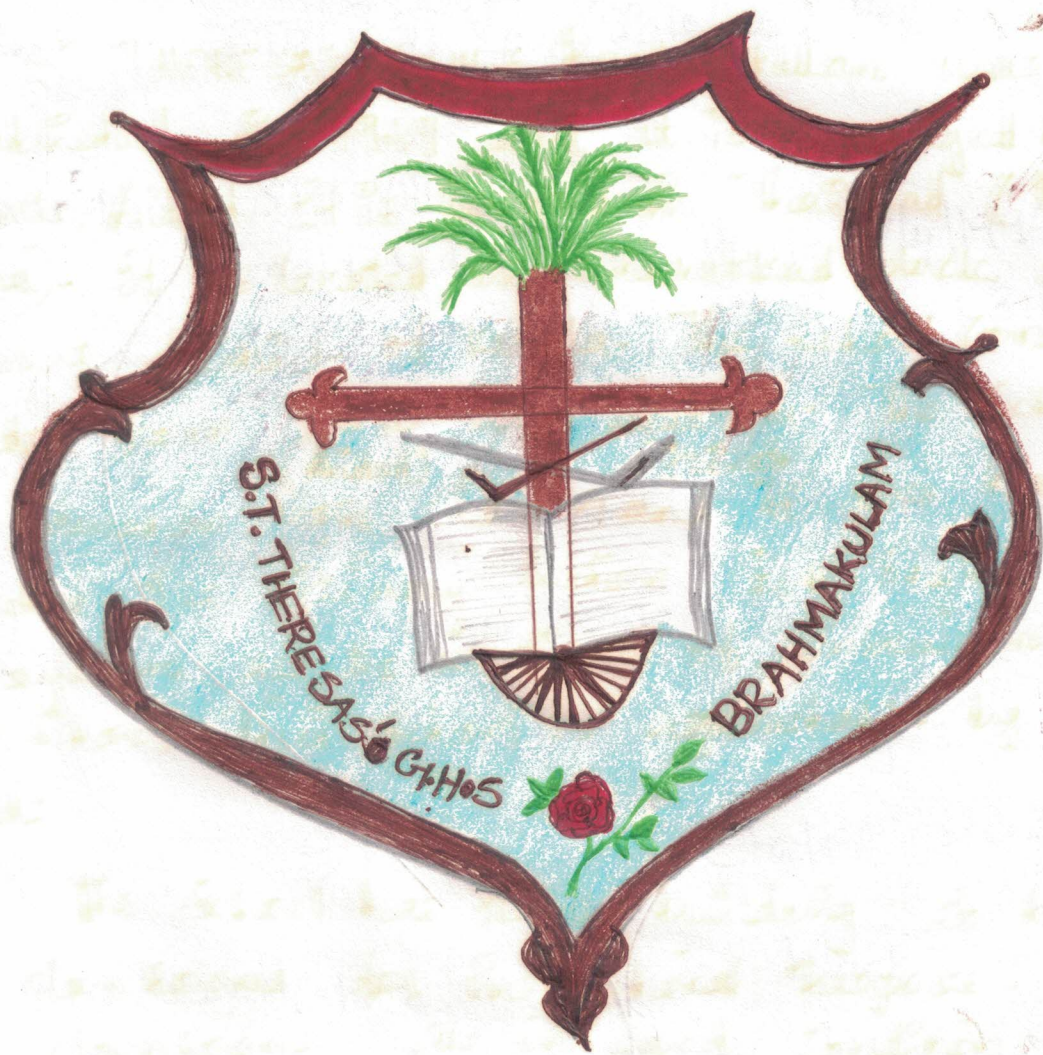
School located in a rural area called Brahmakulam which expresses and spreads its beauty in both Curricular and Co-curricular activities.

ST. THERESA'S G.H.S (Brahmakulam)

ST. THERESA'S G.H.S Brahmakulam was established in 1929 and it is managed by the Private, Aided. It is located in Thaikkad (Rural area). It is located in Chavakkad block of Thiruvananthapuram district of Kerala. The school consists of Grades from 1 to 10 and Nursery. The school is Co-education ^(Aided) upto class '4' and ^(Private) it does have an attached Pre-Primary section. Both English and Malayalam are the medium of instructions in this school. This school is approachable by all roads.

The school has Private building. It has 20 class rooms for instructional purposes. All the class rooms are in good condition. It has 2 other rooms for non-teaching activities. The school has a separate room for Headmaster/Teacher. The school has proper boundary wall. Including Headmaster there are 39 teaching staffs and 5 non-teaching staffs. So total staffs = 44. Total number of students studying in this school are 1048.

School Logo



S.T. THERESA'S G.H.S. BRAHMAKULAM

1-6-1929

SCHOOL ESTABLISHED DETAILS :-

- 1929 — ST. THERESA'S G.H.S Brahmakulam
Started STD I to IV . Girls & Boys.
- 1936 — STD V VI VII , Girls and Boys.
- 1966-67 — STD VIII
Kerala Gazette No. 14. dt. 5/4/1966
GO MS NO. 162/66 / Edu dt. TVM 31/3/1966
- 1967-68 — STD IX
Order No. L. Dis 9806/68/GH dt. 6/3/1968
- 1936 - 1984 — STD V. VI. VII Girls & Boys
- 1985 — UP, HS Section Girls Only
- 18/5/2009 — School Minority Order received.
- 12/09/2012 — Highest Secondary Block
Foundation Stone laid by
REV. FR. WILSON PIDIYATH
Blessed by BRAHMAKULAM
V. REV. MSUR. PAUL PERAMANGALATH
VICAR GENERAL
INAUGURATED BY Provided & Prepared
REV. SR. STARLET SCARIA F.C.C
PROVINCIAL SUPERIOR, THRISSUR

19.9.22 — ST. THERESA'S G.H.S. BRAHMAKULAM
 Stated and I hope. With love.



Vision and Mission

ST. THERESA'S GIRLS HIGH SCHOOL
 Brahmakulam, Kerala, India
 Vision and Mission
 Motto: Love & Service
 Vision: To provide quality education to all girls and to develop them into responsible citizens.
 Mission: To provide a safe and secure environment for the girls to learn and grow.

VISION AND MISSION

MOTTO :- LOVE AND SERVICE

VISION :- Through the Value based educational endeavours hope to build a generation in ethical qualities enriched with love and care to equip the children to live for god's glory and prosperity of the country.

MISSION :- To provide an environment of learning that enhances the dissemination of world knowledge.

School Category - Secondary School

Number of Computers - 10+

Board offered - State Board

Classes - 1st to 10th

School type - 1st to 4th and Pre Primary [Co-educational]

5th - 10th - Girls only

Medium of Instruction - Malayalam & English.

Year of Establishment - 1929

School Bus - 1 [Nos]

Pre-Primary Section - Yes.

Medical Check-up - Yes

Mid-Day meals - Provided & Prepared in School.

Students to Teacher ratio - 27:1

Number of Book in library - 86000+ (More than 10,000)

VISION AND MISSION



With Students and Head Mistresses

(Sr. Daisy E.A)

10/12/22

10/12/22

10/12/22

10/12/22

Provided of prepared in school.

10/12/22

Number of Book in library - 8000+

Year of construction

School Bus

Pre-Primary Section

Medical Check-up

Mid-Day meals

Students to teacher ratio

Number of Book in library - 8000+

School Name :- St. Therese's C.H.S Bhamakulam
Secondary School.

Area :- 2 Acres.

Address/Location :- Theissue Chavakkad St. Anthony's
Cups Paluvai, Thaikkad Kerala, India

No. of Students :- 1048

Block Name :- chavakkad.

Sub district :- chavakkad

Revenue district :- Theissue

Educational Sub district :- Chavakkad

B.P.C :- Muduvatoor, chavakkad.

Total classes :- 40 classes [Science lab - 2

Number of Instructional

Days (primary) :- 200

Computer - 2]

Arabic, Sanskrit classes.

Number of Instructional

Days (U.P) :- 220

Student houses in school :- 6.

(U.P)

C.C.E Curriculum :- Yes

Pupil Cumulative Records

Maintained :- Yes

School Management Committee :- Yes
(SMC)

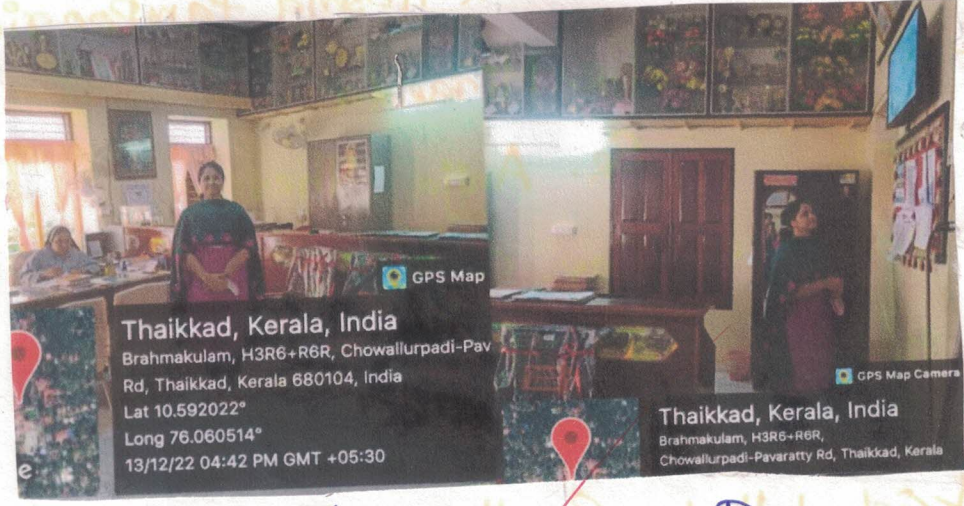
School development plan
by SMC :- Yes

Bathrooms	: - 35 [8 - for boys, rest for girls]
Record Maintained as per RTE	: - Yes.
Text books received	: - Yes
Mid - Day Meal	: - Provided and Prepared in school premises
Kitchen Devices meant	: - No.
No. of Female teachers	: - 39
School Building Type	: - Private building
No. of class rooms	: - 20
Computer Aided Learning	: - Yes.
Separate Room for Head Mistrer	: - Yes
Electricity Connection in School	: - Yes
School building boundary wall	: - Pucca.
Books library	: - Yes
Drinking Water facility	: - Yes.
Medical check-up	: - Yes
Disabled Friendly Ramps	: - Yes.
Location type	: - Rural
DISTCRC	: - 6. She has
School Management	: - Private Aided
School Head Mistrer	: - SR. Daisy. E.A

Former Principals / Head Mistresses



Former Principals / Head Mistresses



At Principals Room

Former Principals [Head Mistresses]

- 1966-'77 - REV. SR. Jovitta. F.C.C
1977-1986 - SR. REXLINE [1st. H.S. Headmistress]
1986-'87 - REV. SR. Baldwin. F.C.C
1987-91 - SR. Mathias.
1991-1994 - REV. SR. Herman
1994-'2000 - SR. Fideha. F.C.C.
2000-2002 - REV. SR. Dora. F.C.C
2002-2006 - REV. SR. ROSMA PAMPOORICKAL
2006-2011 - SR. Miranda
2011-2016 - SR. Anija Theresese
2016-2021 - REV. SR. Elsanto.
2021 - Present - SR. Daisy. E.A.

Present -

Assistant H.M - SR. Helma [Sheela. P.R]

About H.M

Present Headmistress [SR. Daisy] was joined in the St. Theresa's School on 1-5-21. She has more than 27 years of experience as a Maths teacher. She is handling the subject Maths. She was the former headmistress of Little Flower Convent Girls High School Mammuray.

Handwritten text in Malayalam script, including the title 'അമ്മേഴ്സിംഗ്' (Ammaezhingu) and 'Head Mistress'.



GPS Map Camera



Thaikkad, Kerala, India

H3R6+M53, Chowallurpadi-Pavaratty Rd,

Thaikkad, Kerala 680104, India

Lat 10.591789°

Long 76.060503°

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Class photos and Teacher's photos.

Handwritten text in Malayalam script, including the title 'അമ്മേഴ്സിംഗ്' (Ammaezhingu) and 'Head Mistress'.

Leadership is exactly an art of motivating a group of people to act towards achieving a common goal. A Head Mistress/Master have so many duties and responsibilities like teaching, Planning, Organisation and administration and supervision. Supervision and administration are the two combined functions which are mostly blended in one. When I went to St. Theresa's School to meet Rev. Sr. Daisy [Principal/Headmistress] I can see all these total sum in her activities. At first she refused to answer me and give details about the school. But still I tried to continue the conversation about the school. But at a particular moment Sr. Daisy started to communicate in very friendly and cooperative manner. She started to explain all the details she knows about this school. From this I can understand that about her Management qualities. At first she tried to understand the problem/situation - she is a good administrator and a good leader. Then she tried to understand me and my genuineness from this I can understand her problem solving ability, positive attitude, will be honest in her work and she is very genuine and good controller well as good coordinator. I can see her discipline, maintenance and overall management of the school.

Leadership is mostly an act of motivating
 a group of people to act towards achieving a common
 goal. A Head Mistress/Master have so many duties
 and responsibilities like teaching, planning, supervision
 and administrative duties.



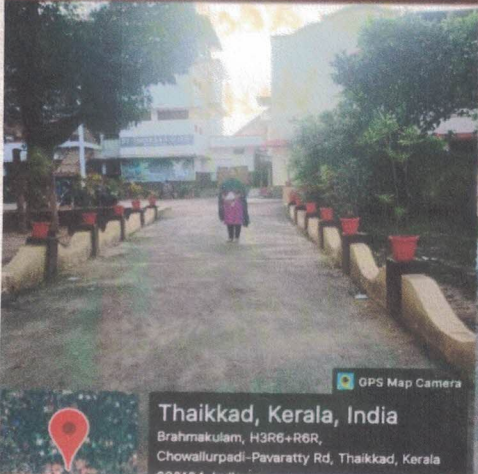
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Thaikkad, Kerala, India
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 Rd, Thaikkad, Kerala 680104, India
 Lat 10.59187°
 Long 76.05991°
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Thaikkad, Kerala, India
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 Rd, Thaikkad, Kerala 680104, India
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Thaikkad, Kerala, India
 Brahmakulam, H3R6+R6R,
 Chowallurpadi-Pavaratty Rd, Thaikkad, Kerala
 680104, India



Thaikkad, Kerala, India
 H3R6+RF9, Thaikkad, Kerala 680104,
 India



Thaikkad, Kerala, India
 Brahmakulam, H3R6+R6R, Chowallurpadi-P
 Rd, Thaikkad, Kerala 680104, India
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 Long 76.060776°
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St. Theresa's at a glance
 The school has a good teacher
 and a good leader
 who has been
 trying to solve
 the problem of
 the school
 and she is very
 gentle and good
 controller
 as well as good
 estimator.

History and Founding

When I searched for the history and Founder of St. Theresa's School, I saw some / lack of correct evidence about the history of this school. I didn't get answer from current/parent Headmistress - Sr. Daisy. Then decided to search it again but people at parent was not able to give correct answer.

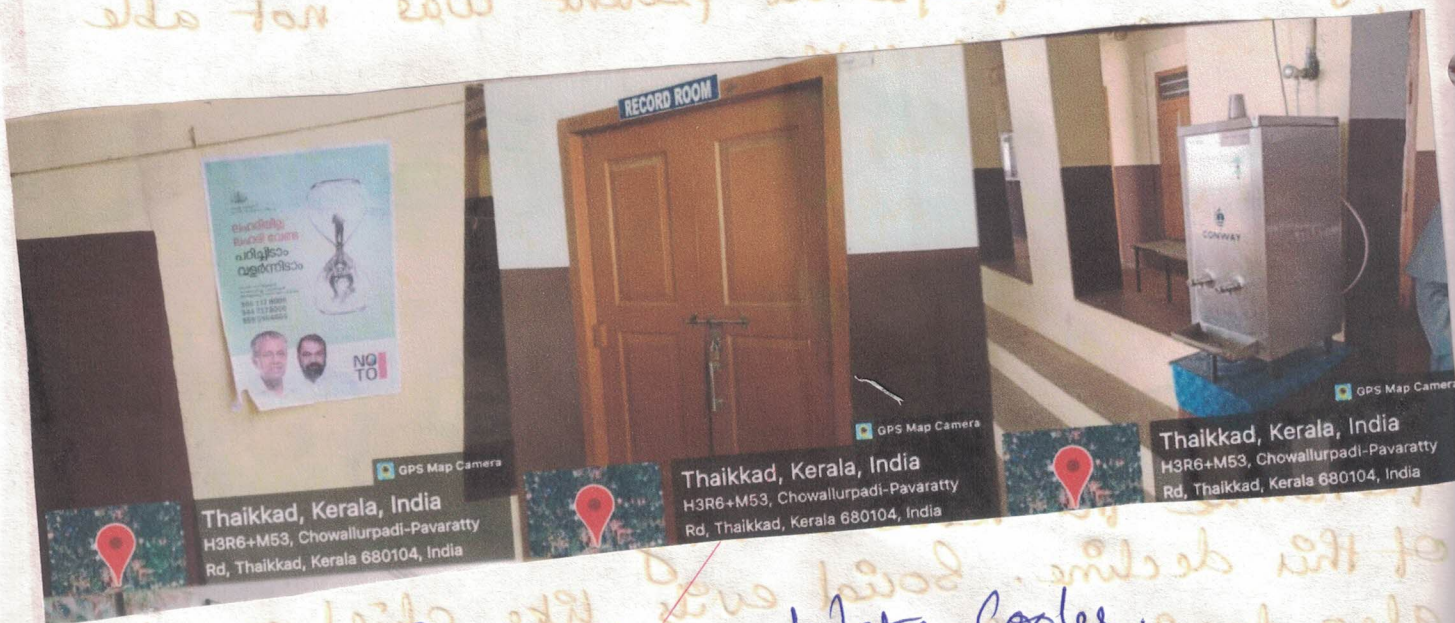
Our ancient literature reveals that women in India enjoyed equal right with men in educational, social and political fields. The decline in women's education began with the Post-Vedic age. The superstitious belief that girls are unable to pronounce the Vedas correctly accelerated the speed of this decline. Social evils like child marriage also deprived girls of their right to receive education.

Arrival of Christian Missionaries that began services in this direction in the middle of the nineteenth century. The hard work done by the Christian Missionaries in the area of women education cannot be ignored.

Convent schools and other girls schools - either aided or unaided by the government began to spring up in different parts of the country.

History and Founding

When I searched for the history and founder of St. Theresa's school, I saw some / lots of correct evidence about the history of the school. I didn't get answers from current / present / past people at parent was not able to search it. Then decided to search it again but people at parent was not able to search it.



Record Room, Water Cooler.

19.25
 18.25
 17.00 — Mid day Meal (Lunch)
 — 1st bell (Prayer)

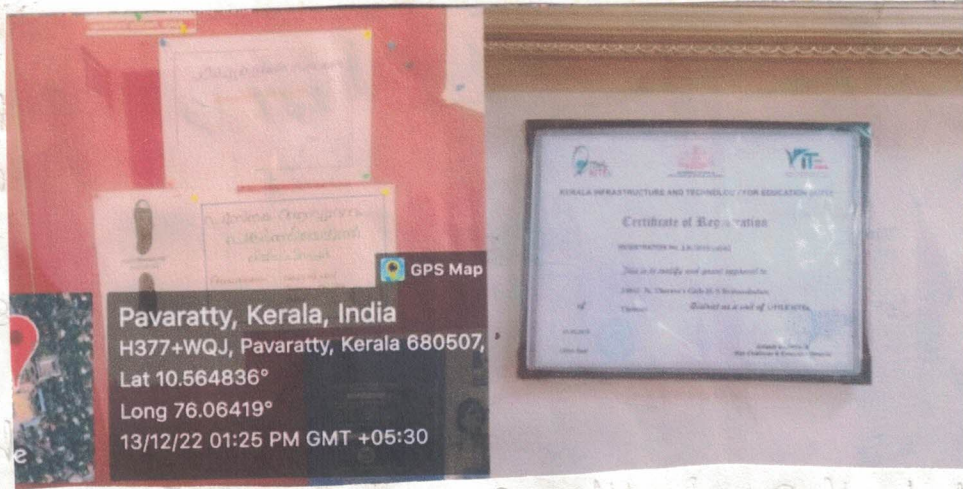
especially in the Christian belts. Many girls' schools were established and women teachers were appointed with a view to facilitate enrolment of girl students.

St. Theresa's Convent Girls High School is one among school started at 1929 by Christian Missionaries, Sisters of St. Claire. The congregation of these Missionary Sisters is the sponsoring body of the school building and infrastructure. For the upliftment of girl children they started this institution. First they started as primary level and now there are classes upto '10'.

Bell Time

- | | | |
|---------------|---|---------------------------------|
| 9.15 | — | 1 st bell |
| 9.20 | — | Assembly |
| 9.30 | — | 2 nd bell |
| 9.30 - 10.15 | — | 1 st period |
| 10.15 - 10.55 | — | 2 nd period |
| 10.55 - 11.05 | — | Interval |
| 11.05 - 11.45 | — | 3 rd period |
| 11.45 - 12.25 | — | 4 th period [Prayer] |
| 12.25 - 1.00 | — | Mid day Meal (Lunch) |
| 1.00 | — | 1 st bell (Prayer) |

especially in the classroom. Many girls
 schools were established and women teachers were
 appointed with a view to facilitate enrollment of
 girls.



Pavaratty, Kerala, India
 H377+WQJ, Pavaratty, Kerala 680507,
 Lat 10.564836°
 Long 76.06419°
 13/12/22 01:25 PM GMT +05:30

KERALA INFRASTRUCTURE AND TECHNOLOGY FOR EDUCATION (KITE)
 Certificate of Recognition
 INSTITUTION: S.P. JAYAKRISHNAN
 This is to certify and grant approval to
 Smt. N. Theresia + Gb-21-8 Brahmakulam
 Thakkad
 Brahmakulam and of LTRE 1978.

They started the institution first they started
 as primary level and now there are classes upto to

Bell Time



Thaikkad, Kerala, India
 H3R6+M53, Chowallurpedi-Pavaratty
 Rd, Thaikkad, Kerala 680104, India

Thaikkad, Kerala, India
 Brahmakulam, H3R6+R6R,
 Chowallurpedi-Pavaratty Rd, Thaikkad, Kerala
 680104, India

Thaikkad, Kerala, India
 Brahmakulam, H3R6+R6R,
 Chowallurpedi-Pavaratty Rd, Thaikkad, Kerala
 680104, India

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1.05 — 1.45 — 5th period

1.45 — 2.25 — 6th period

2.25 — 2.30 — (Interval)

2.30 — 3.10 — (7th period)

3.10 — 3.45 — (Bus) — 1st bell

3.50 — ~~8th period~~ 2nd bell

1st bell — ^{for} those who are going by bus

2nd bell — for those who are going by
bicycle or by walking.

At 3.30pm — Pre-primary (School) leave
their classes. (Students)

Remedial Teaching classes [H's]

Evening class (VIII and IX)

Friday — Malayalam

Monday — Hindi

Tuesday — Science

Wednesday — Maths

Thursday — English / Social

8th IX — Friday

Time
3.50 - 4.45

About Classes

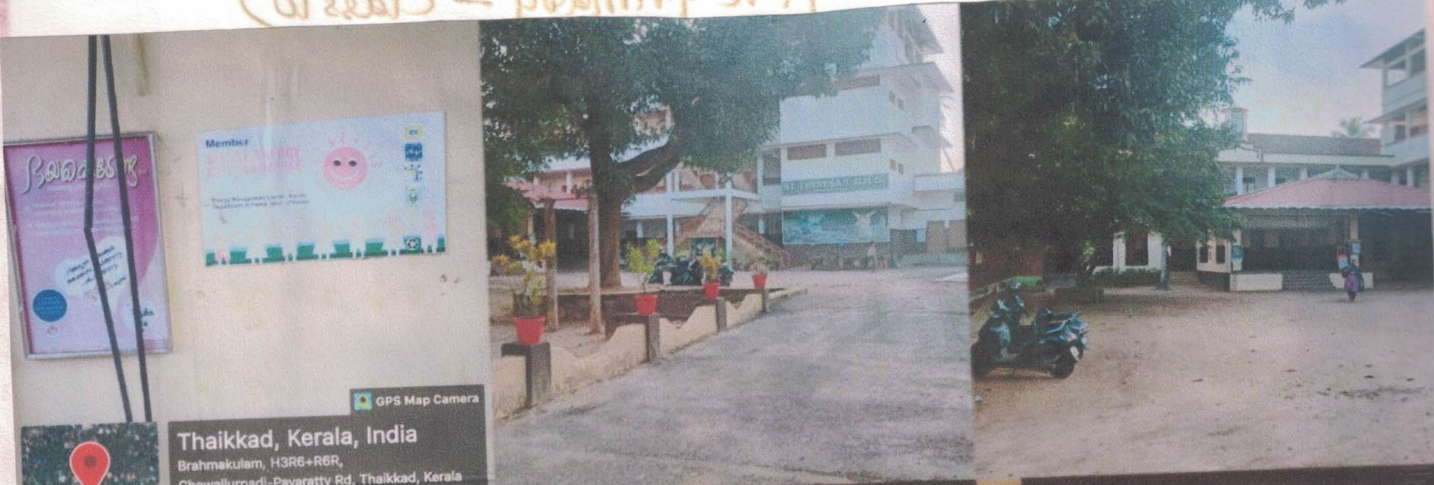
Pre Primary - Class 10

PRE-PRIMARY SECTION:-

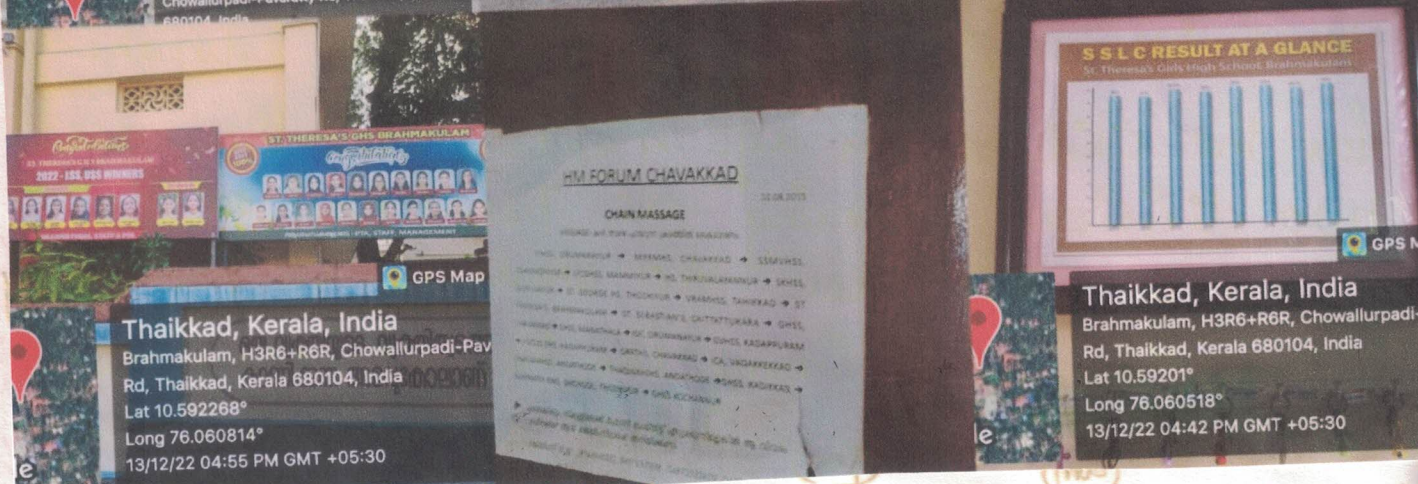
"Education is the most powerful weapon which we can use to change the world" - (Nelson Mandela). Yes, here in this St. Theresa's Bhramakulam started few years back "Pre-Primary section" as private education for the children of age 4 and 5. Here there are two divisions running as Pre-school or Nursery. There are 140 students in Pre-Primary section. The school timing for these children are from 9.15^(am) - 3.30^(pm). There are 2 teachers to handle these students and 2 helpers. All the kids are enjoying their Pre-Primary stage. For these children there is a children's park to play and learn. Children at this stage learn the fundamental concepts of shapes, numbers, colours, animals, plants etc. St. Theresa's headmistress is very co-operative and providing all the equipments for the development of children, that helps ease the transition to formal schooling. They are focusing on play-based techniques of learning.

Lower Primary and Upper Primary are very effective in academics and 100% result in SSLC - 2021-2022

About Classes
(The Primary - Classes)



GPS Map Camera
Thaikkad, Kerala, India
Brahmakulam, H3R6+R6R,
Chowallurpadi-Pavaratty Rd, Thaikkad, Kerala
680104, India



GPS Map
Thaikkad, Kerala, India
Brahmakulam, H3R6+R6R, Chowallurpadi-Pav
Rd, Thaikkad, Kerala 680104, India
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Long 76.060814°
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GPS Ma
Thaikkad, Kerala, India
Brahmakulam, H3R6+R6R, Chowallurpadi-P
Rd, Thaikkad, Kerala 680104, India
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Long 76.060518°
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S.S.L.C Result at a glance
L.S.S. H.S.S. Winner - 2022



GPS Map Camera
Thaikkad, Kerala, India
Brahmakulam, H3R6+R6R,
Chowallurpadi-Pavaratty Rd, Thaikkad, Kerala
680104, India

GPS Map Camera
Thaikkad, Kerala, India
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680104, India

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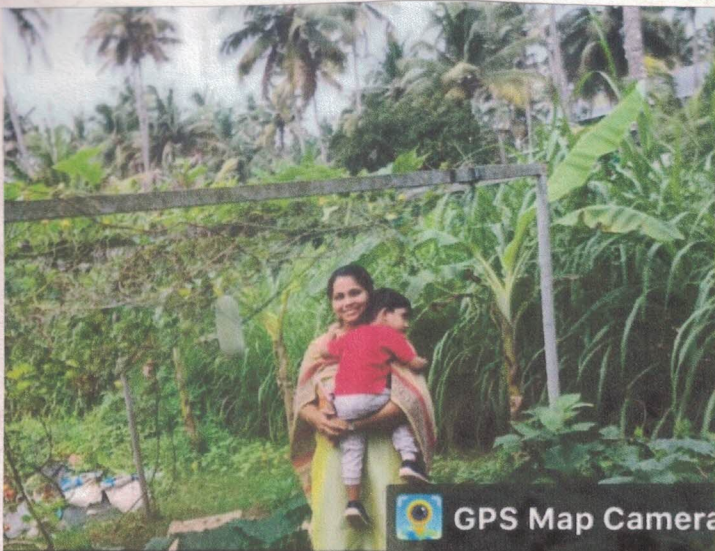
The Primary and the Secondary are very large
and 100% result in S.S.L.C

Achievements Classes

Coming to academic level all children are trying to maintain / score good marks in their examinations. Last few years this school is having 'Cent' Percentage (100%) results in S.S.L.C level. Both the students and teachers in this school are very co-operative as well as hard working too. That we can see in their results. Last S.S.L.C Batch (2021-22), there are 22 children passed their examination with full A+ and in 2022 - 7 children (L.S.S Winners) & 2 children got V.S.S Scholarship too. Academically we can see best outcome from the students.

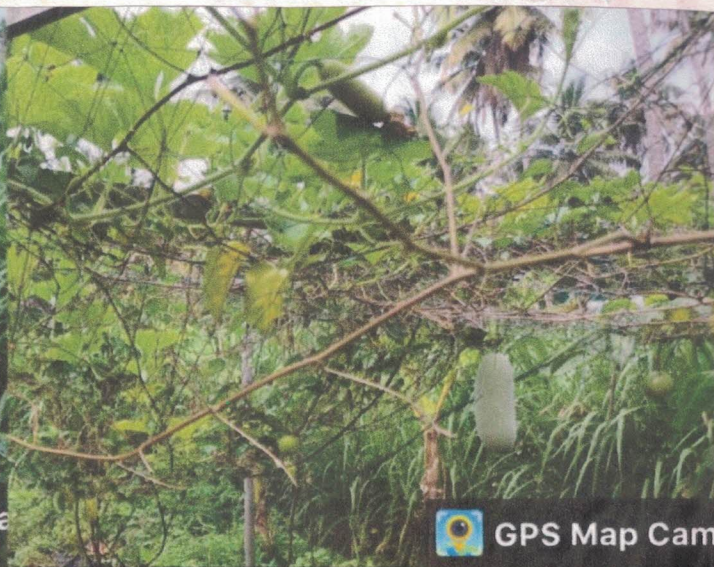
Three years back St. Theresa's School celebrated their 'Navati' (2019). Now 93rd year is running with excellent in their quality learning, teaching and outcome.

There are separate staff's post for P.T, Drawing and Needle work. These children are good both in Curricular and Co-curricular activities. Extra teaching of 'Kalarattai' classes are there for children. School aims at Women empowerment, Women health and safety. This school is trying to mould the children in overall development - in all round Physical, Emotional, Social, Intellectual, Moral development. Various Prizes in arts and sports items in sub district and district levels.



GPS Map Camera

Thaikkad, Kerala, India
H3R6+M53, Chowallurpadi-Pavaratty Rd,
Thaikkad, Kerala 680104, India
Lat 10.591821°
Long 76.059959°
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GPS Map Cam

Thaikkad, Kerala, India
H3R6+M53, Chowallurpadi-Pavaratty Rd,
Thaikkad, Kerala 680104, India
Lat 10.591834°
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Farm-to-School At the Vegetable garden of St. Theresa's



Thaikkad, Kerala, India
H3R6+M53, Chowallurpadi-Pavaratty
Rd, Thaikkad, Kerala 680104, India

Thaikkad, Kerala, India
H3R6+M53, Chowallurpadi-Pavaratty Rd,
Thaikkad, Kerala 680104, India
Lat 10.591841°
Long 76.059958°
10/12/22 11:38 AM GMT +05:30

Thaikkad, Kerala, India
Brahmakulam, H3R6+R6R, Chowallurpadi-
Rd, Thaikkad, Kerala 680104, India
Lat 10.592004°
Long 76.060208°
10/12/22 11:36 AM GMT +05:30

St. Theresa's School have a big well
to supply water to all the needs
of this school

For drinking purpose there is another

Activities and Scholarships

St. Theresa's School [Brahmakulam] is a best example for "Farm-to-School" thought.

Farming engages children in a different level. Farm-to-School occurs when students are involved in hands-on learning in a garden setting.

Agriculture education programs not only teach students how to be farmers, but also train tomorrow's scientists, nutritionists, teachers and so much more. A combination of classroom instruction and applied agriculture at a young age, kids can start recognizing how it impacts the world around them and help them learn other important aspects like science, math, communication, leadership, management etc.

Here this school has a huge agricultural garden with various types of vegetables such as Cucumber, pumpkin, tapioca, Spinach, Curry leaves, lady's Finger, Snake gourd, Yam, chilli, Colocasia etc. They are using these vegetables for children's mid day meal. Children are having organic and fresh vegetables which helps in their intellectual development.

There are various scholarships schemes

to children according to their Age/class wise.

NMMS

- St. Theresa's Students are applying for this exam and some of them got this Scholarship.
- The National Means-Cum-Merit Scholarship Scheme is a Central Government - Sponsored Scheme. This is aiming at providing financial assistance to meritorious students belonging to economically weaker sections to avert their drop out at class 8 and encourage them to continue studies at the Secondary stage. The Scholarship amount is 12000/- Rs.

L.S.S

- Lower Secondary Scholarship, or Kerala LSS VSS Scholarship LSS is a Scholarship exam for children in class 4 who excelled in English, Math, and Environmental Studies in their annual exams and received a grade of A or above.

U.S.S

- Higher Secondary Scholarship, or U.S.S, is a Scholarship awarded to class 7 students who received an A grade in all of their subjects in their yearly year-end Exams.

to children according to their age/class wise.

NMMS

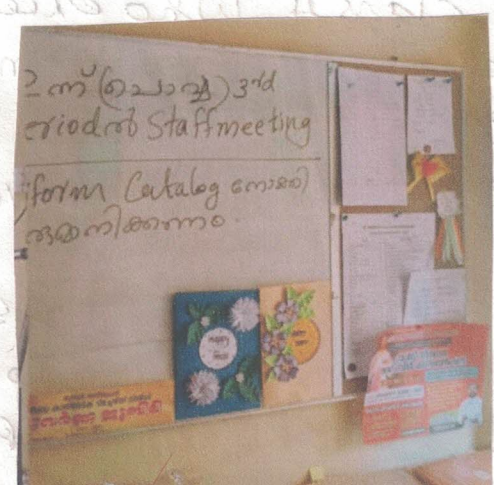
St. Theresa's students are applying for the exam and some of them got the scholarship. The National Means-to-Meet Scholarship Scheme is a central



2.8.2

2.2.1

Lower secondary school... or Kerala... is a scholarship exam for children... in which the child excelled in English... in which the child excelled in English... and received a... uniform Catalog... 2nd (2022) 3rd period Staff meeting



Notice board for Teachers.

Bharat Scouts & Guides

Girl Guiding in St. Theresa's C.H.S

Guiding in India has a significant focus on community service and development. The four main areas of the basic tests that the Guides have to complete are character development, health, handicraft and service to others.

Motto :- Guides Be Prepared.

Here in this school we can see a best Guide team with great team spirit and enthusiasm. They are experiencing adventure and the space to discover their potential. They go to their first ever sleepovers, canoe on rivers, learn about body confidence and lead their own camp. Girls take what they do in guiding with them as they grow up. Here teachers are empowering girls to find their voice, inspiring them to discover the best in themselves and to make a positive difference in their community.

Children are very punctual, trying to maintain their ^(Guide) discipline and being a model to other children in the school. During various programmes in the school they are very productive and helpful to the school management to maintain the discipline and done all the things in correct ordered/organised manner.

CONCLUSION

School should be a place where both students and teachers feel safe. Here in the St. Theresa's C.H.S Brahmakulam I can see a good school Management System. They are trying to do almost all Planning of all activities and programmes of the school in the beginning of the academic year itself. Regular class tests, P.T.A meetings, Remedial classes etc are properly managed and maintained in this school. Because of the lack of the fund and a positive attitude of the management that not to make "Learning a burden" to students and their parents they are trying to minimize the usage of funds in introducing/publishing magazines, papers etc. When I asked about their magazines Headmistress told me that they are doing service to the world and don't want to make extra expenses other than that. They are trying to consider all children equally irrespective of their Caste, Creed, Social Status, Money, Colour, Deers, etc. I felt very proud and happy to submit this small report of St. Theresa's C.H.S Brahmakulam. Thank you almighty and the Staffs and Management who cooperated with me.

REFERENCES

- 1) <http://schools.org.in/theissue/82070300101/st-thereasa-s-ghs-brahmakulam.html>.
- 2) David Sikkink, "Diversity in Christian Schools", Education Next, Summer 2001.
- 3) Pallavi Pradeep Pulbey, "Women Education in India - An Complete Analysis".
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ST. JOSEPH'S TRAINING COLLEGE

PAVARATTY, THRISSUR

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



Subject: EDU 01 - EDUCATION IN CONTEMPORARY INDIA

Topic: Visit an institution having more than 50 years
of history and study its development and present
report

Name: ALMA PAUL

Optional Subject: ENGLISH

Semester: FIRST

Reg. No. OYAWTEG1001 For the year 2022 - 24


FACULTY MEMBER

Date: 22-11-2022

INTRODUCTION

Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness and honesty. Education originated as the transmission of cultural heritage from one generation to the next. Educational goals increasingly encompass new ideas such as the liberation of learners, skills needed for modern society, empathy and complex vocational skills. Types of education are commonly divided into formal, non-formal and informal education. Formal education takes place in education and training institutions, is usually structured by curricular aims and objectives and learning is typically guided by a teacher. In most regions, formal education is compulsory up to a certain age and commonly divided into educational stages such as kindergarten, primary school and secondary school.

School is the foremost fountain of knowledge children are exposed to. It gives a chance for them to acquire knowledge on various fields of education such as science, literature, history, mathematics, politics and other numerous subjects. This contributes to cultivation in the thought process. When one is exposed to the influences coming from various cultural sources, his/her on world and existence becomes vast. School is the first avenue of socialising for a child. Up till then, parents

and family members are the only people the child has human interactions with. With schools, children are exposed not only to new ideas but also to same aged compatriots. This instills sociable practices such as empathy, friendship, participation, assistance which turn out to be important in their adulthood.

Earlier, schools were considered as places to learn events in history chapter, solve tough mathematical problems or recite poems and sonnets. In the current educational scenario, a child learns to go beyond the traditional way of rote learning. They are taught to develop a mind of their own and through the flexible curriculum, curiosity is promoted. The child is freed from the shackles of mental blocks and let his/her imagination run its course. Play enactments and an encompassing curriculum lead to a well-developed cognitive system. At school, children are exposed to various sources from whom they can imbibe immense knowledge, instrumental for their development. Hence school is necessary for children to inculcate the workings of life.

LADY IMMACULATE GIRLS HIGH SCHOOL, CHOONDAL



Name of the school :- Lady Immaculate Girls High School, Choondal

Established on :- 1-06-1952

School administration :- Aided

School Division :- Public school

Sections of study :- U.P, High school

Medium :- Malayalam and English

Revenue district :- Thrissur

Total students :- 954

Total teachers :- 40

LADY IMMACULATE GIRLS HIGH SCHOOL, CHOONDAL



Lady Immaculate Girls High School, Choondal was established on 1st June 1952 by Fr. George Choondal. The motto of the school is 'Love Never Fails' which means 'Love Never Fails'. LIGHS Choondal is an aided school belonging to Kunnambulam sub-district of Changanassery education district in the cultural city of Thrissur. The aim of this school is to make the students bearers of the gospel spirit of love and freedom, keeping in mind the all-round development of the human person.

ality. The vision of this institution is to impart knowledge through Vidya to the students who come to the presence of the Holy Mother with the serenity of rural life and inculcate through life the idea that love never fails. The mission of this school is to open up the inexhaustible mine of knowledge to become lamp posts in the spiritual and cultural fields.

History

Lady Immaculate Girls High School, Choondal was started as a middle school on 1st June 1952 as a result of the efforts of Hon'ble Fr. George Choondal to cite Choondal village, where there were no schools for girls to study after completing primary education. Started with 20 students and 2 teachers, this school started functioning as an unaided high school in 1965. More students joined in these school during 1965 and 1970s. The school excelled in many ways during these years. Many activities were included in the school premises which promoted the students to engage in various extra curricular activities. The school continued functioning as a branch of Christ King School in 1976. It provides education for girls from 5th standard to 10th standard after their primary education.

During 1960s, after primary education, girls were not able to study as their families did not allowed them to go to far off places for their education. So many girls near Choondal and its premises also faced such problems and were not able to study. It was at that time, this school was established and this blossomed the future of many girls in Choondal and its nearby premises. Many of the families started sending their girl children to the school with a great desire to provide education to their children and to build up their future.

Although Fr. George Choondal established the school, the institution is under the CMC sisters congregation. The aim of this congregation is to spread the light of knowledge to everyone irrespective of their caste, creed, social or economic status. Equality was given for all students in this school and several value based education were promoted. Many schemes were started to help the students who were financially backward and were not able to study. CMC congregation sisters has many schools including L.I.G.H.S, Choondal. This school was started as a

lower primary school in 1952 and was upgraded to upper primary and high school at 1965. CMC sisters built up a main building for the school at 1968 and it was opened for the students. The management also had a school called Christ King School, Pauratty. L.I.G.H.S. Cheondal continued functioning as a branch of Christ King School till 1976.

The school started functioning as an aided school in 1979. School excelled in its academic and extra curricular activities during these years. More facilities for children were brought up by the management. During that time, it was necessary for the students to assemble together to showcase their talents, have an open assembly and to organise various programs. As a result an open stage was built and this was inaugurated in 1989. Within these years many more students joined in this school. Students from far off places from Cheondal also started studying here. As a result, a need for a common school bus service arised and this lead to the commencement of school bus service at 1994. So the first school bus service from L.I.G.H.S. helped many students who had transportation facilities.

From the year 1997, this school started achieving 100% result in the state S.S.L.C Examination. As an increase in number of students and the number of divisions for various classes, a new building was also built up and was inaugurated in 2001. Information technology aroused well during the start of 21st century. Computers which was the source of data came up during those times. The school also mitistand with the arising technological usions and started a computer lab at 2002.

Even though a student is passed out from a school or a college, they might have a dream to unite again and be a student for a day. Considering the wishes of former students L.I.G.H.S, Choondal organised an Alumni meet or Get together of old students and PTA. This fulfilled the wishes and dreams of several students who wished to meet their friends and teachers. Following years several big and small developments also took place in this school. Until 2011, there were only Malayalam medium divisions from fifth standard. In 2011, English medium was started from fifth standard, by considering that learning English, which is a

global language helps the students to acquire and understand professional courses easily. As a result, class divisions increased and was divided as English and Malayalam medium. Following years results increased in both English and Malayalam medium. Smart classes was necessary for the students to learn through audio-visual aids which help them to grasp the concepts very easily. The school stood for the students necessity, and brought smart class rooms to help teaching learning process in 2015.

Humanity is a greatest ethical value that each and every human being should acquire and inculcate in themselves. To inculcate the humanitarian values among students the school started junior Red Cross society in the school. Many students joined in this humanitarian venture promoted by the school. Many more clubs and various societies were also opened up for the students. As an increase in the number of divisions and high gross in the advancement of technology, it became a need to increase the number of smart classes. As a result many smart classrooms were set up in the school by 2017-18. Several new developments are

also undergoing in this school all throughout these years. Several new campaigns and developments are taking place in the school in these years are very much helpful to the students and in turn to the society.

As reaching 70 years of its establishment and its flourishing, there were several teachers who stood as pillar for the development of the school. The first head teacher of this school was Sr. Mary Paul. Sr. Adolphus served as headmistress for a long time afterwards. In 1965, the unaided school was lead by the H.M Sr. Bylon. Then several other teachers lead this school with their dedication and hardwork. Today 958 girl students are studying in the school in several classes. This educational institution, which has been achieving famous success for many years, has achieved great achievements in the fields of arts, literature, sports etc. There is also a Guiding and Red Cross section working with sincerity and zeal.

In this era of fading moral values, Vedic teaching classes and ethical classes are conducted here to develop spiritual awareness and moral thinking among female students. Programs have been planned through KCSL and

DCL to inculcate the sense of values among the female students. Library, laboratory, open stage, computer lab are also arranged. A good sound system has been installed in the auditorium. School compound wall, 30 washrooms, 2 playground, 20 hi-tech classrooms and school buses are arranged in this school. The motto of the school is 'Love Never Fails'. Deepashikha is a symbol of spreading the brilliant light of knowledge throughout the world. The scenic river, coconut trees and the boat in the motto symbolises an inspiration that we should be the ones who calmly row our life's boat with the faith and prayer we have received from God as our starting point in the turbulent life situations.

Former Charioteers

Former head teachers of the school

- Sr. Adolphus
- Sr. Byron
- Sr. Mariallam
- Sr. Osberg
- Sr. Attracta
- Sr. Andrews
- Sr. Felician
- Sr. Especta
- Sr. Elyamma T.K.

- Smt. Lisiemma Mathew
- Smt. Anne Sebastian P.
- Smt. Mary Dyssy
- Sr. Anupama
- Sr. Flory Paul
- Sr. Rosalie

Clubs

Social Science Club

It is very important to instill in the children the importance, uniqueness, need and purpose of daily celebrations and important days. Each and every child should know the importance of special days or the days that need to be remembered. As a result, the school has started social science club in the school. Independence day, Hiroshima - Nagasaki day, Constitution day, Quit India day, Children's Day Quiz (Panchayat level First HS/UP) are celebrated in school assembly on respective days under the leadership of social science club.

Library Club

Books always provide knowledge to the students. A good library has been built in this school to inculcate the habit of reading in the children. Reading increases the knowledge about diverse fields of

education and makes the children more knowledgeable. The library is working well under the leadership of Mrs. Baly teacher. It has won many prizes at the school and district levels.

Junior Red Cross

Humanity plays a very important role in making human as a perfect human being. To inculcate values and humanity Junior Red Cross Organisation was started in this school. Students participate in several charitable and valuable activities.

This organization is progressing very well under the leadership of sign teacher.

Scouts & Guides

It has been more than 20 years since the department of Guides was started in this school. At present about sixty female students are participating.

Smt. Dear P. Under the leadership of, the guides are progressing very nicely.

Environment Club

The school also started environment club which provide awareness programs to the students about the nature. This club celebrates various days related to the nature protection and several activities related to the nature conservation also take place in schools.

Sports Club

This school encourages various sports activities among the students. Students participate in various activities that is provided by school. Many prizes and achievements are won by the students in various items at sub-district, district and the state level.

Arts Club

Extra-curricular activities are well encouraged in this institution. Many students usually participate in different competition. Arts club in the school promotes to showcase the artistic talents in the students. Students have participated in various competition in Kalestar and other lists and fairs and gained lot of prizes in different levels.

Little Kites

This club was started by the school in 2020. Smt. Yumala Mary lead this club. This is an IT club and this helps the students to excel in various IT programs.

Maths Club

Maths club in the school provides the easy methods in learning maths and how to teach it in an easy way for students to easily grasp by conducting games, competitions etc.

Facilities

Library

A library is a collection of materials, books or media that are accessible for use and not just for display purpose. It provides hard copies or digital access (soft copies materials, printed materials etc. This school also provides students with a good library which has both physical and digital access. Books spread out the light of knowledge among the students. Giving more importance to the reading, there are more than 3000 books in the library. Students can easily access to the library and can issue their books according to their interest.

Computer lab

Advancement of information technology crossed up very high during the start of 21st century. Computer and its software became a very important in the emerging world. The school also stood up with the emerging technology in those days and started a computer lab in 2002. This was very much helpful to both students and faculties in the school.

Science lab

The school started its science lab witnessing the

development of the students in the field of science and technology. School had a lab comprising biology, physics and chemistry lab. Science lab helps the students to know and understand the concepts that they have studied in their classes. Science lab also showcases various models made by the students.

Talent Lab

The school also has a talent lab which helps the students to showcase their talents. This area also provides the children to practice for various competitions and programmes. The school not only encourages the students in their academics but also encourages in their extra-curricular activities.

Recreational Facilities

The school also provides recreational facilities for the students. There are two playgrounds in the school campus and variety of activities takes place. School gives more prominence to the sports and other activities.

Open Stage and Auditorium

It was necessary for the students to gather up for various program both indoor and outdoor.

As a result, an open stage was set up in the school. There is also an auditorium which has a very good sound system in it. Both the open stage and auditorium helps the students to showcase their talents and also help them to gather together for various occasions.

Campaigns

Say No To Drugs

In today's world many youth are under the trap of drugs and other narcotics. So the school has provided many awareness programs against the use of drugs. Various skits, plays and several other programs were conducted by the students of L.I.G.H.S against the use of drugs. Many awareness programs were also conducted by the schools.

School News Paper

The school newspaper or newsletter is a medium to inform the students about the happenings in the school. Schemes, developments, competitions and achievement in the school is usually described in the newsletter. Many newsletters are published by the school and it also includes the involvement of students.

Letter tree

To protect the trees and to conserve the nature, the school organised a program called 'letter tree'. This was an awareness program to conserve the nature and its benefits acquired. So the school organises various programmes for sustainability of natural resources.

Achievements

- * Students secured first in Dan Black Belt, Doty
- * First prize in Moliniyattam in district level
- * Secured A grade in dance, group song and so on.
- * Presidential award from Indian president for the performance of student in guides
- * Overall Championship in sub-district and district level.
- * Secured A grade in many items in State Kalostav
- * Scholarships like USS for students
- * Secured first in Science fair and Work experience fair.

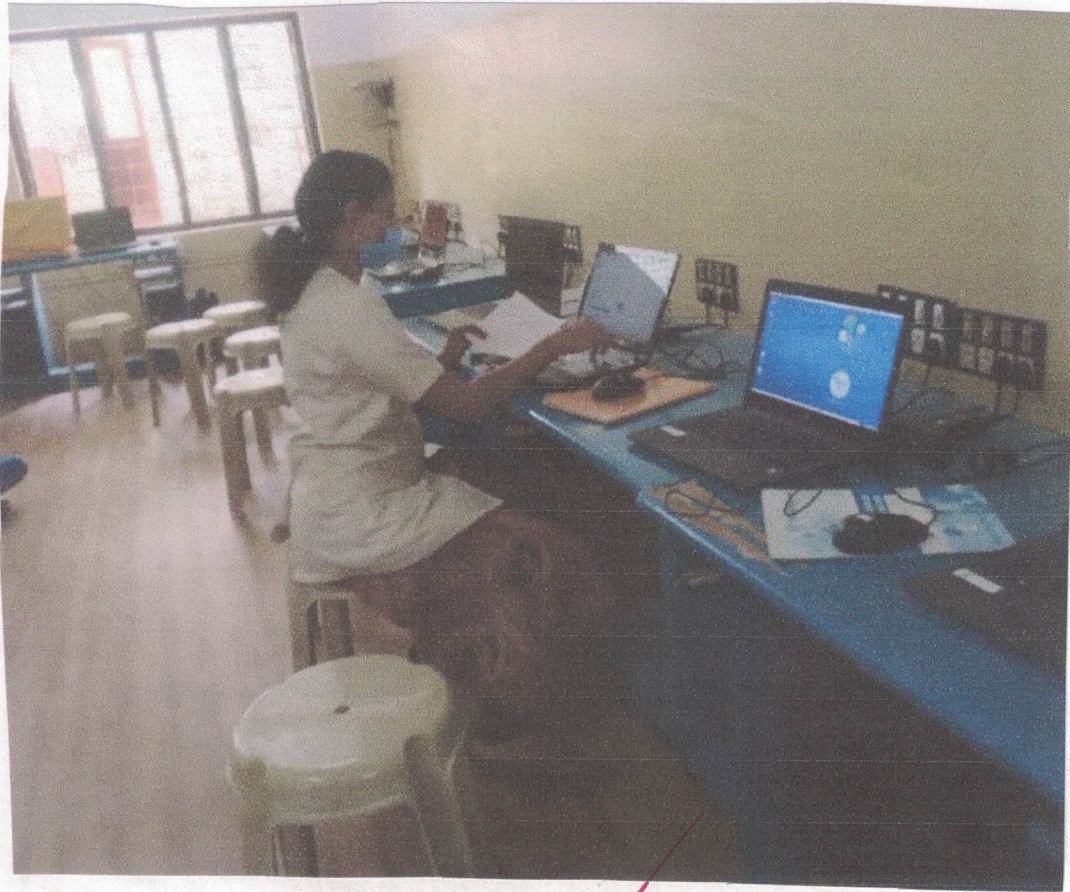
CONCLUSION

School is the basic foundation of knowledge being imparted to a child. It gives a chance to children to acquire knowledge on various fields of education, such as people, literature, history, mathematics, politics and other numerous subjects. School teaches social skills, helps young people build confidence and encourages critical thinking. It also gives students a variety of opportunities and introduces young people to future goals.

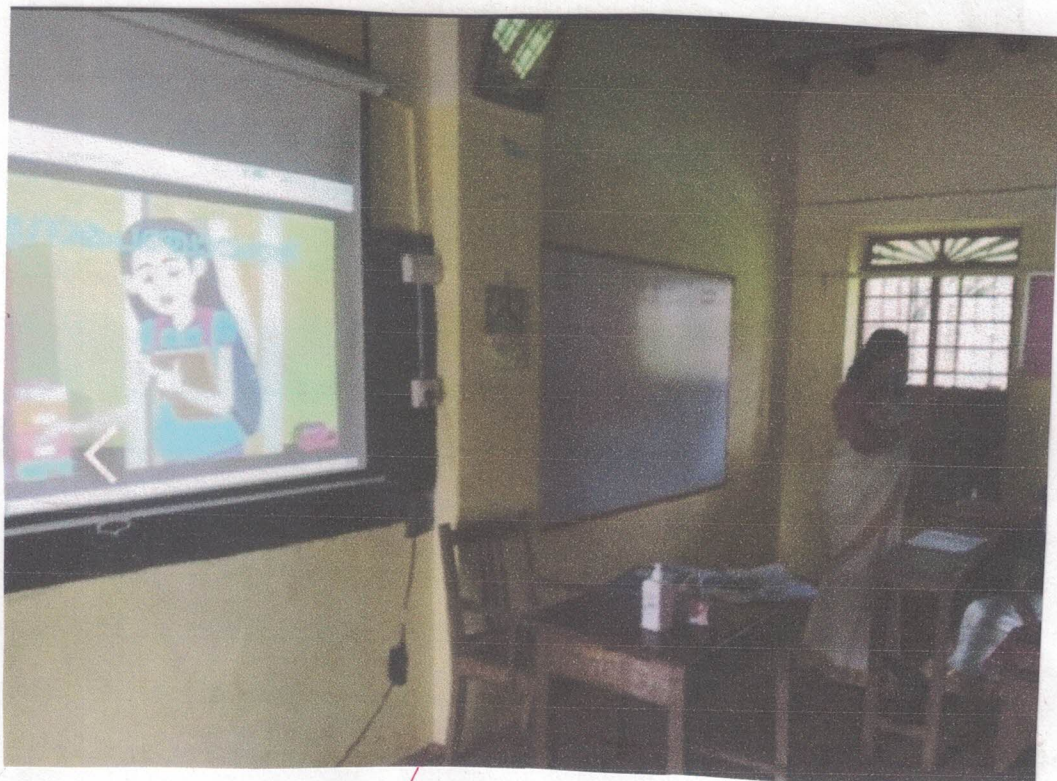
Lady Immaculate Girls High School, Cheondal is one of the best school for girls in providing education and other activities. Various clubs in the school gives opportunities to the students to participate in different competitions and activities. Cultural and sports activities are given importance and students scored several prizes for various competition. Not only in extra curricular activities, students also excelled in various board and competitive exams. Through this task, this school, its activities, development, various schemes and excellency of students in various field is known.

(Signature)
22-11-2022

Facilities



Computer Lab



Smart Classrooms

Head Teachers



Former Head Teachers




Current Head Teacher

Clubs




GPS Map Camera

 **Choondal, Kerala, India**
 J38V+753, Choondal, Kerala 680504, India
 Lat 10.616249°
 Long 76.093061°
 05/11/22 12:14 PM GMT +05:30

Google



GPS Map Camera

 **Choondal, Kerala, India**
 J38V+753, Choondal, Kerala 680504, India
 Lat 10.616226°
 Long 76.093063°
 05/11/22 12:15 PM GMT +05:30

Google

2d/achievements

L.I.G.H.S CHOONDAL



HRIDHYA T.M
NATIONAL TAEKWONDO
CHAMPIONSHIP 2019
NATIONAL WINNER
(SECOND)



GOURINANDA G
SUBJUNIOR 20.KG TAEKWONDO
STATE WINNER (SECOND)



KRISHNA PRIYA A.U
JUDO STATE
CHAMPIONSHIP (THIRD)



ADWAIDA T.P
JUNIOR GIRLS TAEKWONDO
32KG STATE WINNER (FIFTH)



ALNA P.S
TAEKWONDO STATE
PARTICIPANT



ASHMI C.U
THROWBALL STATE
WINNER (FOURTH)



SHYMA K.S
SENIOR GIRL 55KG
TAEKWONDO
STATE PARTICIPANT



**2ND INDIA OPEK NATIONAL TAEKWONDO
CHAMPIONSHIP 2019**



**BASE BALL SENIOR GIRLS
STATE WINNERS (FIFTH)**



**SOFT BALL SENIOR GIRLS
STATE WINNERS (SIXTH)**

HEARTY CONGRATULATIONS
PTA



Mob: 8606 236 275
Ph: 04885 236 275

L.I.G.H.S



		SSLC RESULT			
		Year	Stre	%	A+
School code	- 24016	2010 - 2011	223	100	10
School Governing Department	- General	2011 - 2012	222	100	11
Educational Sub District	- Kunnampulam	2012 - 2013	213	99.6	11
Educational District	- Chavakkad	2013 - 2014	222	99.6	11
Established In	- 1952	2014 - 2015	205	100	9
Constituent Assembly	- Manalur	2015 - 2016	202	99.9	9
Parliament Constituency	- Thrissur	2016 - 2017	208	100	19
Block	- Chowannur	2017 - 2018	196	100	16
Taluk	- Kunnampulam	2018 - 2019	175	100	24
Panchayath	- Choondal	2019 - 2020	184	100	24
		2020 - 2021	163	100	93
		2021 - 2022	160	100	42