



# P.K.M. COLLEGE OF EDUCATION

MADAMPAM, KAITHAPRAM P. O., KANNUR – 670 631

(Govt. Aided Teacher Education Institution affiliated to Kannur University)

Recognized by NCTE included under UGC 2(f) & 12(B) category

Accredited by NAAC with 'A' Grade, (Second cycle -4 point scale), RUSA 2.0 beneficiary

**2.4.2: Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as**

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources
10. Evolving ICT based learning situations
11. Exposure to Braille /Indian languages /Community engagement


## PREPARATION FOR SCHOOL INTERNSHIP



## Pre-Internship Pedagogical Strategies and Practices

2.4.2

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**Pre internship Pedagogical Strategies and Practices**  
(As a preparation for School Internship)

The Pre internship Pedagogical Strategies and Practices as a preparatory step for the school internship focus on seven major themes

- Exploring the content knowledge and structuring the content
- Designing the Learning objectives
- Designing assessment for learning
- Catering to the diverse needs of the learners and Addressing Inclusiveness in classrooms
- Planning for Instruction (Year Plan, Unit Plan, Modular Plan, Lesson Plan and Individualized Educational Plan)
- Developing Teaching Competences

During the Second and Third semester as part of the pedagogical courses (BED P201, BED P202 and BED P301) the teacher educators of each pedagogical courses (English, Malayalam, Mathematics, Natural Science, Physical Science and Social Science) equip the student teachers in significant skills and competencies through various classroom activities, interdisciplinary activities, Activities with the support of Alumni and External Resource persons.



  
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## 1. Formulating learning objectives

**PEDAGOGIC PRACTICE 2**  
**WORKSHOP ON DESIGNING LEARNING OBJECTIVES**

**Workshop**  
**on**  
**How to design learning objectives**  
**(13/02/23-16/02/23)**

**RESOURCE PERSONS**

**Dr.Prasanth Mathew**  
(Assistant Professor, Department of Physical Science)

**Dr.Regha K.R**  
(Associate Professor, Department of English)

**Mrs.Jomol jose**  
(Assistant Professor, Department of Natural science)



**Sr.Minimol George**  
(Assistant Professor, Department of Malayalam)

**Dr.Sholly Joseph**  
(Associate Professor, Department of mathematics)

**Dr.Veena Appukuttan**  
(Associate Professor, Department of social science)

**ORIENTATION INTO THE TAXONOMIES OF EDUCATIONAL Objectives**  
Bloom's taxonomy  
Revised BLOOMS taxonomy  
Taxonomy of Science Education  
Constructivist objectives  
Learning outcomes  
At responsible citizenship

The Department of Physical Science at P.K.M. College of Education, Madampam, organized a comprehensive workshop from February 13 to February 16, 2023, with a primary focus on Formulating Learning Objectives, specifically delving into an orientation into the taxonomies of educational objectives. Dr. Prasanth Mathew, Assistant Professor of Physical Science at

  
  
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P.K.M. College, led the workshop as the resource person, sharing his expertise in educational objectives and their alignment with effective teaching strategies.

The workshop commenced with an in-depth exploration of various taxonomies of educational objectives, with a significant emphasis on Blooms Taxonomy. Participants engaged in insightful discussions and practical activities to understand the hierarchical structure of cognitive domains, encompassing knowledge, comprehension, application, analysis, synthesis, and evaluation. The workshop further delved into the Revised Blooms Taxonomy, incorporating modern educational concepts and aligning objectives with contemporary pedagogical practices.

A distinctive feature of the workshop was the exploration of the Taxonomy of Science Education, tailored to the unique challenges and learning outcomes in the field of science. Dr. Prasanth Mathew guided educators through the nuanced application of taxonomy to enhance science education objectives, ensuring that learning outcomes are specific, measurable, attainable, relevant, and time-bound (SMART).

The workshop extended its scope to encompass Constructivist Objectives, emphasizing the importance of learner-centric approaches. Educators were encouraged to design learning objectives that promote active engagement, critical thinking, and knowledge construction by students. This constructivist perspective highlighted the shift from traditional, teacher-centered instruction to more interactive and participatory learning experiences.

Participants also delved into the concept of Learning Outcomes, exploring how well-formulated learning objectives contribute to measurable and observable outcomes. The practical implications of aligning instructional practices with defined learning outcomes were discussed, promoting a results-oriented approach to teaching.

Simultaneously, parallel workshops were conducted in other optional classes, broadening the impact of the initiative. In the Natural Science class, Dr. Jomol Jose, Assistant Professor of Natural Science, navigated participants through the nuances of formulating learning objectives in the scientific domain. Dr. Rekha K. R., Associate Professor of English, led discussions on learning objectives in the English class, emphasizing language proficiency goals. Assistant Professor Minimol George facilitated the Malayalam optional class, focusing on objectives aligned with cultural and linguistic competence. Dr. Sholly Joseph, Associate Professor of Mathematics, addressed the complexities of formulating objectives in the Mathematics optional class. Dr. Veena Appukuttan, Associate Professor in the Department of Social Science, guided educators in formulating objectives specific to the social sciences.

The comprehensive nature of the workshop extended beyond traditional taxonomies, incorporating innovative approaches to educational objectives. Participants engaged in dynamic discussions and hands-on activities to tailor their learning objectives to the unique needs of their students and subjects. The practical application of taxonomies in diverse academic disciplines showcased the adaptability and relevance of the workshop content.

Outcomes of the Program:

- Enhanced understanding of diverse taxonomies for designing learning objectives.
- Acquisition of practical skills to create objectives fostering higher-order thinking and skill development.



  
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- Promotion of interdisciplinary collaboration among educators.
- Empowerment with actionable strategies to integrate taxonomies into teaching practices.
- Contribution to overall improvement in educational experiences for students.

The workshop facilitated by the Department of Physical Science at P.K.M. College of Education, under the guidance of Dr. Prasanth Mathew, stands as a testament to the institution's commitment to advancing pedagogical practices. The integration of various taxonomies, including Blooms Taxonomy, Revised Blooms Taxonomy, and domain-specific taxonomies, reflects a nuanced and contemporary approach to formulating learning objectives. As educators embrace these insights, the ripple effect is expected to contribute to a more effective and learner-centered educational environment, reinforcing P.K.M. College's position as a hub for innovative and impactful teacher development initiatives.

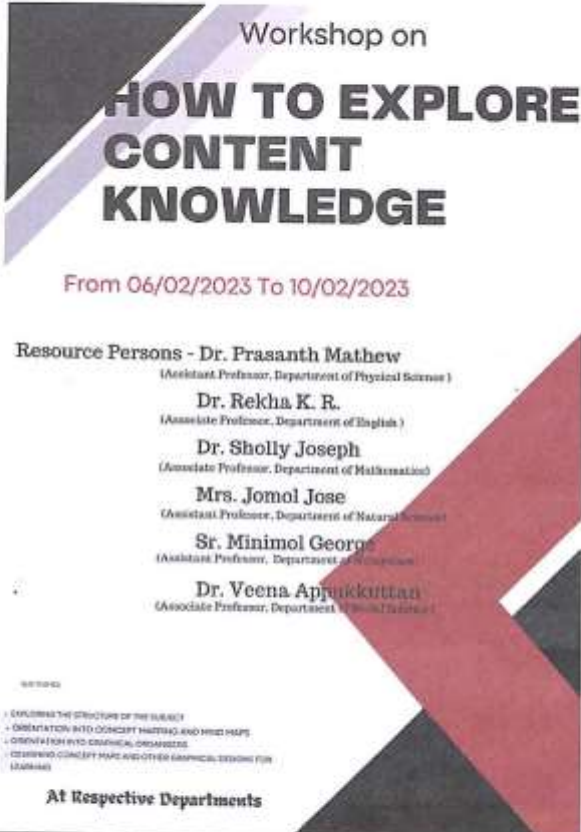


  
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## 2. Content mapping

**PEDAGOGIC PRACTICE I**

**Workshop on  
How to Explore Content Knowledge**



**Workshop on  
HOW TO EXPLORE  
CONTENT  
KNOWLEDGE**

From 06/02/2023 To 10/02/2023

**Resource Persons - Dr. Prasanth Mathew**  
(Assistant Professor, Department of Physical Science)

**Dr. Rekha K. R.**  
(Associate Professor, Department of English)

**Dr. Sholly Joseph**  
(Associate Professor, Department of Mathematics)

**Mrs. Jomol Jose**  
(Assistant Professor, Department of Natural Science)

**Sr. Minimol George**  
(Assistant Professor, Department of Education)

**Dr. Veena Appukkuttan**  
(Associate Professor, Department of Physical Science)

**OBJECTIVES**

- EXPLORING THE STRUCTURE OF THE SUBJECT
- ORIENTATION INTO CONCEPT MAPPING AND FLOW CHARTS
- ORIENTATION INTO CONCEPT ORGANIZERS
- DESIGNING CONCEPT MAPS AND OTHER GRAPHICAL STRINGS FOR LEARNING

**At Respective Departments**

The Department of Physical Science at P.K.M. College of Education, Madampam, orchestrated an enlightening workshop from 06/02/23 to 10/02/23, delving into the intricacies



  
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of "How to Explore Content Knowledge." Dr. Prasanth Mathew, an accomplished Associate Professor of Physical Science at P.K.M. College, served as the resource person, leading participants through a comprehensive exploration of effective content knowledge exploration methodologies. The workshop aimed to empower educators with innovative tools and strategies for enhancing their pedagogical practices.

Simultaneously, parallel sessions were conducted in various optional classes, enriching educators across diverse disciplines. In the Natural Science class, Assistant Professor Jomol Jose shared her expertise in exploring content knowledge specific to the natural sciences. Dr. Rekha K R, an Associate Professor of English, led sessions in the English class, focusing on the nuances of exploring content knowledge within the realm of language and literature. The Malayalam optional class was conducted by Assistant Professor Minimol George, offering insights into the exploration of content knowledge in the context of Malayalam language and literature. Dr. Sholly Joseph, an Associate Professor of Mathematics, facilitated the Mathematics optional class, providing strategies for content exploration in the field of mathematics. In the Social Science optional class, Dr. Veena Appukuttan, an Associate Professor of Social Science, guided participants through the unique aspects of exploring content knowledge in social sciences.

The overarching theme of the workshop, "How to Explore Content Knowledge," emphasized the significance of innovative and efficient approaches to understand, organize, and convey subject matter. Dr. Prasanth Mathew, in the Department of Physical Science, highlighted the importance of content exploration in fostering a deep and meaningful understanding of scientific principles. Participants engaged in interactive sessions, collaborative activities, and practical exercises to enhance their skills in navigating and dissecting complex subject matter.

The subtheme of "Content Mapping" was a central focus, guiding educators in exploring the structure of their respective subjects. Participants gained insights into organizing content hierarchies, identifying key concepts, and establishing connections between different topics. The orientation into Concept Mapping and Mind Maps provided a visual framework for educators to represent and reinforce relationships between ideas, facilitating both teaching and learning.

Another integral aspect of the workshop was the orientation into graphical organizers. Participants were introduced to various visual tools that aid in structuring information, such as flowcharts, diagrams, and tables. The sessions emphasized the role of graphical organizers in simplifying complex information, enhancing comprehension, and serving as effective teaching aids.

The workshop further delved into the design of concept maps and other graphical designs for learning. Dr. Prasanth Mathew demonstrated practical techniques for creating visually appealing and informative concept maps tailored to the specific content of the physical sciences. Similar strategies were employed in other classes, ensuring that each discipline received tailored guidance on optimizing visual tools for effective content exploration.

In the Natural Science class, Jomol Jose explored the graphical representation of scientific concepts, illustrating how visual aids could enhance students' understanding of complex natural phenomena. Dr. Rekha K R, in the English class, highlighted the use of visual organizers to illuminate the structural elements of literature, fostering a deeper appreciation



  
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for literary works. Minimol George, in the Malayalam optional class, showcased the application of graphical organizers in elucidating linguistic concepts. Dr. Sholly Joseph, in the Mathematics optional class, guided participants in designing visual aids to simplify mathematical concepts. Dr. Veena Appukuttan, in the Social Science optional class, demonstrated the utilization of graphical organizers to elucidate historical timelines, social structures, and interconnected concepts.

In conclusion, the workshop on "How to Explore Content Knowledge" proved to be a transformative experience for educators at P.K.M. College of Education, Madampam. Dr. Prasanth Mathew and the resource persons across various disciplines facilitated a dynamic learning environment, equipping participants with innovative tools to enhance their teaching methodologies. The incorporation of content mapping, concept mapping, and graphical organizers underscored the commitment to fostering a deeper, more engaging approach to education. The knowledge gained in this workshop is expected to have a lasting impact on educators, ultimately enriching the learning experiences of students across diverse subjects.

**Outcomes for the workshop on exploring content knowledge:**

1. Improved Student Performance: Implementing the strategies learned in the workshop can lead to improved student understanding and retention of course material, ultimately resulting in better academic performance.
2. Enhanced Collaboration :The workshop encouraged collaboration among educators from different departments, fostering an exchange of ideas and best practices that can lead to future interdisciplinary projects and initiatives.
3. Increased Teacher Confidence: Participants reported feeling more confident in their ability to effectively deliver content and engage students, leading to a more positive classroom atmosphere and improved teacher satisfaction.
4. Integration of Technology: Educators learned how to incorporate technology tools and resources into their teaching practices, enabling them to create interactive and multimedia-rich learning experiences for their students.
5. Enhanced Assessments: Participants gained insights into how to use concept mapping, graphic organizers, and content analysis to develop more effective assessment methods that accurately measure student learning outcomes.
6. Professional Networking: The workshop provided an opportunity for educators to network with colleagues and establish connections with the resource persons, creating valuable professional relationships that can support ongoing professional development.

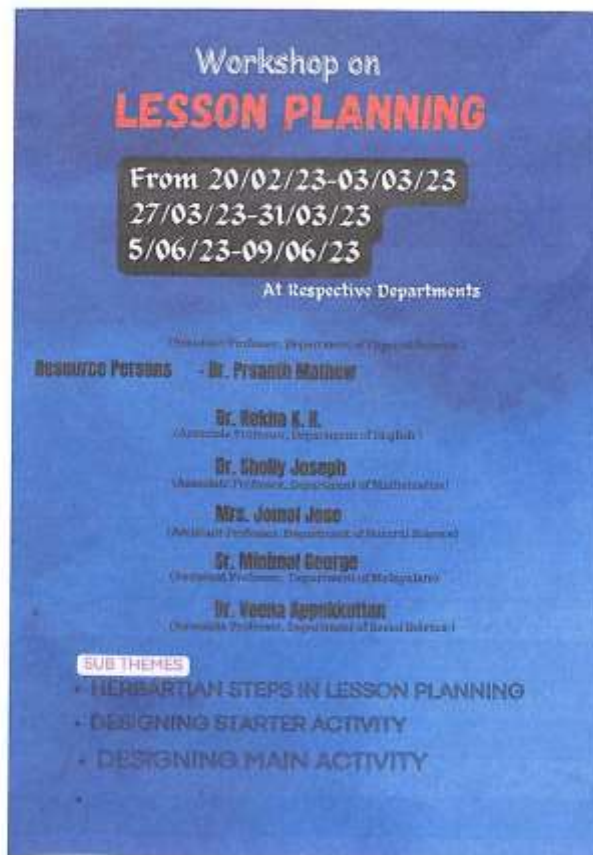
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- 3. Lesson planning/ Individualized Education Plans (IEP)
- 4. Identifying varied student abilities

**PEDAGOGIC PRACTICE 5**  
**WORKSHOP ON LESSON PLANNING**



The Department of Physical Science at P.K.M. College of Education, Madampam, orchestrated a transformative three-week workshop series held from 20/02/23 to 03/03/23,



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27/03/23 to 31/03/23, and 05/06/23 to 09/06/23, strategically addressing essential topics in pedagogy. Dr. Prasanth Mathew, an esteemed Assistant Professor of Physical Science at P.K.M. College, played a pivotal role as the resource person, guiding educators through a comprehensive exploration of Lesson Planning/Individualized Education Plans (IEP), Mobilizing Relevant and Varied Learning Resources, and Evolving ICT-Based Learning Situations. Similar workshops were concurrently conducted in optional classes such as Natural Science, English, Malayalam, Mathematics, and Social Science, with dedicated resource persons tailoring the sessions to the nuances of each discipline.

The first topic, "Lesson Planning/Individualized Education Plans (IEP)," delved into Herbartian Steps in Lesson Planning, Designing Starter Activities, Designing Main Activities, Designing Plenary/Review Activities, Designing Follow-Up Activities, and Crafting Micro Lesson Plans. Dr. Prasanth Mathew emphasized the importance of meticulous planning to create engaging and effective learning experiences. The workshop extended its impact into other disciplines, with Jomol Jose, Dr. Rekha K R, Minimol George, Dr. Sholly Joseph, and Dr. Veena Appukuttan leading sessions tailored to the specific requirements of Natural Science, English, Malayalam, Mathematics, and Social Science, respectively.

The second focus, "Mobilizing Relevant and Varied Learning Resources," covered Orientation on Different Learning Resources, Developing Improvised Models/Aids, Familiarizing Different Non-Digital Resources, and Bringing Together Instructional Materials. Educators were guided on the diverse array of resources available to enhance teaching and learning. Parallel workshops in other optional classes mirrored the exploration, ensuring that educators gained discipline-specific insights and strategies for effective resource mobilization.

The third topic, "Evolving ICT-Based Learning Situations," showcased advancements in educational technology. Sessions included training on Presentation Skills, Operation of Projectors and Other Digital Devices for Classroom Teaching, Video Editing, Animations, Preparation of ICT-Enabled Lesson Plans, and Developing ICT Assessment Tools for both Online and Offline Modes. The participants were equipped with the skills needed to integrate technology seamlessly into their teaching practices. Simultaneously, resource persons in other optional classes tailored the content to the specific needs and requirements of Natural Science, English, Malayalam, Mathematics, and Social Science disciplines.

The interdisciplinary approach of the workshop series enabled educators to not only enhance their pedagogical skills but also to tailor their knowledge to the unique requirements of their respective disciplines. The collaborative exchange of ideas and practices across disciplines fostered a holistic understanding of effective teaching strategies.

Outcomes of the Program:

- Understanding Yager's taxonomy.
- Application of Yager's taxonomy.
- Effective lesson planning.
- Differentiated instruction.
- Integration of resources and technology.
- Promoting active learning.
- Assessment for learning.



  
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- Collaboration and reflection.

The three-week workshop series conducted by the Department of Physical Science at P.K.M. College of Education served as a catalyst for professional development, equipping educators with innovative teaching methodologies. Dr. Prasanth Mathew and the dedicated resource persons ensured that the workshops were not only informative but also transformative, fostering a culture of continuous learning and improvement within the academic community. The impact of these workshops is anticipated to resonate in classrooms, creating dynamic and inclusive learning environments across disciplines.



  
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- 5. Dealing with student diversity in classrooms
- 6. Visualising differential learning activities according to student needs
- 7. Addressing inclusiveness

**PEDAGOGIC PRACTICE 4**  
**WORKSHOP ON ADDRESSING INCLUSIVENESS IN CLASSROOM**



The Department of Physical Science at P.K.M. College of Education, Madampam, organized a groundbreaking three-week workshop series held from 05/03/23 to 10/03/23, 13/03/23 to



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17/03/23, and 12/06/23 to 16/06/23, dedicated to the overarching theme of "Holistic Pedagogy: Fostering Inclusive Learning Environments." Led by the dynamic resource person, Dr. Prasanth Mathew, Assistant Professor of Physical Science at P.K.M. College, the workshops aimed to equip educators with innovative strategies to address the diverse needs of students, emphasizing inclusivity and effective pedagogical practices. Similar workshops were concurrently conducted in other optional classes, extending the impact across the academic spectrum.

The first crucial topic, "Identifying Varied Student Abilities," delved into Individual Differences, Multiple Intelligence Theory, Familiarizing Different Learning Styles, and Learning How Students Excel. Dr. Prasanth Mathew facilitated insightful discussions, guiding educators in appreciating the diversity of student abilities and tailoring instructional approaches to individual needs. Parallel workshops in Natural Science, English, Malayalam, Mathematics, and Social Science, led by Jomol Jose, Dr. Rekha K R, Minimol George, Dr. Sholly Joseph, and Dr. Veena Appukuttan respectively, mirrored the comprehensive exploration of varied student abilities within their respective disciplines.

The second topic, "Dealing with Student Diversity in Classrooms," addressed the challenges and opportunities presented by diverse student populations. The strategies covered including Multisensory Activities, Use of Interactive Boards, Remediation for Below Average Students, and Enrichment for Above Average Students. Educators, guided by resource persons in parallel workshops, developed practical skills to create inclusive and engaging classrooms catering to students with diverse learning needs.

"Visualizing Differential Learning Activities According to Student Needs," the third focus area, explored Collaborative Learning, Peer Observation, Planning Activities to Match Student Abilities, and Group Discussion. Dr. Prasanth Mathew encouraged educators to employ dynamic and interactive teaching methods to accommodate different learning preferences, fostering collaboration and a rich learning environment.

The fourth topic, "Addressing Inclusiveness," covered Familiarizing Adaptive Structures and Assistive Devices, Planning Multisensory Activities, Planning Individualized Lesson Plans, Developing Varied Instructional Objectives, and Conducting Outreach Programs. Dr. Prasanth Mathew emphasized creating an inclusive educational landscape, and parallel sessions in other disciplines offered specialized insights tailored to the unique challenges and opportunities within Natural Science, English, Malayalam, Mathematics, and Social Science.

The final topic, "Exposure to Braille/Indian Languages/Community Engagement," showcased a commitment to diversity and inclusion. This segment delved into Identifying Learning Aids for Special Needs and Appropriate Use of Supportive Devices. Educators engaged in practical activities to understand Braille, Indian languages, and community engagement strategies, enriching their toolkit for inclusive teaching.

In Natural Science, Jomol Jose explored strategies for accommodating diverse learning needs in the context of scientific disciplines. Dr. Rekha K R, in the English class, emphasized inclusive practices in language education. Minimol George, in Malayalam, offered insights into addressing diverse linguistic abilities. Dr. Sholly Joseph, in Mathematics, provided



  
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practical approaches to inclusivity within the mathematical domain. Dr. Veena Appukuttan, in Social Science, focused on cultivating an inclusive environment within the social sciences.

**Outcomes of the Program:**

- **Enhanced Understanding:** Educators gained a deeper understanding of varied student abilities, allowing for more nuanced teaching strategies.
- **Inclusive Teaching Practices:** Participants embraced inclusive teaching methodologies, fostering an environment that caters to diverse cultural, linguistic, and socio-economic backgrounds.
- **Tailored Learning Activities:** Educators developed skills in visualizing and implementing differential learning activities, ensuring personalized approaches to meet individual student needs.
- **ICT Integration:** The workshop successfully equipped educators with the knowledge and skills to integrate ICT-based learning situations into their teaching practices.

Throughout the workshop series, participants engaged in dynamic discussions, practical activities, and collaborative exercises, fostering a rich learning environment. The integration of theory and practical application equipped educators to implement inclusive strategies effectively within their classrooms. The workshops aimed not only to enhance the teaching methodologies within the Department of Physical Science but also to create a ripple effect across other disciplines, fostering a culture of inclusivity and diversity within the academic community at P.K.M. College of Education, Madampam. The holistic approach taken in this comprehensive workshop series is poised to elevate the standard of pedagogy, ensuring that educators are well-equipped to meet the diverse needs of their students and create an inclusive educational ecosystem.

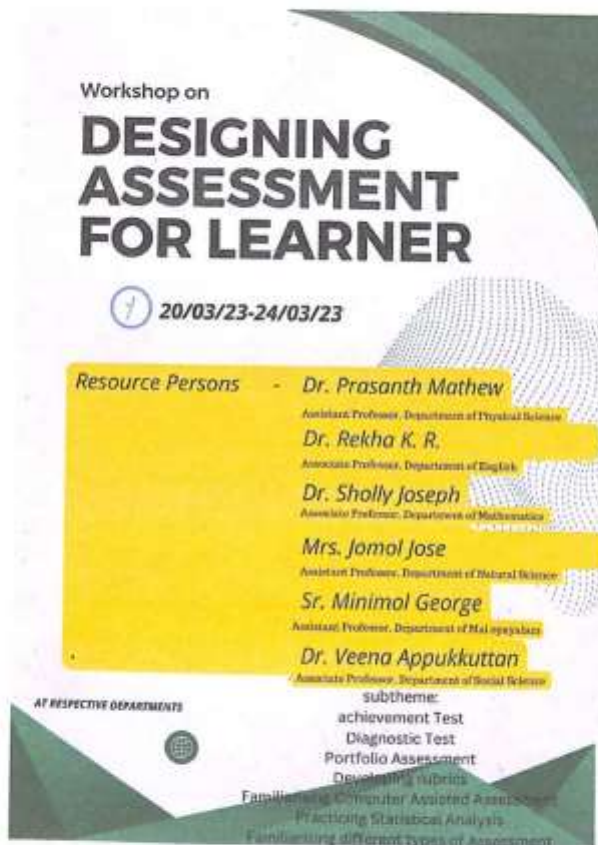


  
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- 8. Assessing student learning
- 9. Mobilizing relevant and varied learning resources

PEDAGOGIC PRACTICE 3

WORKSHOP ON DESIGNING ASSESSMENT FOR LEARNING



The Department of Physical Science at P.K.M. College of Education, Madampam, conducted an enriching workshop from March 20 to March 24, 2023, centered around the vital theme of assessing student learning, with a particular focus on the implementation of Achievement



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Tests. Dr. Prasanth Mathew, Assistant Professor of Physical Science at P.K.M. College, served as the esteemed resource person, guiding educators through various facets of effective assessment practices. The workshop aimed to enhance educators' skills in evaluating and understanding student progress through diverse assessment tools.

Under the adept guidance of Dr. Prasanth Mathew, participants engaged in a series of interactive sessions exploring subthemes related to Achievement Tests. The workshop addressed Diagnostic Tests, providing educators with insights into the use of assessments designed to diagnose individual students' strengths and weaknesses. Portfolio Assessment was highlighted as a method to holistically evaluate student performance over time, encouraging a more comprehensive understanding of their capabilities.

Participants delved into the development of rubrics, gaining proficiency in creating clear and objective criteria for assessing student work. Familiarization with Computer-Assisted Assessment was a key component, equipping educators with the skills to leverage technology for efficient and objective evaluation. The workshop also included practical sessions on statistical analysis, empowering educators to interpret assessment results effectively and make informed decisions about instructional strategies.

A significant emphasis was placed on familiarizing participants with different types of assessments, ensuring a well-rounded understanding of evaluation methods. The importance of employing a variety of assessments to cater to diverse learning styles and preferences was underscored, acknowledging that a one-size-fits-all approach might not capture the richness of student abilities and achievements.

Simultaneously, parallel workshops were conducted in other optional classes, extending the impact of effective assessment practices across various disciplines. Dr. Jomol Jose, Assistant Professor of Natural Science, led the workshop in Natural Science, emphasizing the importance of tailored assessments in the scientific domain. Dr. Rekha K. R., Associate Professor of English, navigated educators through assessment practices in the English class. Assistant Professor Minimol George facilitated discussions on assessment methods in Malayalam, highlighting the importance of language proficiency evaluation. Dr. Sholly Joseph, Associate Professor of Mathematics, addressed the complexities of assessing mathematical abilities in the Mathematics optional class. Dr. Veena Appukuttan, Associate Professor at the Department of Social Science, underscored the significance of assessment in the realm of social sciences.

The workshop fostered a comprehensive understanding of assessment practices, empowering educators to implement effective strategies in their respective fields. It emphasized the importance of aligning assessments with learning objectives and tailoring evaluation methods to the specific needs of students. The dynamic discussions and hands-on activities provided a platform for educators to share best practices and collectively enhance their assessment literacy.

#### Outcomes of the Program:

- Enhance student teacher's understanding of assessment principles.
- Develop skills in aligning assessments with learning objectives.



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- Explore diverse assessment methods.
- Foster the creation of authentic assessment tasks.
- Utilize assessment data to inform instructional practices.
- Promote reflective assessment practices.

The workshop conducted by the Department of Physical Science at P.K.M. College of Education, under the guidance of Dr. Prasanth Mathew, not only enriched educators with practical skills in implementing Achievement Tests but also fostered a collaborative spirit among participants. The ripple effect of this workshop extends beyond the classroom, contributing to a culture of continuous improvement in assessment practices across diverse academic disciplines. P.K.M. College reaffirms its commitment to excellence in education by equipping educators with the tools to assess student learning effectively and promote a culture of ongoing improvement and adaptability.



  
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## **10. Evolving ICT based learning situations**

### **Website Link of Departmental Publications**

## Website Link of Departmental Publications

SL NO	Name of Publication	Functional areas_Nature of Publication	Link
1	Reverberations	ORGANISING FIELD VISIT_ Field trip	<a href="https://pkmcollege.org/wp-content/uploads/2024/01/Reverberations.pdf">https://pkmcollege.org/wp-content/uploads/2024/01/Reverberations.pdf</a>
2	Tacet	ORGANISING LEARNING_ Creative Writing	<a href="https://pkmcollege.org/wp-content/uploads/2024/01/Tacet.pdf">https://pkmcollege.org/wp-content/uploads/2024/01/Tacet.pdf</a>
3	Transtykes	DEVELOPING TEACHING COPETENCIES_ Translations	<a href="https://pkmcollege.org/wp-content/uploads/2024/01/Transtykes.pdf">https://pkmcollege.org/wp-content/uploads/2024/01/Transtykes.pdf</a>
4	Abloom: One-line stories	ORGANISING LEARNING_ Creative Writing	<a href="https://pkmcollege.org/wp-content/uploads/2024/01/ABLOOM.pdf">https://pkmcollege.org/wp-content/uploads/2024/01/ABLOOM.pdf</a>
5	Athlexicon	ORGANISING LEARNING_ Sports and English	<a href="https://pkmcollege.org/wp-content/uploads/2024/01/Athlexicon.pdf">https://pkmcollege.org/wp-content/uploads/2024/01/Athlexicon.pdf</a>
6	Aurora: Teen's Poetry	ORGANISING LEARNING_ Creative Writing	<a href="https://pkmcollege.org/wp-content/uploads/2024/01/Aurora_Teens_Poetry.pdf">https://pkmcollege.org/wp-content/uploads/2024/01/Aurora_Teens_Poetry.pdf</a>
7	Beatitudo: Remedial Self Learning Package	FACILITATING INCLUSIVE EDUCATION&ASSESSMENT OF LEARNING	<a href="https://pkmcollege.org/wp-content/uploads/2024/01/Beatitudo_E-Book.pdf">https://pkmcollege.org/wp-content/uploads/2024/01/Beatitudo_E-Book.pdf</a>
8	Cuento	ORGANISING LEARNING_ Creative Writing	<a href="https://pkmcollege.org/wp-content/uploads/2024/01/Cuento.pdf">https://pkmcollege.org/wp-content/uploads/2024/01/Cuento.pdf</a>
9	Erudite Quest	ORGANISING FIELD VISIT_ Field trip	<a href="https://pkmcollege.org/wp-content/uploads/2024/01/Erudite_Quest.pdf">https://pkmcollege.org/wp-content/uploads/2024/01/Erudite_Quest.pdf</a>
10	Fete: Pedago Literary Carnival	ORGANISING LEARNING_ Creative Writing	<a href="https://pkmcollege.org/wp-content/uploads/2024/01/Fete.pdf">https://pkmcollege.org/wp-content/uploads/2024/01/Fete.pdf</a>
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19	Sigma 2020-21	TECHNOLOGY USE AND INTEGRATION_ Class Magazine	<a href="https://pkmcollege.org/wp-content/uploads/2024/01/Sigma_2020_21.pdf">https://pkmcollege.org/wp-content/uploads/2024/01/Sigma_2020_21.pdf</a>
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40	Life of Scientists	LEARNING	<a href="https://pkmcollege.org/wp-content/uploads/2024/01/DESIDERIUM_Life_of_Scientis.pdf">content/uploads/2024/01/DESIDERIUM_Life_of_Scientis.pdf</a>
41	Concept Maps in Science	ORGANISING LEARNING_ASSESSMENT OF LEARNING	<a href="https://pkmcollege.org/wp-content/uploads/2024/01/CONCEPT_MAPS_IN_SCIENCE.pdf">https://pkmcollege.org/wp-content/uploads/2024/01/CONCEPT_MAPS_IN_SCIENCE.pdf</a>
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**11. Exposure to Braille /Indian languages /Community engagement**

**SHARE  
YOUR  
SIGHT**

**A Talking Text Development Project**



**Curricular Project of  
P.K.M. College of Education**

**Script of Standard VIII  
UNIT 5- SHARE AND CARE**

**Submitted By  
Department of ENGLISH**



  
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Under the Mega Project  
Next Gen @PKM  
**Teacher**



General Coordinator

**Dr. Jessy N C**

Project Coordinator

**Dr. Prasanth Mathew**

Student Coordinators

1. **Mr. Sayooj V V**

2. **Ms. Saranya L**

Subject Coordinator

**Dr. Rekha K R**

Optional Student Coordinators

1. **Litty Sunder**

2. **Rajina M P**

List of students and their Contribution

	Content	Name of student
1.	The School for Sympathy	Alby Ann Stephen
2.	The School for Sympathy	Alex Baby
3.	The School for Sympathy	Divyasree Aravind



  
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4.	My Grandmother's House	Rajina MP
5.	The Merchant of Venice	Krishnapriya
6.	The Merchant of Venice	Litty Sunder
7.	The Merchant of Venice	Arun Shaji
8.	Solitude	Sandra Marya Shaji



  
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Script of THE SCHOOL FOR SYMPATHY

Hello my dear children, how are you all?

Now just listen to the audio that I play (an audio that gives an atmosphere of school is being played).

Any guess about the setting of this audio?

Listen now I will play a beautiful song for you. (a melodious song of the famous playback singer Vaikom Vijay Lakshmi is being played to the students.)

Can you guess the singer?

Tell me how is she different from other play back singers.

Yes, she is a famous singer who views the world with her inner sight through the various types of music present around us.

Now tell me what will for your friend who had lost his close relatives in an accident.?

Yes, we will feel sympathy for him.

Have you ever heard about a school for sympathy? why a school for sympathy? Any idea? Is there any school for sympathy? That sounds odd right?

Don't worry, Let's visit The School for Sympathy of Miss Beam along with the writer EV Lucas, who had visited the school and is here with us to share his experience on visiting a school for sympathy.

(The background music is given that gives an atmosphere of a school ..)

The text is being explained to the students in the format of a narration.....

A different kind of school by E. V. Lucas.

I had heard a great deal about miss Beams school but not till last week did the chance come to visit it. When I arrived there was no one in sight but a girl of about 12 her eyes were covered with a bandage and she was being fed 'carefully between the flower beds



  
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by a little boy who was about 4 years younger. She stopped and it looked like she asked him who had come. He seemed to be describing me to her. Then they passed on. Miss beam was all that I had expected, middle aged full of authority yet kindly and understanding her hair was beginning to turn gray and she had the kind of plump figure that is likely to be comforting to a home sick child I asked her some questions about her teaching methods which I had heard was simple. No more than is needed to help them to learn how to do things simplest spelling adding subtracting multiplying and writing. The rest is done by reading to them and by interesting talks during which they have to sit still and keep their hands quiet. There are practically no other lessons. The real aim of this school is not so much to teach thought as to teach thoughtfulness kindness to others and being responsible citizens. Look out of the window a minute will you? . I went to the window which overlooked a large garden and a playground at the back. what do you see miss beam asked I see some very beautiful grounds I said and a lot of jolly children. It pains me though to see that they are not also healthy and active looking. when I came in I saw one poor little girl being led about. she has some trouble with her eyes. now I can see 2 more with the same difficulty. And there's a girl with a crutch watching the others play she seems to be a hopeless cripple. Miss beam laughed. Oh No she said she's not really lame this is only her lame day the others are not blind either it is only their blind day. I must have looked very surprised but she laughed again. This is a very important part of our system to make our children appreciate and understand misfortune. We make them share in misfortune too. each term every child has one blind day one lame day one deaf day one injured day and one dumb day. during the blind day their eyes are bandaged absolutely and they are on that honor not to peep. The bandages put on overnight for they wake blind. this means that they need help with everything. Other children are given the duty of helping them and leading them about. they all learned so much this way both the blind and the helpers. There is no mystery about it. miss beam continued everyone is very kind and it is really something of a game before the day is over though even the most thoughtless child realizes what misfortune is. The blind day is of course really the worst. but some of the children tell me that the dumb day is the most difficult. we cannot bandage the children's mouths so they really have to exercise their willpower. coming to the garden and see for yourself how the



  
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children feel about it. Miss beam led me to one of the bandaged girls. Here a gentleman come to talk to you said miss beam and left us. Don't you ever peel, I asked the girl. Oh no she exclaimed that would be cheating. But I had no idea it was so awful to be blind you can't see a thing. You feel you are going to be hit by something every moment. It's such a relief just to sit down. Are your helper's kind to you? I asked. Fairly but they're not as careful as I shall be when it is my turn. those that have been blind already are the best helpers. it's perfectly ghastly not to see. I wish you try. Shall I lead you anyway I asked. Oh yes she said let's go for a little walk only you must tell me about things. I shall be so glad when today is over. The other bad days can't be half as bad as this. Having a leg tied up and hoping about the crutch is almost fun I guess having an arm tied up it's a bit more troublesome because you can't eat without help and things like that. I don't think I will mind being deaf for today at least not months but being blind is so frightening my head aches all the time just from worrying that I'll get hurt. Where are we now. in the playground I said we're walking towards the house Miss beam is walking up and down the garden with a tall girl. What is the girl wearing my little friend asked, a blue cotton skirt and a pink blouse? I think it's Milly she said what color is her head. Very light I said. Yes that's Milly she is the head girl. There's an old man tying up roses I said yes that's Peter, he is the gardener he is of hundred years old and here comes a girl with curly red hair she's on crutches that's Ajitha, she said. And so we walked on gradually I discovered that I was 10 times more thoughtful than I ever thought I could be. I also realized that if I had to describe people and things to someone else it made them more interesting to me. When I finally had to leave I told miss beam that I was very sorry to go. she replied then there is something in my system after all.

Hope all of you have listened to the narration. If you have any doubt just clap your hands and I'll clear your doubt.

Let me ask you few questions, to see how far you understood the lesson.

1. What does the lesson teach us?



  
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### MY GRANDMOTHERS HOUSE

Hello my dear children. How are you all?

Do you remember the help your grandmother did for you when you were a child? What memories do you have of the time you spent with her?

Do you know who Kamala Surayya is?

Kamala Surayya is known by the names Madhavikutty and Kamala Das, she was a gifted bilingual writer who could delight her readers with her inimitable style in both English and Malayalam. She is popular as a poet and short story writer. She was the recipient of awards like Ezhuthachan Puraskaram, Vayalar Award, Sahitya Academy Award, etc. My Story, The Old Playhouse and Other Poems, Padmavati the Harlot and Other Stories, My Mother at Sixty six, etc. are some of her works in English.

Now, let's hear the poem 'My Grandmother's House' by Kamala Das

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



  
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2. Who is the author of the chapter?
3. The leg aches all the time on blind day.is it true/false
4. The\_\_\_\_\_day was the most difficult day
5. They name of the gardener was\_\_\_\_\_(Peter/Robert)

As we end today's class, let's have a recap on today's class: can anyone of you quickly say about what happened in today's class. Anyone of you who wishes to summarize today's class just say aloud name of any important character in the story.



  
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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 beg now at strangers' doors to receive love,  
at least in small change?

After hearing the poem do you understand who the poet refers here?

The poet refers here is the memory of her grandmother, who she had spend her childhood.

Hope all of you listened the poem very well.

Now let us discuss some questions based on the poem, shall we?

1. '...That woman died...' who is the woman referred to here? How is she related to the poet? \_\_\_\_\_

2. What happened to the house after the death of the grandmother?  
\_\_\_\_\_

3. '... to lie Behind my bedroom door like a brooding Dog...' – means that

- (i) The memories will always remain with the poet.
- (ii) The memories will lie uncared for in a corner.
- (iii) The memories are as important as a dog.

4. The poet wants to go back to the house

- (i) To peer .....
- (ii) To listen .....
- (iii) To pick .....



  
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5. Identify the most appropriate meaning for the expression, 'an armful of darkness.'

- (i) sad days. (
- ii) darkness of the past.
- (iii) memories of the grandmother's house.

6. In the last three lines of the poem, the poet thinks of herself as a beggar.

- (a) What is she begging for?
- (b) What does she mean by 'small change'?

7. Why are the eyes of the windows described as blind?

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8. The air in the grandmother's house is frozen. Why?

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9. Which words tell you that the poet is talking to someone? What is she talking about?

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10. How does the house itself share the grief of grandmother's death?

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I hope all of you have understood the poem. Did you?



  
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SCRIPT FOR THE MERCHANT OF VENICE

Hello my dear children,

How are you all? I hope you all are happy and fine

Do you all remember our previous class. Did you enjoy that lesson?

Okay good, now let us look into a interesting drama.

Have you heard about William Shakespeare? Yes, he is widely regarded as the greatest writer in the English language and as the world's pre-eminent dramatist.

Let's learn more about Shakespeare,

William Shakespeare was an English poet, playwright and actor, He is often called the Bard of Avon. His works consist of 37 plays, 154 sonnets, two narrative poems, and a few other verses, the authorship of some of which is uncertain. His plays have been translated into every major living language and are performed more often than those of any other playwright. Written sometime between 1596 and 1598, The Merchant of Venice is classified as an early Shakespearean comedy.

So today let's hear an introduction about the play 'Merchant of Venice' by William Shakespeare

This is a story that tells the world that the divine quality of mercy is always better than justice. The play is about the result of the rivalry between Shylock, the Jew and Antonio, the young Christian merchant of Venice.

The story, based on ancient tales that could have been drawn from many sources, is actually two stories in one—the plot, involving the choice by the suitor and his reward with Portia, and the other plot, involving the loan and the attempt to exact a pound of flesh. Shakespeare's genius is revealed in the way he combines the two. Shakespeare uses this story to point out the virtues of justice, mercy, and friendship.

Are you all curious to hear the story after hearing the background?

Okay, Let's begin the discussion of the story then,

Bassanio, a young Venetian of noble rank, wishes to woo the beautiful and wealthy heiress Portia of Belmont. Having squandered his estate, he needs 3,000 ducats to



  
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subsidise his expenditures as a suitor. Bassanio approaches his friend Antonio, a wealthy merchant of Venice, who has previously and repeatedly bailed him out. Antonio agrees, but since he is cash-poor – his ships and merchandise are busy at sea to Tripolis, the Indies, Mexico and England – he promises to cover a bond if Bassanio can find a lender, so Bassanio turns to the Jewish moneylender Shylock and names Antonio as the loan's guarantor.

Antonio has already antagonized Shylock through his outspoken antisemitism and because Antonio's habit of lending money without interest forces Shylock to charge lower rates. Shylock is at first reluctant to grant the loan, citing abuse he has suffered at Antonio's hand. He finally agrees to lend the sum to Bassanio without interest upon one condition: if Antonio were unable to repay it at the specified date, Shylock may take a pound of Antonio's flesh. Bassanio does not want Antonio to accept such a risky condition; Antonio is surprised by what he sees as the moneylender's generosity (no "usance" – interest – is asked for), and he signs the contract. With money in hand, Bassanio leaves for Belmont with his friend Gratiano, who has asked to accompany him. Gratiano is a likeable young man, but he is often flippant, overly talkative, and tactless. Bassanio warns his companion to exercise self-control, and the two leave for Belmont.

Meanwhile, in Belmont, Portia is awash with suitors. Her father left a will stipulating that each of her suitors must choose correctly from one of three caskets, made of gold, silver and lead respectively. Whoever picks the right casket wins Portia's hand. The first suitor, the Prince of Morocco, chooses the gold casket, interpreting its slogan, "Who chooseth me shall gain what many men desire", as referring to Portia. The second suitor, the conceited Prince of Aragon, chooses the silver casket, which proclaims, "Who chooseth me shall get as much as he deserves", as he believes he is full of merit. Both suitors leave empty-handed, having rejected the lead casket because of the baseness of its material and the uninviting nature of its slogan, "Who chooseth me must give and hazard all he hath". The last suitor is Bassanio, whom Portia wishes to succeed, having met him before. As Bassanio ponders his choice, members of Portia's household sing a song that says that "fancy" (not true love) is "engend'rd in the eyes, / With gazing fed";[2] Bassanio chooses the lead casket and wins Portia's hand.



  
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At Venice, Antonio's ships are reported lost at sea, so the merchant cannot repay the bond. Shylock has become more determined to exact revenge from Christians because his daughter Jessica eloped with the Christian Lorenzo and converted. She took a substantial amount of Shylock's wealth with her, as well as a turquoise ring which Shylock had been given by his late wife, Leah. Shylock has Antonio brought before court.

At Belmont, Bassanio receives a letter telling him that Antonio has been unable to repay the loan from Shylock. Portia and Bassanio marry, as do Gratiano and Portia's handmaid Nerissa. Bassanio and Gratiano leave for Venice, with money from Portia, to save Antonio's life by offering the money to Shylock. Unknown to Bassanio and Gratiano, Portia sent her servant, Balthazar, to seek the counsel of Portia's cousin, Bellario, a lawyer, at Padua.

The climax of the play is set in the court of the Duke of Venice. Shylock refuses Bassanio's offer of 6,000 ducats, twice the amount of the loan. He demands his pound of flesh from Antonio. The Duke, wishing to save Antonio but unable to nullify a contract, refers the case to a visitor. He identifies himself as Balthazar, a young male "doctor of the law", bearing a letter of recommendation to the Duke from the learned lawyer Bellario. The doctor is Portia in disguise, and the law clerk who accompanies her is Nerissa, also disguised as a man. As Balthazar, Portia in a famous speech repeatedly asks Shylock to show mercy, advising him that mercy "is twice blest: it blesseth him that gives and him that takes". However, Shylock adamantly refuses any compensations and insists on the pound of flesh.

As the court grants Shylock his bond and Antonio prepares for Shylock's knife, Portia deftly appropriates Shylock's argument for "specific performance". She says that the contract allows Shylock to remove only the flesh, not the blood, of Antonio. Thus, if Shylock were to shed any drop of Antonio's blood, his "lands and goods" would be forfeited under Venetian laws. She tells him that he must cut precisely one pound of flesh, no more, no less; she advises him that "if the scale do turn, But in the estimation of a hair, Thou diest and all thy goods are confiscate."

Defeated, Shylock consents to accept Bassanio's offer of money for the defaulted bond:



  
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first his offer to pay "the bond thrice", which Portia rebuffs, telling him to take his bond, and then merely the principal; but Portia also prevents him from doing this, on the ground that he has already refused it "in the open court". She cites a law under which Shylock, as a Jew and therefore an "alien", having attempted to take the life of a citizen, has forfeited his property, half to the government and half to Antonio, leaving his life at the mercy of the Duke. The Duke spares Shylock's life and says he may remit the forfeiture. Portia says the Duke may waive the state's share, but not Antonio's. Antonio says he is content that the state waive its claim to half Shylock's wealth if he can have his one-half share "in use" until Shylock's death, when the principal would be given to Lorenzo and Jessica. Antonio also asks that "for this favor" Shylock convert to Christianity and bequeath his entire estate to Lorenzo and Jessica. The Duke then threatens to recant his pardon of Shylock's life unless he accepts these conditions. Shylock, re-threatened with death, accepts with the words, "I am content."

Bassanio does not recognise his disguised wife, but offers to give a present to the supposed lawyer. First she declines, but after he insists, Portia requests his ring and Antonio's gloves. Antonio parts with his gloves without a second thought, but Bassanio gives the ring only after much persuasion from Antonio, as earlier in the play he promised his wife never to lose, sell or give it. Nerissa, as the lawyer's clerk, succeeds in likewise retrieving her ring from Gratiano, who does not see through her disguise.

At Belmont, Portia and Nerissa taunt and pretend to accuse their husbands before revealing they were really the lawyer and his clerk in disguise. After all the other characters make amends, Antonio learns from Portia that three of his ships were not stranded and have returned safely after all.

How was the story? Have you enjoyed the story?

Now tell me what themes did Shakespeare explain through this play?

Yes, he showed us the importance of greatest quality of mercy and friendship. He also exhibited the effects of Revenge and love for wealth in our lives. Am I right? Let's look how it is represented.



  
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The conflict between Shylock and the Christian characters comes to a head over the issue of mercy. The other characters acknowledge that the law is on Shylock's side, but they all expect him to show mercy, which he refuses to do. So, Shakespeare showed that human beings should be merciful because God is merciful: mercy is an attribute of God himself and therefore greater than power, majesty, or law.

The play represents friendship as one of the most intense and important emotional bonds humans can experience and suggests that the bond of friendship between Antonio and Bassanio may even run deeper than romantic love. Did you all feel so? Yes, it is right.

In the play, do you all notice that the dramatist highlights the complexities of wealth?

Yes, the uneven distribution of wealth causes problems for several characters. Antonio is a prosperous merchant on the verge of more financial success, but he still suffers from a sense of melancholy.

We see revenge as a powerful, corrupting, and destructive force in the play. Shylock wants to hurt Antonio because of Shylock's desire for revenge against the entire Christian community. Shylock's desire for revenge makes him behave in an emotional rather than a logical way, and he ends up losing everything as a result.

Now Let us try to answer some questions based on the story, shall we?

Why did Bassanio approach Antonio?

Answer: Bassanio approached Antonio to borrow money as he wanted to dress himself up as a suitor to Portia, the rich heiress.

Who was Shylock and how did he become rich?

Answer: Shylock was a money lender. He became rich by lending money at a very high interest to the merchants.

Why did Shylock hate Antonio?



  
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Answer: Because Antonio used to lend money to the needy without taking any interest.

What was Antonio's attitude towards Shylock?

Answer: Antonio disliked Shylock.

What were the conditions in the bond signed between Antonio and Shylock?

Answer: If he didn't repay the money in time, he would forfeit a pound of flesh, to be cut off from any part of his body.

'No', cried Bassanio, 'you shall run no such risk for me'. What is the risk referred to here?

Answer: The risk is that Antonio may lose his life if they are unable to pay the debt.

What were the caskets made of?

Answer: The first casket was made of gold, the second one silver and third one was made of lead.

Why did Portia arrive in Venice disguised as a lawyer?

Answer: To help Antonio

Why did Shylock insist on having the pound of flesh?

Answer: He wanted to take revenge on Antonio whom he hated.

Why did Shylock refuse the money offered by Bassanio?

Answer: Because he wanted to see Antonio dead.

'Hearing this, Shylock was totally confused'. Why was Shy-lock confused?

Answer: It was utterly impossible for Shylock to cut off the pound of flesh without shedding Antonio's blood.

Why was Shylock ready to take the money?

Answer: Because he was cornered. He had defeated himself in his cruel intent.



  
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I hope all of you have understood the play. Did you? Very good.

#### Script for Solitude

Hello students, how are you all? Hope you're doing fine.

How was your lock down days?

Did you miss your friends?

Being at home for such a long period of time must have made you lonely.

But it's ok, now that you're coming back to school, you'll be able to have fun with your friends.

People tend to get sad and depressed when they're alone but as long as you're strong enough, you can get over anything that weighs you down.

Today we are going to learn a poem that talks about relationship between individual and outside world. It focuses on the contrast between positive and negative aspects of human nature. Let's see how these complex aspects are portrayed in the poem Solitude by the poet Ella Wheeler Wilcox. The poem is a bit sad but nevertheless beautiful. Without waiting anymore let's dive into the poem.

#### Solitude

Ella Wheeler Wilcox

Laugh, and the world laughs with you;  
Weep, and you weep alone;  
For the sad old earth must borrow its mirth,  
But has trouble enough of its own.  
Sing, and the hills will answer;  
Sigh, it is lost on the air;  
The echoes bound to a joyful sound,  
But shrink from voicing care.



  
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Rejoice, and men will seek you;  
Grieve, and they turn and go;  
They want full measure of all your pleasure,  
But they do not need your woe.  
Be glad, and your friends are many;  
Be sad, and you lose them all,—  
There are none to decline your nectared wine,  
But alone you must drink life's gall.

Feast, and your halls are crowded;  
Fast, and the world goes by.  
Succeed and give, and it helps you live,  
But no man can help you die.  
There is room in the halls of pleasure  
For a large and lordly train,  
But one by one we must all file on  
Through the narrow aisles of pain.

Did you all listen to the poem carefully. Now let's try to answer some questions.

What does the opening lines tell us about the present-day world?

Yes, you're right.

Answer:

In the present-day world, people are only interested in sharing happiness and joy with others. Sorrows are to be faced all alone. This shows selfishness.

Even the earth is indifferent to human suffering. Identify lines that hint this idea.

Answer:

For the sad, old earth must borrow its mirth



  
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'Succeed and give and it helps you live. 'Is this line an exhortation to help and support others in need?

Answer:

Yes, the poet means to suggest that success alone can motivate us to live and sharing the joy of our success can promote harmony.

Every human being must undergo pain as a part of life. Which lines give you this idea?

Answer:

'But one by one we must all file on

Through the narrow aisles of pain.'

The poem throws light on the need to be 'self-reliant'. Do you agree? Why?

Answer:

Yes, being self-reliant helps us to overcome the problem of life and gives us confidence to face the challenges in life.'

Does the poem establish the idea that this is essentially a pleasure-seeking world? How?

Answer:


'Yes, the world abides with us only when we are happy. Nobody will be there to share our sorrows.'

What does the poet mean by the expressions 'nected wine' and 'life's gall'?

Answer:

Nected wine: the happiest moment of her life. Life's gall: the sorrows of one's life.



  
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Now that we are done with the questions, let me give you a simple task.  
Try to read more about the poet Ella Wheeler Wilcox and prepare a profile of her. Will you do this? Yes, good.



  
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**SPECIAL SCHOOL VISIT**  
Aashraya Special School, Thottada



**P K M COLLEGE OF EDUCATION**  
**MADAMPAM**

25<sup>th</sup> January 2019



*Jacob*  
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BRESAMPULAM, DISTRICT OF, MADRAS

## INTRODUCTION

We visited the "Ashrayam Special School" Thottada, Kannur on 25<sup>th</sup> January 2019 at 9.30 am. We reached there at 9.30 am. We got a warm welcome from the hands of the authorities. The principal madam gave a detail description about the functioning of the institute.



## ABOUT THE INSTITUTE

In 1980, the special school was able to make a modest beginning. Ashrayam was started in 1980 as a daycare center & school for mentally retarded children. Basic training in Ashrayam includes the teaching of basic self-care skills such as teeth, toilet training and elementary hygiene. This is followed by training in social behavior and interaction using behavior modification techniques that include mild



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symbolic punishment for misbehavior and simple token gifts as rewards for good behavior.



The second stage of training includes physical training, group games, yoga and physiotherapy sections and these are interspersed with sports competitions and cultural programmes which are conducted periodically. Ashrayam has a speech and hearing unit for assessment and treatment of speech and hearing handicaps. Now this institution is fully grown institution efficiently managed.



#### CLASS VISIT

We divided in to two groups and visited the all classes in that institute. One group was led by Mrs. Jomol Jose, Asst. Prof. in Natural Science and the other group was led by Sr. Caroline, Asst. Prof. in Malayalam. The teachers helped



*Jomol*  
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us to know more about the training which they provide there for the physically and mentally challenged students. There is no special curriculum in the school but they give training to develop physical, mental, social skills individually.



*[Handwritten Signature]*

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They get grants from Govt. and other welfare associations and peoples. A total of 121 students were studying in this institute. There is also an adaptive training system I-KYU sponsored by KVR Vehicles, Kannur. There is also a computer room for developing skills among the children. Also visited training in weaving, candle making, soap making etc.



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### CULTURAL ACTIVITIES

After the class visit all students and staff were assembled in the courtyard of the school. Student teachers of PKM College performed different cultural activities like song, group song, dance, games, craft, art etc. The students in special school were also participated and performed. Geetha teacher The HM of the special school distributed the prize to the students. Also a small financial aid from PKM College of education was handed over to the special school principal.



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### CONCLUSION

The day was a great experience to all. We got many insights from there. Definitely this experience will reflect in our future teaching career. We were also thankful for the authority and faculties of PKM College of Education, Madampam for organizing such a programme. Afternoon we returned from Ashraya Special School.



  
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