



C. K. RAGHAVAN MEMORIAL COLLEGE OF TEACHER EDUCATION

KALANADIKOLLY P.O., PULPALLY-673579, WAYANAD

Mob: 04936 243678

Affiliated to the University of Calicut and Recognised by NCTE
Email: ckrncte678@gmail.com, web: www.ckrmedncollege.com

Principal

Dr. P. F Mary

MA, M.Ed, Ph.D

Ph: 7559 949 115

Date _____

Cycle 1

NAAC ACCREDITATION 2024

SSR- Criterion V

5.1.1. Report on each capability building and skill enhancement Initiative adopted.

Affidavit

I do here by certify that, all the pages in this document are duly authenticated by me, under my privilege as the Head of the Institution of C.K. Raghavan Memorial College of Teacher Education, Kalanadikolly , Pulpally, Kerala.




PRINCIPAL
C.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
PULPALLY, WAYANAD

C K RAGHAVAN MEMORIAL COLLEGE OF TEACHER EDUCATION
KALANADIKOLLY, PULPALLY
SKILL ENHANCEMENT INITIATIVE

2023-2024

1. Career and personal counselling

On October 4th, 2023 C.K. Raghavan Memorial College of Teacher Education organized an awareness class which is done as a part of Kerala State Yuvajana commission by Mr. Manoj, Subinspector Pulpally on the topic "Traffic Awareness and Cyber Crime". Legal awareness class was conducted on October 9th 2023 by Advocate Joy Valayampalli Public Prosecutor of sulthan bathery Subcourt. on 22nd March 2024 CKRMCTE under IQAC congratulated the KTET winners.

2. Skill enhancement in Academic, Technical and organizational aspects

a. Academic aspects:

On 9th February 2024 C K Raghavan Memorial College of Teacher Education in associated with IQAC witnessed one day national seminar on "Fusing Artificial intelligence into classroom transactions".

b. Technical Aspects

As part of ICT workshop the following session were conducted. The session led by Mr.Saffiu Rahman

Session 1: Spreadsheet

Session 2: Word processor

Session 3: Presentation Software

Session 4: Personal Website

Organizational Aspects

On 5th September 2023 C K Raghavan Memorial college of Teacher Education organized Teacher's Day. On 16th September Our College witnessed a spectacular celebration of talents as the much-awaited Talents Day named 'SAMEN' took place at the college auditorium. On October 10th as part of world mental health day students of Our College organized a **Tableau** based on the theme "Youngster's and mental health. The programme organized in collaboration with District health department. CKRMCTE organized Freshers Party 'Genesis Gala' on 1st November. On 2nd November 2023 our college organized food fest "AAHARAM". The theme of the fest is 'water is food water is life'. Our college organized Christmas day celebration on 22nd December entitled "Santa with Candy". on 25th February our college organized a study tour to Delhi, Agra & Jaipur. On 8th March our students celebrated women's day 'GODDESS GALA'.




PRINCIPAL
C.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
PULPALLY, WAYANAD

Capability to develop a seminar paper and a research paper; understand/ appreciate the difference between the two

Language Across Curriculum

The language Across curriculum component in a B.Ed. program is immensely helpful for conducting seminars and research. LAC promotes the integration of language skills in all subject areas, enhancing comprehension and communication. This approach aids students in effectively preparing and presenting seminars by improving their ability to articulate ideas clearly and confidently across various subjects.

For research, LAC fosters critical reading and writing skills, enabling students to engage deeply with academic texts and produce well-structured research papers. Additionally, the emphasis on language proficiently across the curriculum helps in understanding and conveying complex concepts. Overall LAC equips students with the linguistic tools necessary to excel both seminars and research endeavours, ensuring they can communicate their findings and insights effectively.

Action Research

As part of school internship programme students conducted Action Research programme. Action research introduces B.Ed. students to fundamental research methodologies, such as Data Collection, Analysis and Interpretation. It allows B Ed students to contribute to the broader field of educational research. The findings from their projects can provide valuable insights that may inform practices beyond their own classrooms, benefiting the wider educational community

2022-2023

Career and personal counselling

On 07/03/2023 CKRMCTE in collaboration with IQAC organized career counselling orientation class in collaboration with Olivia foundations. The session led by Sri. Sreejith career counsellor.

Skill Enhancement in Academic, Technical and Organizational Aspects.

Academic

Micro teaching

As part of B.Ed. curriculum microteaching is included is a highly effective method for enhancing teaching skills at the academic level. It provides teacher trainees with a structured, supportive environment to develop, practice and refine their teaching techniques, ultimately preparing them to become confident, competent and reflective educators.

Technical

Our students prepared **Digital textbook** on 06/03/2023. Digital textbook can be accessed anytime, anywhere. So, students can study their own schedules. Information in digital textbooks can be updated easily and frequently. Integration of multimedia elements in digital textbooks can cater to various learning styles visual, auditory etc.




PRINCIPAL
C.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
PULPALLY, WAYANAD

Organizational

World environment day celebrated on 5th June 2022. International Yoga Day celebrated on 21/06/2022, The session led by Mr. Suhail P.H, Faculty of Physical Education. Talent's day CLARICO was held on 01/11/2022. Shuttle tournament held on 3/11/2022. Penalty school out conducted on 17/11/2022

2021-2022

Career and personal counselling

Our college started KTET Programme on 20/11/2021 in collaboration with DUCTUS Academy. The Session started with an Orientation programme. This could be helpful initiative for those interested in pursuing a teaching career, providing them with information and guidance on the KTET examination process, Preparation strategies and career opportunities. Our first-year student Sri Sarath conducted a **Traffic awareness class** on 12/01/22. Our college in association with **CAN APPROVE CONSULTANCY** conducted a career counseling programme on 29th April 2022

Skill enhancement in academic, technical and organizational aspects

As part of academic enhancement our college conducted a **webinar** entitled instructional planning lead by P.P Noushad. Chart workshop conducted by one of our Alumni Mr. Robin on 07/01/2022 in organization level Our students organized **Human Rights Day** by screening documentary and film on 10/12/21. Talents Day on 15/12/202. We celebrated Christmas **JINGLE BELLS2K21**. Social science club organized **Republic Day** on 26/01/2022 with variety of Programs. **National Science Day** on 28th February was organized by science club. World Radio Day was celebrated on 14/02/2022. Library day programmes organized by English department Entitled "**Biblioteka**"

International Women's Day 'LA BELLE' celebrated on 08/03/2021, In collaboration with Kerala state Youth Welfare Board. World water day celebrated on 22/03/2022. Bhoomithra Sena club organized various programmes. These events were conducted in celebration with the pulpally Panchayath's water conservation initiate the "**Jal Jeevan Mission**"

Communicating with persons with different disabilities

Our college celebrated Christmas on 17/12/2021, at **Kripalaya special school**. Through this programme our students Got an opportunity to communicate with the students of different disabilities.

2020-2021

Career and Personal Counselling

As part of community living camp Athijeevanam 2021 a health awareness class was led by Smt. Subhadra, Head Nurse, Health department.




PRINCIPAL
L.K. RAGHAVAN MEMORIAL
COLLEGE
PULPALY, KOLLAM

Skill Enhancement in Academic and organizational Level

Academic

Inauguration of Educational seminar was held on 25/02/2021

Organisational

covid relief activities in the name "Karuthalayi Karuthayi" were done, they were

- Mask Making
- Distributed food items to nearby people.
- Helped people to vaccine Registration
- Collected data from affected People.

Physical science department organized an online science Quiz competition for high school students (8,9,10th classes) in the name "SCIENTIA" on 18th May 2021

Scheme "Haritham Santhwanam"

Scheme to provide home grown vegetables through organic farming method to covid patients or other people suffering due to lockdown.

Online Assessment of Learning

Online assessment done via Google Classroom

2019-2020

Personal counselling

On 19/08/2019 legal Literacy awareness programme conducted; the session led by Public Prosecutor Ad. Joy Valayampalli.

Skill Enhancement in Academic


Preparation of teaching learning materials: Our students prepared learning aids. Teaching learning materials are crucial in the educational process It

- Enhances understanding
- Engages students
- Encourages active learning
- Caters to Diverse Needs
- Facilitates better retention

Organizational

World Environment Day celebrated on 5th June 2019. The program organized by Bhoomithrasena club. Students planted Bamboo saplings on the river bank. On 10/07/2019 Health Inspector Mr. Radhakrishnan conducted an awareness class on monsoon diseases. On 06/08/2019 **Hiroshima day** was observed. Our College celebrated **Children's Day** on 14/11/2019 with the students of kalluvayal Anganwadi. **National Science Day** celebrated on 28/02/2020 with variety of programmes.




C.K. RAJHAVAN MEMORIAL
COLLEGE FOR TEACHER EDUCATION
PULVILLY, WAYANAD

C.K. RAGHAVAN MEMORIAL COLLEGE OF TEACHER EDUCATION, KALANADIKOLLY, PULPALLY

2023-2024

Career and Personal Counselling

1. Traffic awareness class on October 4th 2023 by Mr. Manoj, Sub Inspector of Pulpally Police Station.



2. Legal awareness class on October 9th 2023 by Advocate Joy Valayampalli, Public Prosecutor of Sulthan Bathery Sub Court.




PRINCIPAL
C.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
PULPALLY, WAYANAD

3. Honouring the SET, KTET winners on 22/03/2024



SKILL ENHANCEMENT

a) Academic

One day National Seminar on "Fusing Artificial intelligence into classroom transactions" on 9th February 2024



b) Technical
Workshop on ICT



c) Organizational

Teachers Day Celebration on 5th September 2023



PRIN
C.K. RAGHAVAN
COLLEGE OF
PULPAL
MEMORIAL
COLLEGE OF
TEACHER EDUCATION
PULPAL
KANNUR
KARNATAKA

Talents Day "SAMEN" on 16th September 2023



"TABLEAU" as part of mental health day on October 10th 2023



Fresher's party "GENESIS GALA" on 1st November 2023





PRINCIPAL
C.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
PULPALY, WAYANAD

Food Fest "AAHARAM" on 2nd November 2023



Christmas Day celebration "Santa with Candy" on 22nd December 2023




 PRINCIPAL
 C.K. RAGHAVAN MEMORIAL
 COLLEGE OF EDUCATION
 PULPALLY, WAYANAD

Study tour on 25th February 2024 to Delhi, Agra and Jaipur



Women's Day celebration "GODDES GALA" on 8th March 2024

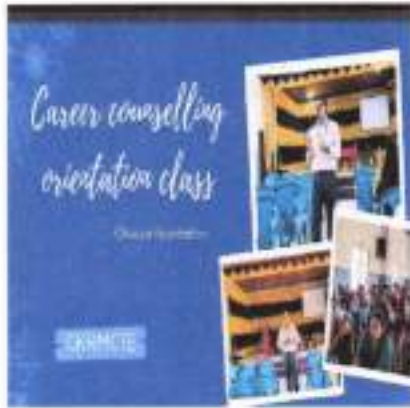


PRINCIPAL
C.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
POTTALATTY, WAYANAD

2022-2023

Career and Personal Counselling

Career counselling orientation class in collaboration with "OLEEVIA FOUNDATIONS on 07/03/2023



SKILL ENHANCEMENT


Organizational

World Environment Day Celebration on 5th June 2022



International Yoga Day Celebration on 21/06/2022 led by Mr. Suhail P.H, Faculty of Physical Education




PRINCIPAL
C.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
PULPALLY, WAYANAD

Talent's Day Celebration "CLARICO" held on 01/11/2022



Shuttle Tournament held on 03/11/2022



Penalty shootout conducted on 17/11/2022



PRINCIPAL
C.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
FULPALLY, WAYANAD

2021-2022

Career and Personal Counselling

- a) Traffic awareness class on 12/01/2022 by Sri. Sarath A.R



- b) Career counselling program by CAN APPROVE CONSULTANCY on 29th April 2022



SKILL ENHANCEMENT

Academic

- a) Webinar entitled "Instructional planning" led by P.P Noushad



- b) Chart workshop conducted by Mr. Robin on 07/01/2022



Republic Day on 26/01/2022



National Science Day Celebration 'AURORA 22' on 28th February 2022



World Radio Day celebration on 14/02/2022




PRINCIPAL
C.K. RAGHAVAN MEMORIAL COLLEGE OF TEACHER EDUCATION
PULPALAY, WAYANAD, KERALA

Communicating with persons of different disabilities

Christmas Day Celebration at Kripalaya Special School on 17/12/2021



2020-2021

Career and Personal Counselling

Health awareness class led by Smt. Subhadra Nurse ,Health Department.



Academic

Inauguration of Educational seminar series on 25/02/2021




Principal
D.A. Raghavan Memorial College of Teacher Education
Kalamadikolly, P.O. Pulpally, Wayanad, Kerala

Organizational

Covid cell activities 'Karuthalayi Karuthayi'



Covid Cell Activities 'Haritham santhwanam'



Online Science Quiz competition 'SCIENTIA' on 18th May 2021



Online Assessment of Learning



2019-2020

Career and Personal Counselling

Legal literacy awareness class conducted by Public Prosecutor Ad.Joy Valayampalli on 19/08/2019



SKILL ENHANCEMENT

Academic

Teaching learning material Preparation




C.K. RAGHAVAN
COLLEGE OF EDUCATION
PULPALLY, WAYANAD

Organizational

World Environmental Day Celebration on 05/06/2019



Awareness class on monsoon diseases by Mr. Radhakrishnan Health Inspector on 10/07/2019.



Hiroshima Day on 06/08/2019




Children's day celebration on 14/11/2019 with the students of Kalluvayal Anganavadi




PRINCIPAL
K. R. RADHAKRISHNAN MEMORIAL
COLLEGE OF EDUCATION
KALLUVAYAL, WAYANAD

National Science Day celebration on 28/02/2020




PRINCIPAL
COLLEGE OF TEACHER EDUCATION
PULAPALLY, WAYANAD



**C. K. RAGHAVAN MEMORIAL COLLEGE OF TEACHER EDUCATION
KALANADIKOLLY, PULPALLY, WAYANAD.**

**Cycle 1
NAAC Accreditation 2024
SSR – Criterion 5**

5.1.1. Any other relevant Information

Affidavit

I do here by certify that, all the pages in this document are duly authenticated by me, under my privilege as the Head of the Institution of C.K. Raghavan Memorial College of Teacher Education, Wayanad, Pulpally, Kerala.




PRINCIPAL
C.K. RAGHAVAN MEMORIAL
COLLEGE OF TEACHER EDUCATION
PULPALLY, WAYANAD

WORKSHOP ON INFORMATION AND COMMUNICATION TECHNOLOGY

EVALUATION SHEET

NAME	NAME OF THE COLLEGE
OPTIONAL SUBJECT	

SESSION 1 SPREADSHEET	LEARNING OUTCOME
-------------------------------------	-------------------------

ACTIVITY 1 Cell Address Identify the Rows, Columns and Cells of Spreadsheet Software Understand the concept of Cell Address in Spreadsheet Software	Identify the Rows, Columns and Cells Understand the concept of Cell Address	<input type="checkbox"/> <input type="checkbox"/>
ACTIVITY 2 Data Entry Attains the ability to insert data into the sheets	Can insert data in sheets	<input type="checkbox"/>
ACTIVITY 3 Cell Formatting Acquires the skill to add rows and column Acquires the skill to use Fill Handle Tool for inserting serial numbers. Acquires the skill to use Merge Cells for merging cells Acquires the skill to use Text Wrap tool for wrapping text	Can insert new rows and columns Can use Fill Handle for inserting serial numbers Can merge cells in a spreadsheet Can use Text Wrap tool for text wrapping	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ACTIVITY 4 Adding Border and Background Colour for the Cells To add borders to the cells To add background colour to the cells	Can add border to the cells Can add background colour to the cells	<input type="checkbox"/> <input type="checkbox"/>
ACTIVITY 5 Data Sorting Acquires skill to arrange the data in ascending and descending order	Can sort the data in descending order Can sort the data in ascending order	<input type="checkbox"/> <input type="checkbox"/>
ACTIVITY 6 Functions and Formulae Acquires skill to use Functions, Formulae options	Can calculate the sum of numbers using Sum function Can perform arithmetic operations using Formula	<input type="checkbox"/> <input type="checkbox"/>
ACTIVITY 7 Charts Acquires skill to make charts based on the data entered	Can prepare charts based on the data entered	<input type="checkbox"/>

DIGITAL QUIZ	TIME	10 MINUTES	SCORE	/10	REMARKS PRINCIPAL C.K. RAJAN MEMORIAL GOVT. ENGINEERING COLLEGE CHENNAI
ASSIGNMENT 1: BODYMASS INDEX	TIME&DATE		SCORE		
ASSIGNMENT 2: SCORESHEET	TIME&DATE		SCORE		



WORKSHOP ON INFORMATION AND COMMUNICATION TECHNOLOGY

EVALUATION SHEET

SESSION 2 WORDPROCESSOR

LEARNING OUTCOME

ACTIVITY 1 Typing poems

Understanding the use of the Tab key
Familiarity with Cut-Paste technique
Understands how to add more pages to a word processor file

Can arrange stanzas in different tab positions.
Added more lines using Cut-Paste technique
Ability to add more pages to the Word Processor file

ACTIVITY 2 embellish letters, alphabets, paragraphs, and fonts

Understands how to provide necessary alignments for text
Understands how to change Font Name, text color and size
Techniques like firstline indent, line spacing and paragraph spacing
Understand how to give bullets/numbering to lines

Able to provide necessary alignments for text
to change Font Name(family), text color and size
firstline indent, line spacing and paragraph spacing
Able to provide bullets/numbering for lines

ACTIVITY 4 Subscripts and super scripts

Understand the techniques like superscript and subscript

Can type chemical formulas using subscripts in tables or
Can type Mathematical equations using Super Script

ACTIVITY 5 Image inserting

ability to insert images into the document
Change the position, size, etc. of the image as required
Provide border and suitable caption for images

Can insert images into the document.
Can Change the position, size, etc. of the image
can Provide border and suitable caption for images

ACTIVITY 5 Inserting Tables

ability to insert tables into the document
Adding new rows and columns to the table
Merge rows and columns in a table

Can insert tables into the document.
Can add new rows and columns to the table
Can Merge rows and columns in a table

ACTIVITY 5 Page formatting

adjust the page format and margins in the word processor document
Give background colour and border
Get the ability to include header and footer

Can adjust the page format and margins.
Can give background color and border
Can include header and footer

DIGITAL QUIZ

TIME 10 MINUTES

SCORE /10

ASSIGNMENT 1: TIMETABLE

TIME&DATE

SCORE

ASSIGNMENT 2: DIGITAL TEXTBOOK

TIME&DATE

SCORE

ASSIGNMENT 3: ICT LESSON PLAN

TIME&DATE

SCORE

REMARKS	

[Handwritten signature]

PRINCIPAL
G.K. RAJAGOPALAN MEMORIAL
COLLEGE OF EDUCATION
PUNJALY, VIKRAMAB

WORKSHOP ON INFORMATION AND COMMUNICATION TECHNOLOGY

EVALUATION SHEET

SESSION 3 PRESENTATION SOFTWARE

LEARNING OUTCOME

ACTIVITY 1 Making presentation

select different Layouts.
 type text using Keyboard
 save the prepared presentation in a fixed folder.

Can select different Layouts
 can prepare a presentation
 can save the presentation in a particular folder

ACTIVITY 2 Beautifying the texts in a slide

ability to format fonts

can change the font size and colour

ACTIVITY 3 make presentation attractive

insert new slides in presentation
 insert images in presentation
 make presentation attractive by giving background colour
 format the presentation to pdf format.

Included new presentation in the slides
 Included images in the file.
 Made presentation attractive by including background colour
 Exported the presentation to pdf format

ACTIVITY 4 Hyperlink

gets the ability to hyperlink the files saved in computers
 gets the ability to hyperlink the Web pages on the Internet


Inserted hyperlink to saved files in computer
 Inserted hyperlink to websites

ACTIVITY 5 Animation and Transition

gets the ability to add animation
 gets the ability to add transition to slides created

Gave animations to objects
 Gave suitable transitions to slides.
 Made the slide attractive to present in the class.
 Acquired skill to present presentation in the classroom




 C.K. RAJARAJAN MEMORIAL
 COLLEGE OF EDUCATION
 PULUPALLY, WAYANAD

**WORKSHOP ON INFORMATION AND COMMUNICATION TECHNOLOGY
EVALUATION SHEET**

SESSION 4 PERSONAL WEBSITE

LEARNING OUTCOME



SN COLLEGE

ACTIVITY 1 INTRODUCTION TO INTERNET

Concept of wesite and webpages

can understand the concept of webpage and website	
can understand the concept blog	

ACTIVITY 3 building website using free website builder

Choose a domain name and hosting
Choose a website building platform
Add content to website
Publish website on internet

can select domine name and host	
can build a website	
can insert contents to website	
can Publish website on internet	

ASSIGNMENT 1:PERSONAL WEBSITE

TIME&DATE			SCORE	
-----------	--	--	-------	--

WEBSITE ADDRESS

SESSION 5 E-CONTENT DEVELOPMENT

LEARNING OUTCOME

ACTIVITY 1 Creating E content

Record videos
insert videos to editing app
edit the videos

can record videos	
can insert videos to editing app/software	
can add layers of text,object,image and videos	
can insert Chroma key/green screen effects	

DIGITAL QUIZ

TIME	10 MINUTES
------	------------

SCORE	/10
-------	-----

ASSIGNMENT 1:DIRECTORY OF IMAGES,AUDIO AND VIDEO


TIME&DATE		
-----------	--	--

SCORE	
-------	--

ASSIGNMENT 2: E-CONTENT

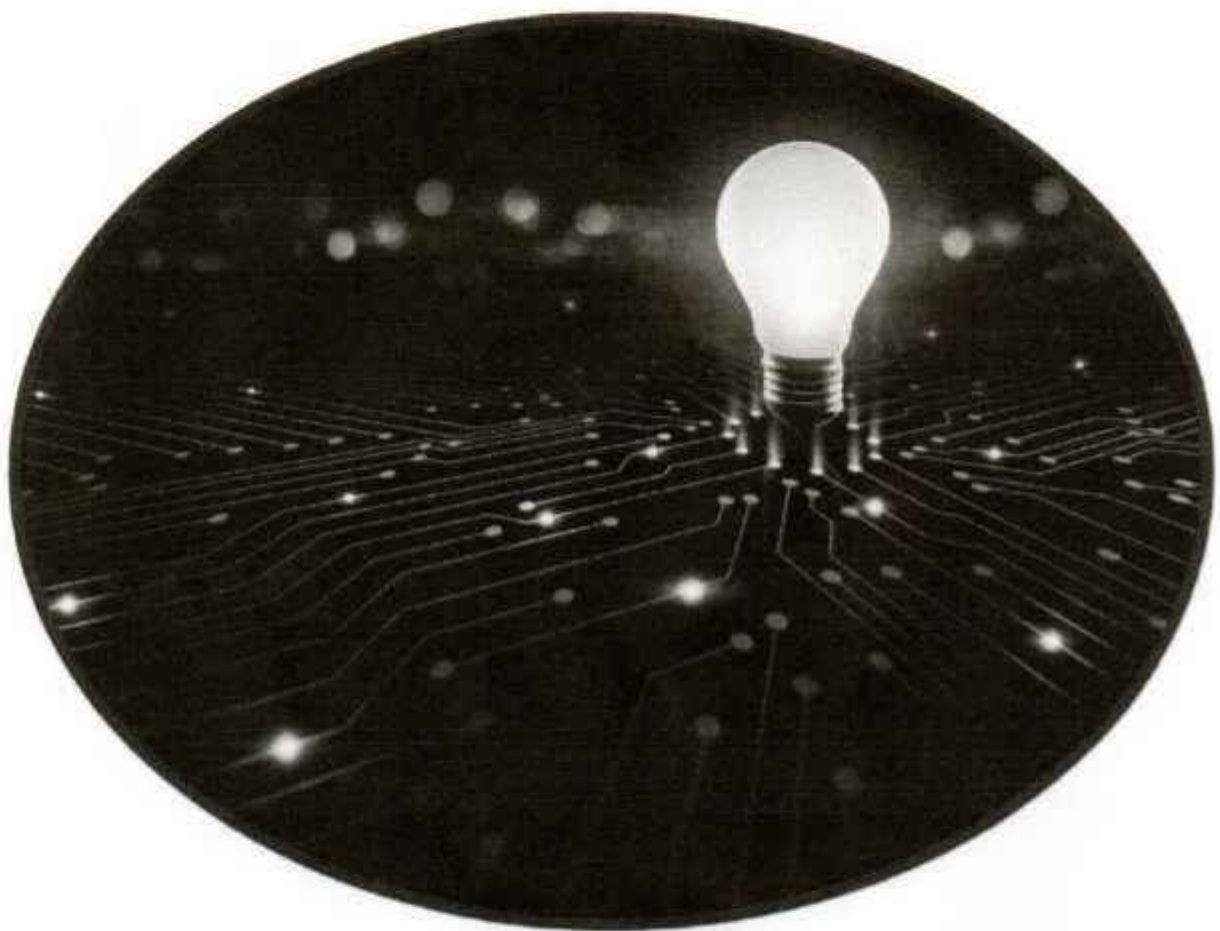
TIME&DATE		
-----------	--	--

SCORE	
-------	--

REMARKS
 C.K. RADHWAN COLLEGE OF EDUCATION PULPITI, HAWERI



ELECTRICITY



CJK

PRINCIPAL
C.J.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
PULPALLY, WAYANAD

WHAT IS ELECTRICITY?

Electricity is the set of physical phenomena associated with the presence and motion of matter that has a property of electric charge. Electricity is related to magnetism, both being part of the phenomenon of electromagnetism, as described by Maxwell's equations. Various common phenomena are related to electricity, including lightning, static electricity, electric heating, electric discharges and many others.

The presence of an electric charge, which can be either positive or negative, produces an electric field. The movement of electric charges is an electric current and produces a magnetic field.

When a charge is placed in a location with a non-zero electric field, a force will act on it. The magnitude of this force is given by Coulomb's law. If the charge moves, the electric field would be doing work on the electric charge. Thus we can speak of electric potential at a certain point in space, which is equal to the work done by an external agent in carrying a unit of positive charge from an arbitrarily chosen reference point to that point without any acceleration and is typically measured in volts.

Electricity is at the heart of many modern technologies, being used for:

- Electric power where electric current is used to energise equipment;
- Electronics which deals with electrical circuits that involve active electrical components such as vacuum tubes, transistors, diodes and integrated circuits, and associated passive interconnection technologies.

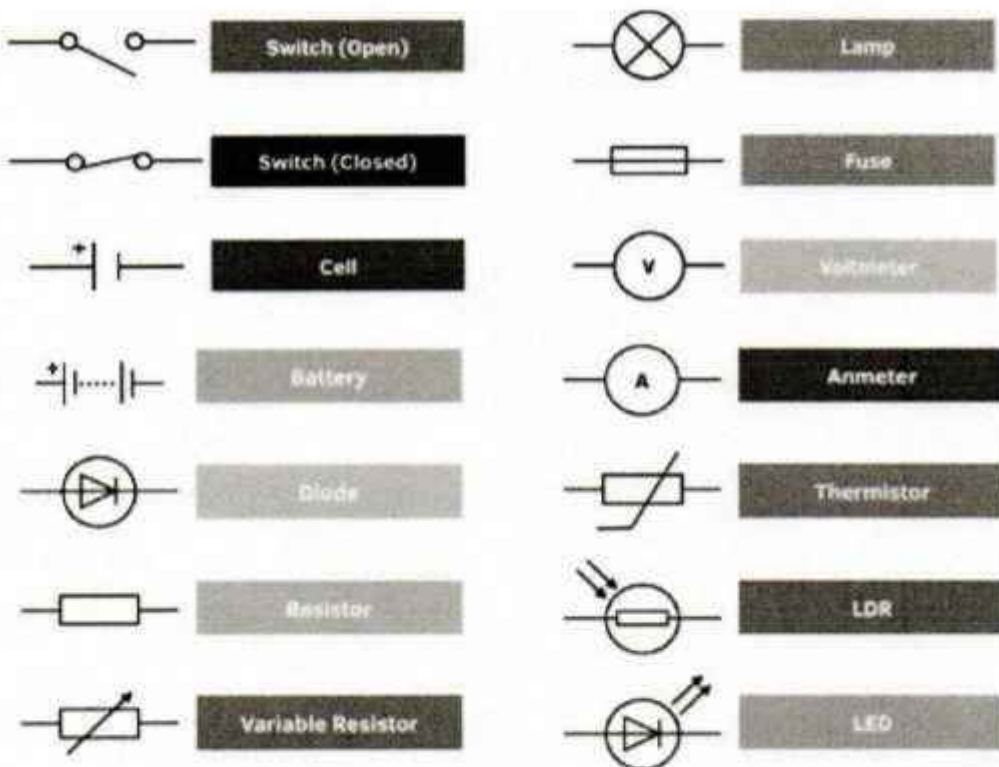
Electrical phenomena have been studied since antiquity, though progress in theoretical understanding remained slow until the seventeenth and eighteenth centuries. The theory of electromagnetism was developed in the 19th century, and by the end of that century electricity was being put to industrial and residential use by electrical engineers. The rapid expansion in electrical technology at this time transformed industry and society, becoming a driving force for the Second Industrial Revolution. Electricity's extraordinary versatility means it can be put to an almost limitless set of applications which include transport, heating, lighting, communications, and computation. Electrical power is now the backbone of modern industrial society.^[1]

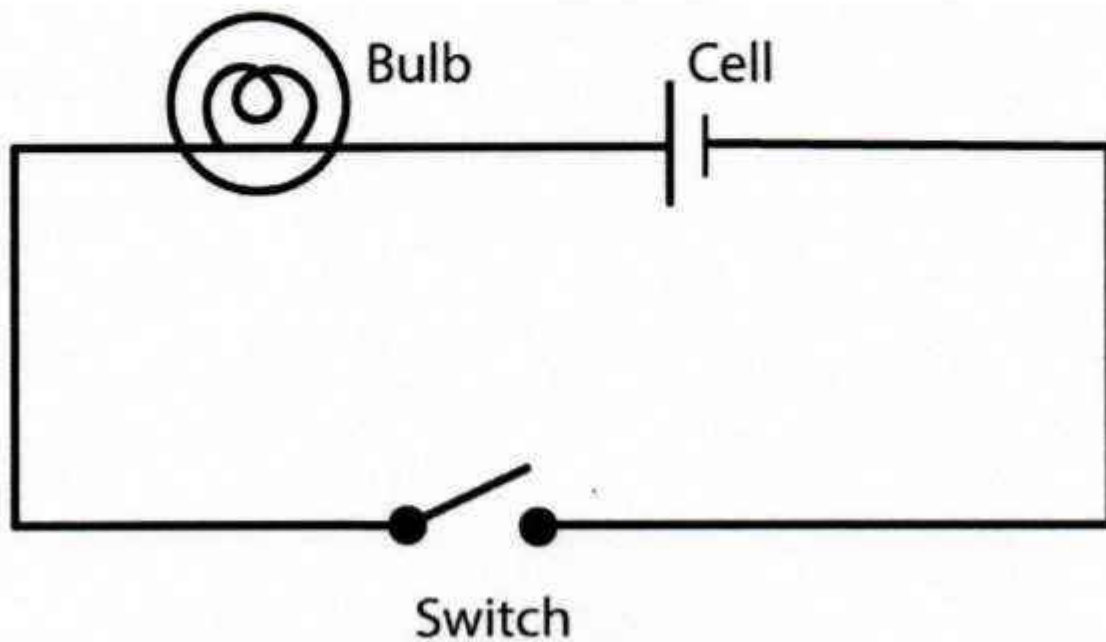
What is a Circuit Diagram?

A circuit diagram is a visual display of an electrical circuit using either basic images of parts or industry standard symbols. Symbol usage depends on the audience viewing the diagram. These two different types of circuit diagrams are called pictorial (using basic images) or schematic style (using industry standard symbols). A schematic style circuit diagram is used to give a visual representation of an electrical circuit to an electrician. The pictorial style circuit diagram would be used for a broader, less technical audience.

Circuit Diagram Symbols

There are hundreds of different symbols that can be used in a circuit diagram. These include simple images of objects such as a battery or a resistor for a pictorial style circuit diagram, or industry-standard symbols for objects such as capacitors or inductors.





Where Does Electricity Come From?

Few people know how electricity is generated, which seems unreal as it is one of the most important components we use every single day. It is in fact generated from the following sources:

Wind energy with the use of windmills.

Waterfalls energy that aids in producing hydroelectric energy.

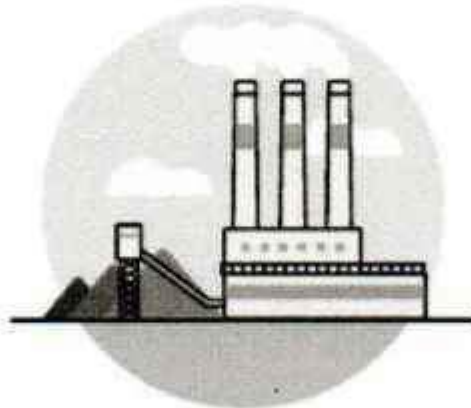
Coals that are burned to produce electricity.

Photovoltaic energy produced by sun rays.

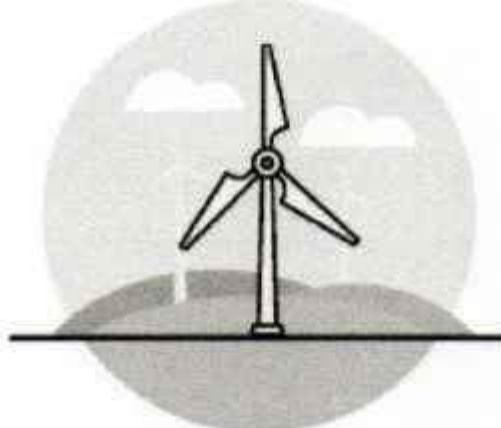
Taking everything into consideration regarding exactly why we need electricity to maintain our current lifestyle and advancements in life, it is something that can't be taken for granted. Till this day, there are people who are living without electricity in underdeveloped countries of poverty, but for

those who rely on it every day, most probably won't be able to get by without it.

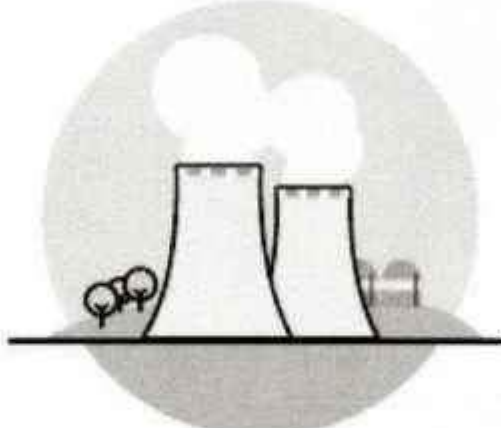
Sources of electrical energy



Coal



Wind



Nuclear



Importance Of Electricity In Our Daily Life

Like air and water, people tend to see the importance of electricity in our daily lives. It has also become a major part of our modern life. It is one of the most important innovations of all time.

Electricity also provides entertainment and communication. Television, radio, and cinema use electricity. Computers and most children's toys use electricity to operate. Modern communication like cellphones and computers runs primarily with the use of electricity.

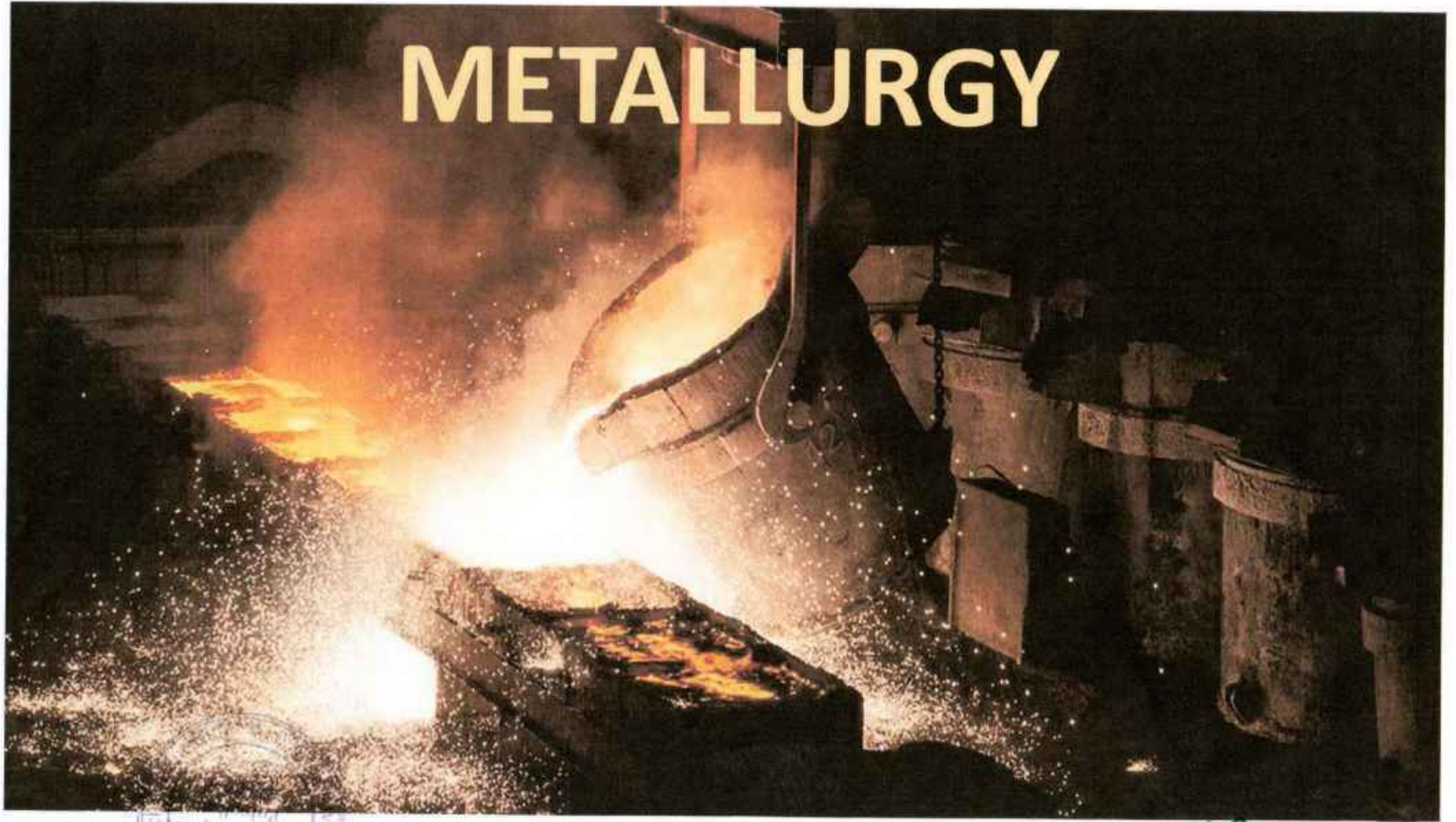
Schools and medical facilities like hospital needs electricity to run efficiently and smoothly. Electricity plays an important role in hospitals and other health institutions. It runs X-rays, ECG machines, incubators, and a lot more.

Electricity powered the most modern transportation. Previously run by types of diesel, we now have E-bikes and E-jeepneys that utilize the use of electricity to run. Trains and airplanes also use electricity to run and mobilized.

Industry worldwide uses electricity in its everyday operation. It allows innovation and modern technology to give comfort to everyone. The large machine runs with the help of electricity. And indeed, one cannot think of our world without electricity.



METALLURGY



340
C.K. RAJ
COLLEGE OF ENGINEERING
PILAJI, KANNUR

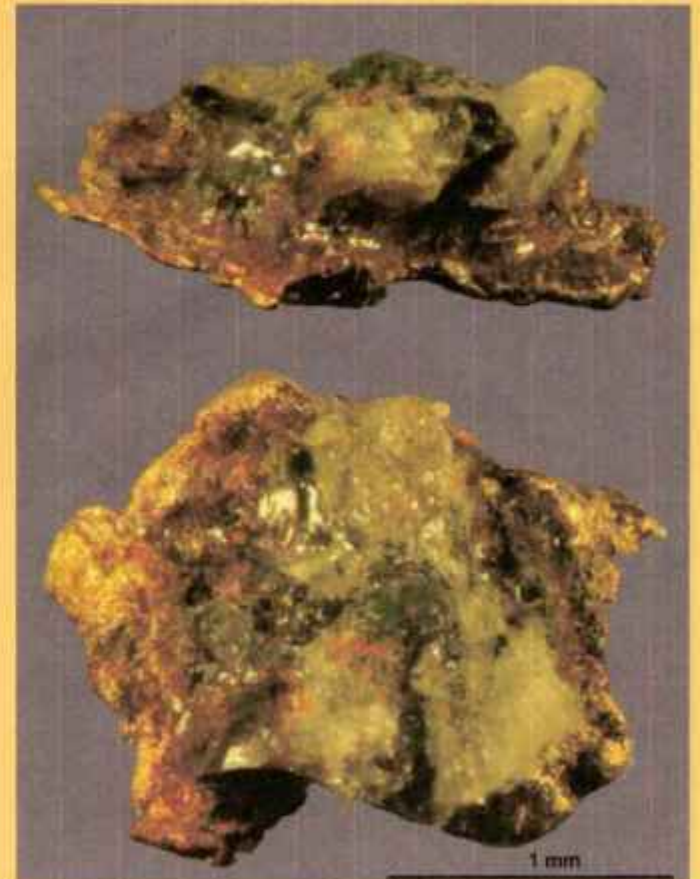


Metallurgy

The extraction of metals from their ores and Fining it is known as metallurgy

ENRICHMENT OF ORE

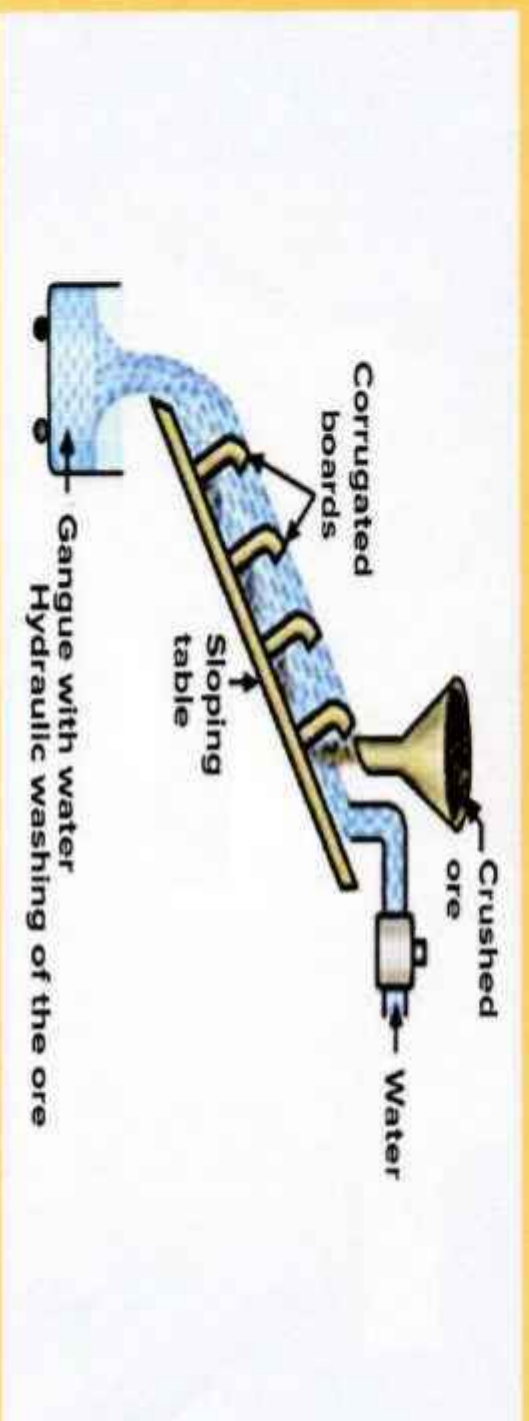
- Process used for removal of the “GANGUE”
- GANGUE – Soil, Sand and Earthy Impurities



Enrichment processes

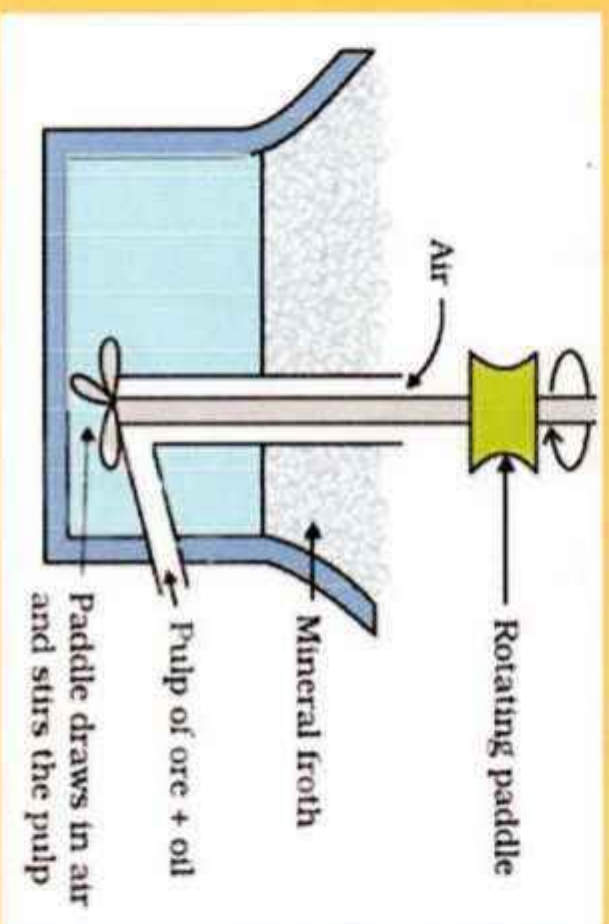
Hydraulic washing

It is a technique used when the impurities are lighter and the ore particles are heavier. The lighter impurities are removed by washing in current of water.



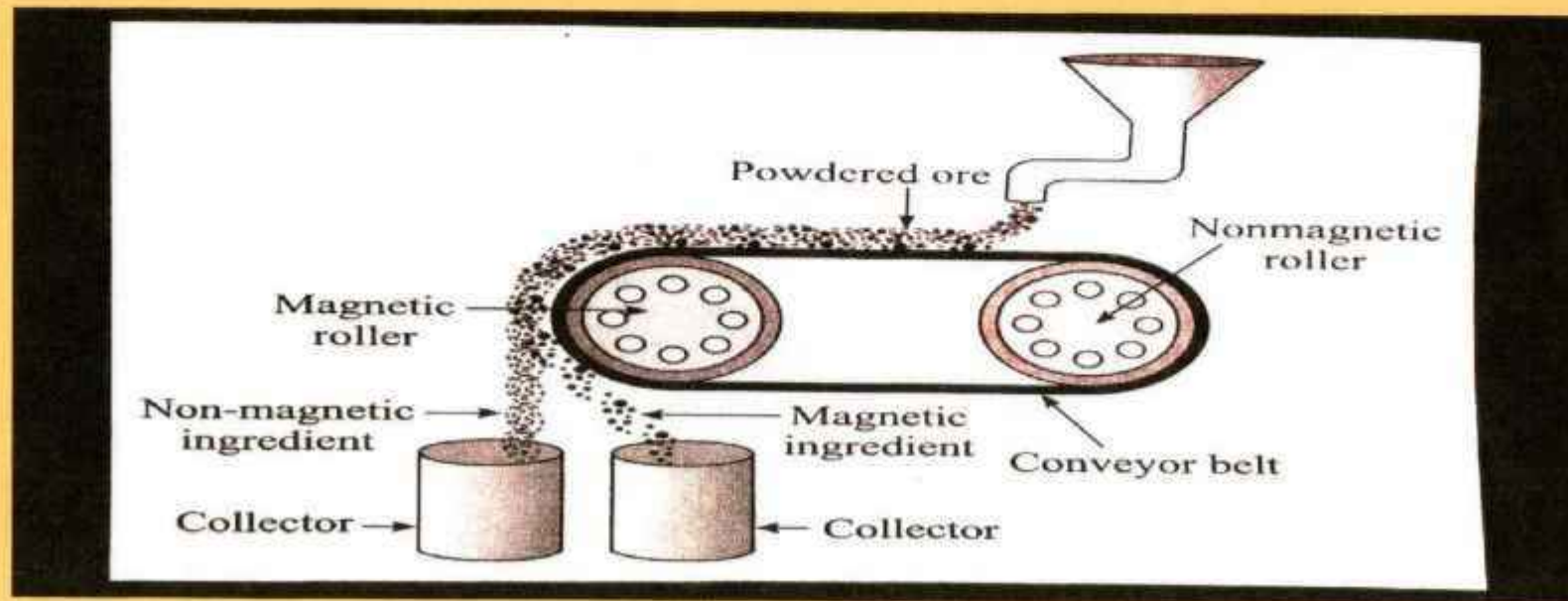
Froth Flootation

It is a method which employs a mixture of water and pine oil which is made to froth in a tank to separate sulphide ores. The differences in the wetting properties of the ore and gangue particles separate them



Electromagnetic separation

Magnetic separation means separating mixtures of two solids with one part which has magnetic properties.

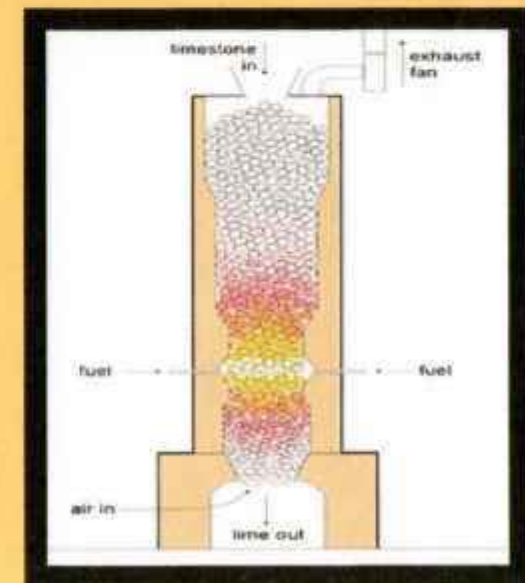
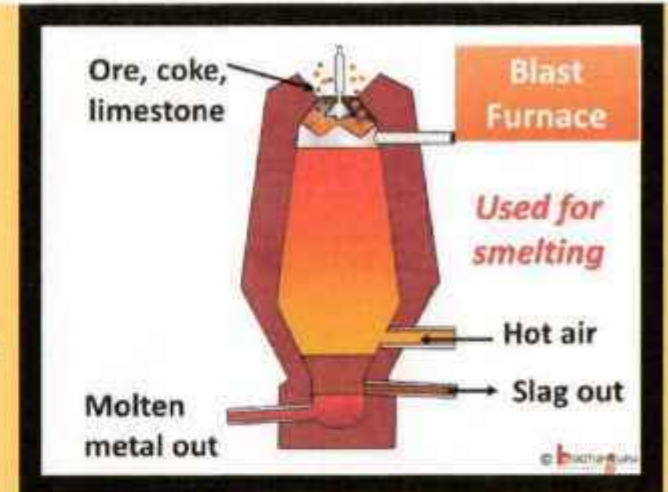


Chemical Method

- Dissolve ore + Hot and Conc. NaOH
- $\text{Al}_2\text{O}_3 + 2\text{NaOH} \rightarrow 2\text{NaAlO}_2 + \text{H}_2\text{O}$ Filter it \rightarrow add dil HCl
- $\text{NaAlO}_2 + 2\text{H}_2\text{O} + \text{HCl} \rightarrow \text{Al}(\text{OH})_3 + \text{NaCl}$
- Filter the ppt wash, dry and Ignite
- $2\text{Al}(\text{OH})_3 \rightarrow \text{Al}_2\text{O}_3 + 3\text{H}_2\text{O}$
- Pure Bauxite is obtained

REDUCTION

- Conversion of concentrated ore into a more suitable form
- Roasting --→ Heating the Sulphide ore in presence of air to form an Oxide ore $2\text{ZnS} + 3\text{O}_2 \rightarrow 2\text{ZnO} + 2\text{SO}_2$
- Calcination --→ Heating the Carbonate ore in the absence of air to form an Oxide ore
- $\text{ZnCO}_3 \rightarrow \text{ZnO} + \text{CO}_2$



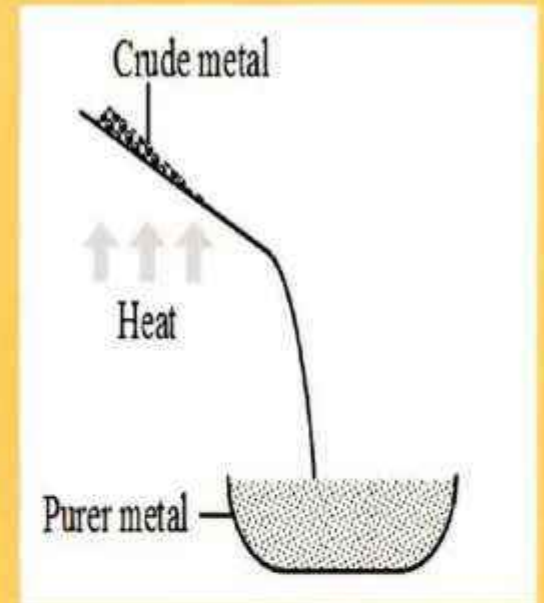
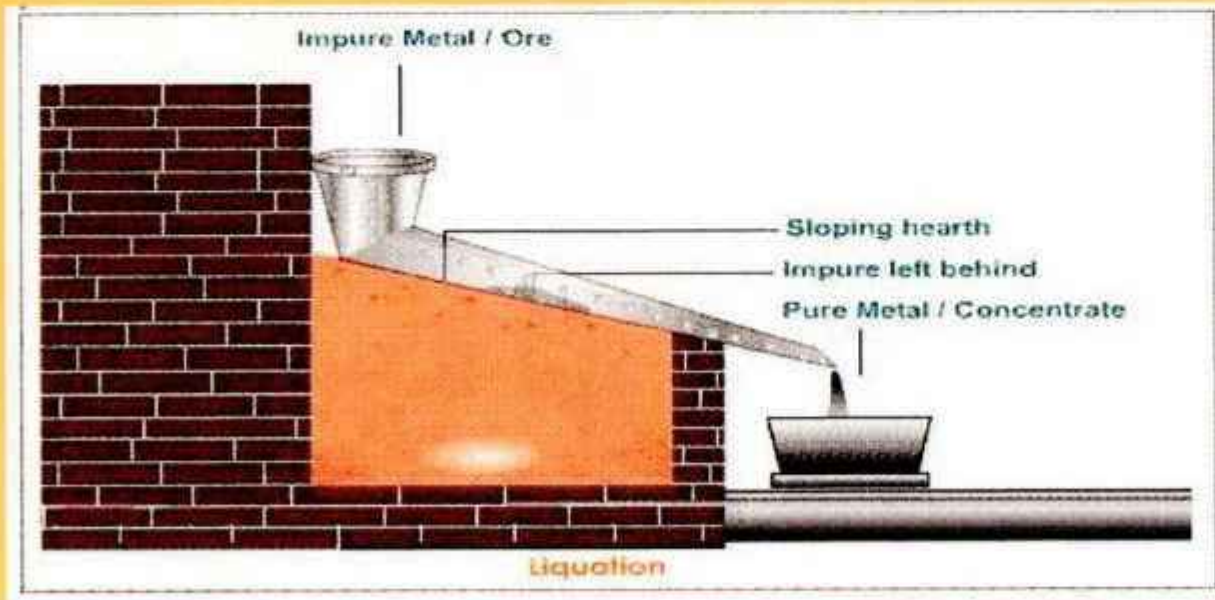
REDUCTION

- Low in the reactivity series ----→
 - Heating ----e.g.. $2\text{HgS} + 3\text{O}_2 \rightarrow 2\text{HgO} + 2\text{SO}_2$
 - $2\text{HgO} \rightarrow 2\text{Hg} + \text{O}_2(\text{g})$
- Middle in the reactivity series
 - Heating with C (Smelting)
 - $\text{ZnO} + \text{C} \rightarrow \text{Zn} + \text{CO}$
- High up in the reactivity series → Electrolytic reduction

REFINING

- LIQUATION:

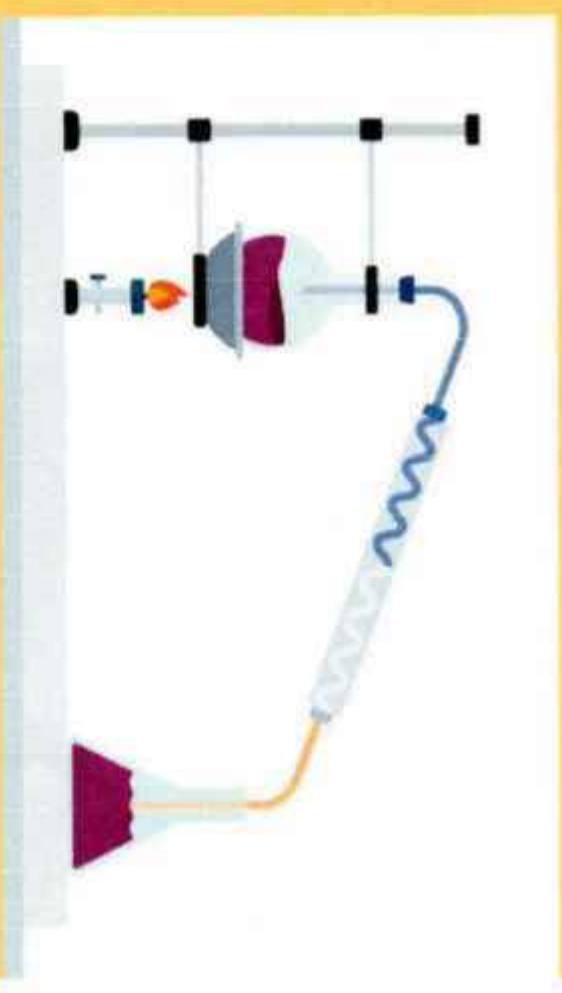
Used for metals having low M.P. → Pb, Sn



REFINING

- DISTILLATION

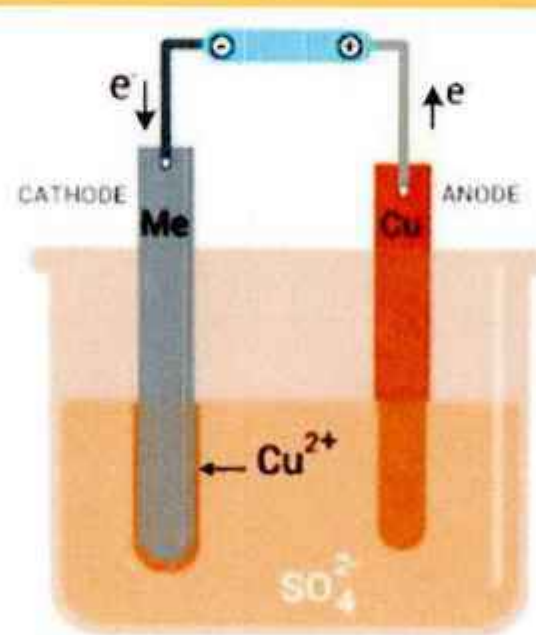
- Metals used are Volatile--→ Hg Zn
- The impure metal is heated in a retort.
- The Pure metal distils over and is condensed in a receiver.
- The impurities are left behind in the retort



REFINING

- ELECTROLYTIC REFINING

Metals used are ---- \rightarrow Cu, Zn, Sn, Ni, Ag, Au...





THANK YOU



DR. G.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
PUNALAY, WAYANAD.

C.K.RAGHAVAN MEMORIAL COLLEGE OF TEACHER EDUCATION

PULPALLY, WAYANAD - 673579

(Affiliated to the University of Calicut and Recognised by N.C.T.E.)



B.Ed. Course 20²²..... - 20²⁴.....

EDU 301

Certified bonafide report of: ACTION RESEARCH REPORT

Name : AGNUS JOSEPH

Optional Subject : PHYSICAL SCIENCE

Roll No. : CMAWTPN001



Date : 16/01/24

Ernestas
Talalika
Lecturer in Charge

Dr. PE. M. A. J.
Principal
C.K. RAGHAVAN MEMORIAL
COLLEGE OF TEACHER EDUCATION
PULPALLY, WAYANAD

Index

Sl. No:	Content	Page No:
1.	Identification of the problem	1
2.	Statement of the problem	1
3.	Title of the study	1
4.	Definition of key terms	2
5.	Objectives of the study	2
6.	Hypothesis	2
7.	Methodology	3
8.	Pretest	3
	Action Programmes	5
9.	Phase I	6
	Phase II	7
10.	Evaluation	9
11.	Phase III	11
12.	Post test	12
13.	Conclusion	14
14.	Suggestions	16
15.	Appendix	17

1. Identification of the problem

As part of the internship programme prescribed in the B. Ed curriculum I got an opportunity to teach chemistry for the 9th B students of Jayasree HSS Kalluvayal. While dealing the topic oxidation and reduction of unit 3 named Redox reaction and rate of chemical reaction, I found that almost all students failed to write oxidation and reduction half reactions which is because students were unaware about the atomic number of the elements. Due to this, they can't write the electronic configuration and the valence electrons. I also found that when atomic number is given they easily write the electronic configuration and oxidation half and reduction half.

Hence I decided to choose the difficulty in learning atomic number as the topic of my action research.

2. Statement of the problem

Difficulty in writing the atomic number of elements by the students of 9th B.

Title of the study

A study on difficulties of 9th B students of Jayasree HSS Kalluvayal in learning atomic number of elements.

3. Definition of key terms

- Atomic number is the no. of protons in the nucleus of an element.
- In a neutral atom, atomic number, no. of protons and no. of electrons are same.
- Periodic table is the systematic arrangement of elements in the increasing order of their atomic numbers.

4. Objectives of the study

- The learner can:
 - i) Identify the element when atomic number is given.
 - ii) Assign atomic number to different elements.
 - iii) Arrange the elements in the increasing order of their atomic number.

5. Hypothesis

- The reason for students struggling with some basic chemical computations may be due to the lack of knowledge about the properties of common elements.
- Most of the students don't know the atomic number of the element even though they know the names of elements.

- Studying the atomic number may be increase their proficiency in chemistry.
- Atomic numbers can be easily learned by simple games and group works.

6. Methodology

- Sample : Students of 9th B
- Duration: September 2023 - October 2023
- Tool : Puzzle solving, Games, test, discussion etc.

7. Pre test

In order to check the knowledge of students about the atomic number of different elements in the periodic table, a pretest was conducted on 25th september 2023. Students were given some familiar elements and asked to write the atomic number of given elements. Total 12 elements were given and pretest was conducted for a total score of 12. Total 37 students participated in the test and the mark gained by each student was marked in a 5 point absolute grade scale.

Grade table

Score	Grade
9 - 12	A
7 - 8	B
5 - 6	C
3 - 4	D
below 3	E

The name, mark and grade attained by each student in the pretest is given below.

[Answer sheets of pretest ~~is~~^{is} attached in appendix A]

Sl no:	Name of the student	Score (12)	A	B	C	D	E
1	Akshay G R	5			✓		
2	Sreehari S Krishna	6			✓		
3	Nobin shal	1					✓
4	Abhinav Joy	4				✓	
5	Adithyan P S	1					✓
6	Swasdhik P S	1					✓
7	Adwanth Ramesh	2					✓
8	Sreehari R Rajesh	2					✓
9	Sohan Sam	0					✓
10	Niranjam Gopinath	1					✓
11	Grodon Sam	1					✓
12	Navami P R	1					✓
13	Ashly Wilson	10	✓				
14	Helna Benny	2					✓
15	Emil Maria Binu	1					✓
16	Angel Maria Binu	1					✓
17	Niranjana Ajesh	2					✓
18	Angeleena Maria	10	✓				
19	Ananya P Vinod	1					✓
20	Ann Maria Eldho	1					✓
21	Abhinand T S	2					✓
22	Kevin R Veeyuse	6			✓		
23	Anegh C S	4				✓	
24	Aiclon Saji	1					✓
25	Kashinadh P A	2					✓
26	Gopika shinod	3				✓	

Sl. no:	Name of student	Score (12)	A	B	C	D	E
27	Aparna E R	4				✓	
28	Hiba Fathima	1					✓
29	Jopaul Jose	2					✓
30	Mruthul Krishna P	1					✓
31	Liose Babu	1					✓
32	Muhammed Rafil	4				✓	
33	Adith P R	5			✓		
34	Mithravrundha k Saju	2					✓
35	Abhinav Sunil	2					✓
36	Anjalo Varghese	5			✓		
37	Anayha S	10	✓				

Out of 37 students who attended the pre test. Only 3 students secured A grade. None of the students got B grade and 5 students secured C grade. D grade was attained by 5 students and remaining 24 students fall in E grade category, which shows the seriousness of the situation. Almost all students got the atomic number of the hydrogen correct.

Majority of students got E grade which showed the need for remedial measures to solve this problem.

Action Programmes

After identifying the problem, I organised and designed different ~~action~~ programmes and completed it successfully ~~with~~ the cooperation of students.

PHASE I

In the first phase of action research, group activities were chosen. Two group activities were chosen and gave to the students to complete in different days. The programmes given were explained below.

Activity 1

On 7th October 2023, students were asked to complete an 'Element word search'. Some English alphabets are given inside a box and name of some elements were hidden in it. The names were spelled vertically, horizontally, backward and diagonally. Students were asked to identify the elements. The atomic number of the hidden element were given as hint.

Students were asked to find out the element with atomic number first and then to find the ~~was~~ element. Then to complete the activity, students were grouped into 10, with each group having a maximum of 5 members. Students were allowed to refer periodic table to find the elements ^{with} the atomic number given as hint.

[The 'Element ~~word~~ search' completed by students were given in Appendix 1].

Activity - 2

The next activity of phase 1 was to solve a puzzle. For the same students were grouped into 10, with 5 members in each group (maximum).

The activity was done on 10th October 2023.

A picture was cut into 24 equal sized squares with each piece bearing the name of an element. The name of elements from Hydrogen to Chromium [Atomic number 1 to 24].

Another sheet of paper is given to each group with 24 squares with numbers 1 to 24 marked in them.

Students were asked to paste the element in the column with corresponding atomic number. Students were given provision to use periodic table to refer the atomic number of unfamiliar elements.

Through the group activities, students get an opportunity of cooperative learning and to use periodic table ~~see~~ correctly to find the atomic numbers.

[The puzzle solved by groups were attached in Appendix 2]

PHASE II

In phase 2 of the action research, two individual activities were included. The activities were described below.

Activity 1

On 16th October 2023, first activity of phase 2 was given to students.

As part of the activity, students were asked to complete an 'Element crossword' in which students were asked to complete a crossword including the names of elements. The hints were given and the given hint was the atomic number of the element.

Students were given opportunity to refer the periodic table.

[The crossword completed by some students were attached in appendix 3].

Activity 2

The last activity of phase 2 was given to students on 26th October 2023.

Here students were asked to connect the dots and complete the picture. Instead of number the symbol of elements were given and by checking the atomic number, students can complete the

picture.

[The picture completed by students were given in appendix 4]

9. Evaluation

After successfully completing two phases of action research, students can name atomic numbers of few elements. To check the success rate of the action research, another test was administered to the students.

The test was conducted on 27th October 2023. Here, students were required to write the atomic number of 10 elements given by the teacher. The test was for 10 marks and mark and grade obtained by each student is noted. The mark and grade was recorded in 5 point absolute grade scale.

Grade Table

Score	Grade
8-10	A
6-7	B
4-5	C
2-3	D
below 2	E

A total 33 students participated in the test.

The name, score and grade obtained by each student is tabulated below.

Sl. no:	Name	Score (10)	A	B	C	D	E
1	Adith P R	8	✓				
2	Ashly Wilson	8	✓				
3	Anagha S	9	✓				
4	Helna Benny	3				✓	
5	Abhinand TS	8	✓				
6	Adithyan P J	2				✓	
7	Hajara K S	5			✓		
8	Hiba Fathima	4			✓		
9	Niranjana Ajesh	6		✓			
10	Navami P R	6		✓			
11	Mithavruntha k Saju	8	✓				
12	Godson Sam	4			✓		
13	Kevin Veeyme	6		✓			
14	Angel Maria Binu	4			✓		
15	Adwaith Ramesh	5			✓		
16	Sreehari R Rajesh	4			✓		
17	Emil Maria Binu	1					✓
18	Ann Maria	4			✓		
19	Geopika shinod	8	✓				
20	Ananya P Vinod	6		✓			
21	Nobin shal	8	✓				
22	Sreehari s Krishna	5			✓		
23	Swasthik P S	9	✓				
24	Aidon saji	4			✓		
25	Abhinav Sumil	9	✓				
26	Abhinav Joy	6		✓			
27	Liose Babu	9	✓				
28	Niranjam Gopinath	9	✓				
29	Amegh CS	9	✓				
30	Kanhinadh P A	8	✓				

Sl. no.	Name	Score (10)	A	B	C	D	E
31	Shalu Shammias N	8	✓				
32	Akshay GIR	6		✓			
33	Muhammed Rafil	7		✓			

After analysing the table, it was found out that 14 students secured A grade, 4 students B, 9 students C, 2 students D and one student secured E grade. An improvement in the grade of the students were found. Since majority of students still falls in C and B category, I decided to go with another phase, phase 3 for action research.

{The answer papers are given in appendix

PHASE 3

Following two activities were included in this phase.

Activity 1

On 28th October 2023, The first activity of phase 3 was given.

The activity was to find the element. One letter of the name of the element is given and spaces are given for other letters. In order to find out the element, student can utilise the atomic number given in the brackets. Students were required to complete the work individually.

[The activity completed by students are attached in Appendix 5].

Activity 2

The second activity was given on 30th October 2023. For this activity, students were asked to study the name of the element corresponding the roll number of the students. Then, instead of calling roll numbers students were asked to call the name of the elements with atomic number equal to their roll numbers.

Students completed the activity and a video of was taken the same was taken.

10. Post test

Post test was conducted on 30th October 2023. After successfully finishing different action programmes, students were asked to write the element for a given atomic number. Total 10 atomic numbers were given and the test was conducted for a total of 10 marks.

Total 36 students completed post test. The name, mark and grade obtained by each student is tabulated here.

Sl. no.	Name	Score(s)	A	B	C	D	E
1.	Godson Sami	7		✓			
2.	Johan Sam	8	✓				
3.	Ann Maria Eldho	8	✓				
4.	Aparna ER	9	✓				
5.	Ardon Saji	6		✓			
6.	Geopika Shinod	9	✓				
7.	Navami P R	9	✓				
8.	Helna Benny	5			✓		
9.	Hiba Fathima	6		✓			
10.	Emil Maria Binu	6		✓			
11.	Angeleena Maria	10	✓				
12.	Hajara K S	6		✓			
13.	Sreehari R Rajesh	10	✓				
14.	Ashlyn Wilson	10	✓				
15.	Anayha	10	✓				
16.	Nobin shal	8	✓				
17.	Niranjana Gopinath	8	✓				
18.	Liose Babu	8	✓				
19.	Muhammed Rahil	10	✓				
20.	Kerim R Veeyase	9	✓				
21.	Swanthik P S	10	✓				
22.	Shalini shammias N	6		✓			
23.	Kashinadh P A	8	✓				
24.	Abhinav Sunil	8	✓				
25.	Sreehari S Krishna	9	✓				
26.	Abhinav Joy	10	✓				
27.	Joseph Jose	9	✓				
28.	Kashinadh P A	8	✓				
29.	Adithyan P J	7		✓			
30.	Ananya P Vinod	8	✓				

The games and activities given as a part of action research were very exciting to students and they enjoyed to while completing the activities. Through the group activities, they also got an

After giving 6 action programmes in three phases, I found that I was able to improve students

research. The difficulty in studying atomic number of elements were recognized in a problem on 25th September 2023 and chosen as the topic for action research.

11. Conclusion

Programmes adopted. [Answers sheet of post test are given in appendix C]

Out of 26 students who attended the post test, only 9 students secured B and one student got C. Majority of students, i.e., 26 students got A grade which shows the success of different action programmes adopted.

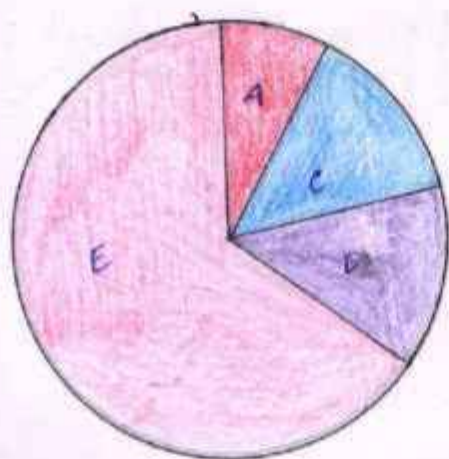
Sl. no.	Name	Score	A	B	C	D	E
31	Niranjana Ajeesh	10	✓				
32	Abhinand TS	8	✓				
33	Muthul Krishna	7		✓			
34	Angalo Varghese	8	✓				
35	Angel Maria Binu	7		✓			
36	Mithravandha	9	✓				

opportunity for collaborative learning which they enjoyed a lot.

By understanding the atomic numbers of most common elements, students can write the electronic configuration and thereby lot of other properties of that element.

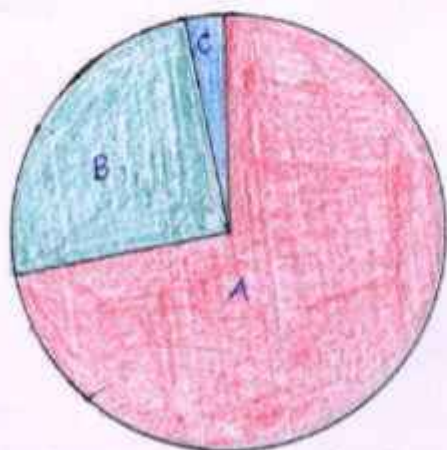
Following pie chart shows the improvement of the class after the completion of action research:

a. Before action Programmes. [Pre test]



Grade	no. of students	Angle
A	3	$29^{\circ} 11'$
B	0	0
C	5	$48^{\circ} 38'$
D	5	$48^{\circ} 38'$
E	24	$233^{\circ} 30'$

b. After action Programmes [Post test]



Grade	no. of students	angle
A	26	260°
B	9	90°
C	1	10°
D	0	0
E	0	0

12. Suggestions

- Should have included more ~~was~~ elements and their atomic numbers while explaining the topic
- A better activity should have chosen instead of connect the dots, which was very simple.
- Should have given more individual and group activities for students.
- Repeat the atomic numbers of familiar elements in the class.
- Include variety of activities and work book in the instruction.

~~2 AD~~

Appendix A

Jayasree H S S Kalluvayal

Action Research - Pre test questions

Find the atomic number of following elements

1. Hydrogen
2. Chlorine
3. Boron
4. Calcium
5. Oxygen
6. Carbon
7. Aluminium
8. Sodium
9. Potassium
10. Zinc
11. Gold
12. Silver

NAME: Hiba Fathima

Class: IX Div: B Roll no: 22

School: Jayashree High Secondary

1) Hydrogen - 1 ✓

2) Chloride - 12 ✗

3) Borane - 6 ✗

4) Calcium - 15 ✗

5) Oxygen - 9 ✗

6) Carbon - 7 ✗

7) Aluminium - 11 ✗

8) Sodium - 17 ✗

9) Potassium - 19 ✗

10) Zinc - 20 ✗

11) Gold - 22 ✗

12) Silver - 32 ✗

$\frac{1}{12}$

24

155

papergrid

Date: / /

Joseph Jose

IXB - 24

Jaya Sree H.S.S

1. Hydrogen - 1 ✓
2. Chlorine - 8 ✗
3. Boron - 25 ✗
4. Calcium - 101 ✗
5. Oxygen - ~~888~~ ✓
6. Carbon - 32 ✗
- 7) Aluminium - 73 ✗
- 8 Sodium - 236 ✗
9. Potassium - 21 ✗
10. Zinc - 68 ✗
11. Gold - 100 ✗
12. Silver - 108 ✗

$\frac{2}{12}$

Mantul Krishna P.

IX B 29

Jayasree HSS

- 1) 1 Hydrogen ✓
- 2) 2 Chlorine ✗
- 3) 3 Boron ✗
- 4) 8 Calcium ✗
- 5) 6 Oxygen ✗
- 6) 4 Carbon ✗
- 7) 9 Aluminium ✗
- 8) 10 Sodium ✓
- 9) 25 Potassium ✗
- 10) 15 Zinc ✗
- 11) 12 Gold ✗
- 12) 28 Silver ✓

$\frac{1}{12}$

Aelith P.R
Class: IX B
Roll No: 4
Jayasree H.S.S
Kaluvayal

- 1 Hydrogen - 1 ✓
- 2 Chlorine - 12 ✗
- 3 Boron - 36 ✗
- 4 Calcium - 20 ✗
- 5 Oxygen - 8 ✓
- 6 Carbon - 6 ✓
- 7 Aluminium - 33 ✗
- 8 Sodium - 48 ✗
- 9 potassium - 19 ✓
- 10 Zinc - 30 ✓
- 11 gold & silver - 79 ✗

5
12

Methrakundha. K. Saju

IX - B

Roll no: 28

Jayasree. H.S.S. Kalluvayal

Hydrogen - 1 ✓

Chlorium - 3 ✗

Boron - 4 ✗

Calcium - 8 ✗

Oxygen - 2 ✗

Carbon - 6 ✓

Aluminium - 7 ✗

Sodium - 11 ✗

Potassium - ~~22~~ 118 ✗

Zinc - 100 ✗

Gold - 101 ✗

Silver - 17 ✗

$\frac{2}{12}$

1) Hydrogen - 1 ✓

2) Chlorine - ~~7~~ 17 ✓

3) Boron - 101 ✗

4) Calcium - 47 ✗

5) Oxygen - 4 ✗

6) Carbon - 60 ✗

7) Aluminium - 57 ✗

8) Sodium - 45 ✗

9) Potassium - 117 ✗

10) Zinc - 112 ✗

11) Iron - 15 ✗

12) Silver - 118 ✗

2
—
12

Anisato varghese

TX: 13

Roll no: 13

Jayasree H.S.S

1) Hydrogen - 1 ✓

2) Chlorine - ~~19~~ 12 ✗

3) Boron - 46 ✗

4) Calcium - 40 ✓

5) Oxygen - 8 ✓

6) Carbon - 6 ✓

$$\frac{5}{2}$$

$$\frac{12}{12}$$

7) Aluminium - 36 ✗

8) Sodium - 15 ✗

9) Potassium - 16 ✗

10) Zinc - ~~30~~ 30 ✓

11) Golden silver - ~~120~~ 89 ✗

12) Magnesium - 24

13) Sodium - 11

14) Potassium - 19

15) Zinc - 30

16) Gold - 79

17) Silver - 108

Anagha . 5

IX : B

Roll No : 9

J. H. S. S

Kalluvayal

1) Hydrogen - 1 ✓

2) Chlorine 2 ✓

3) Boron - 5 ✓

4) Calcium - 20 ✓

5) Oxygen - 8 ✓

6) Carbon - 6 ✓

7) Aluminium - 13 ✓

8) Sodium - 11 ✓

9) Potassium - 19 ✓

10) Zinc - 30 ✓

11) Gold - 79 ✓

12) Silver - 38 ✗

10
12

Appendix - 1

Appendix - 1

ELEMENT WORD SEARCH

Hidden in the puzzle below are the names of some common elements. The names may be spelled vertically, horizontally, backwards or diagonally. Identify them according to the atomic numbers given below.

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

#Hint

- Atomic number
- | | | |
|-------------------|------------------|------------------|
| ✓ 82 - Lead | ✓ 19 - potassium | ✓ 47 - silver |
| ✓ 50 - Tin | ✓ 26 - iron | ✓ 35 - chlorine |
| ✓ 15 - phosphorus | ✓ 92 - uranium | ✓ 13 - aluminum |
| ✓ 28 - Nickel | ✓ 29 - copper | ✓ 5 - Boron |
| ✓ 8 - Oxygen | ✓ 1 - Hydrogen | ✓ 12 - Magnesium |
| ✓ 7 - Nitrogen | ✓ 80 - Mercury | |
| ✓ 2 - Helium | ✓ 20 - calcium | |
| ✓ 53 - Iodine | ✓ 30 - zinc | |
| ✓ 11 - Sodium | ✓ 14 - Silicon | |
| ✓ 6 - carbon | ✓ 79 - gold | |

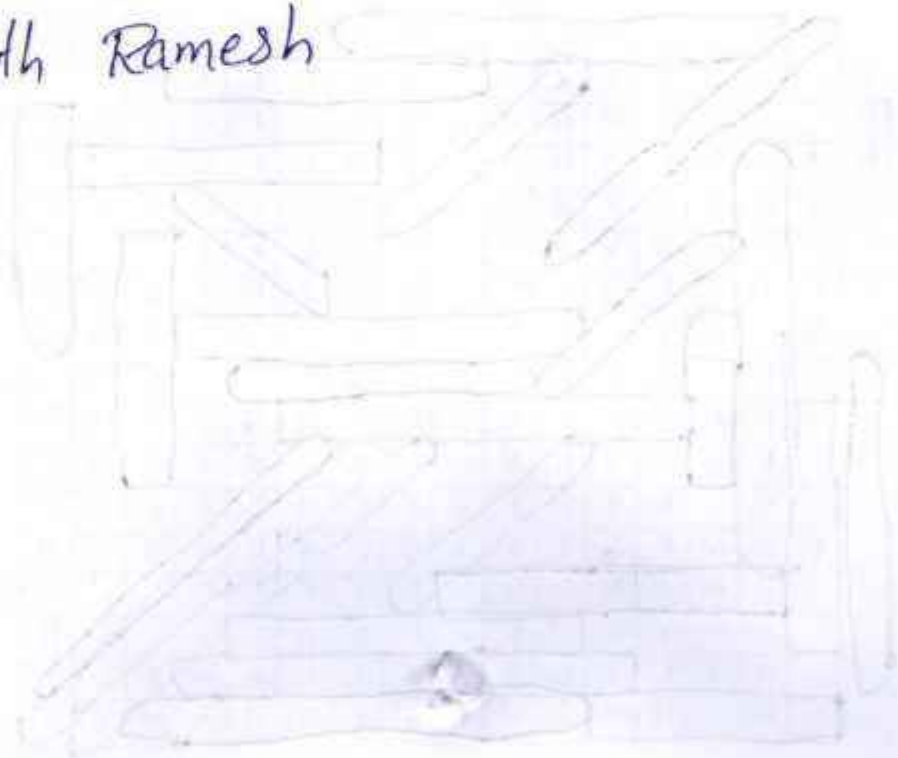
Adith P. R

Anjalo Varghese

Muhammed Rafil

Crudson Sam

Adwait Ramesh

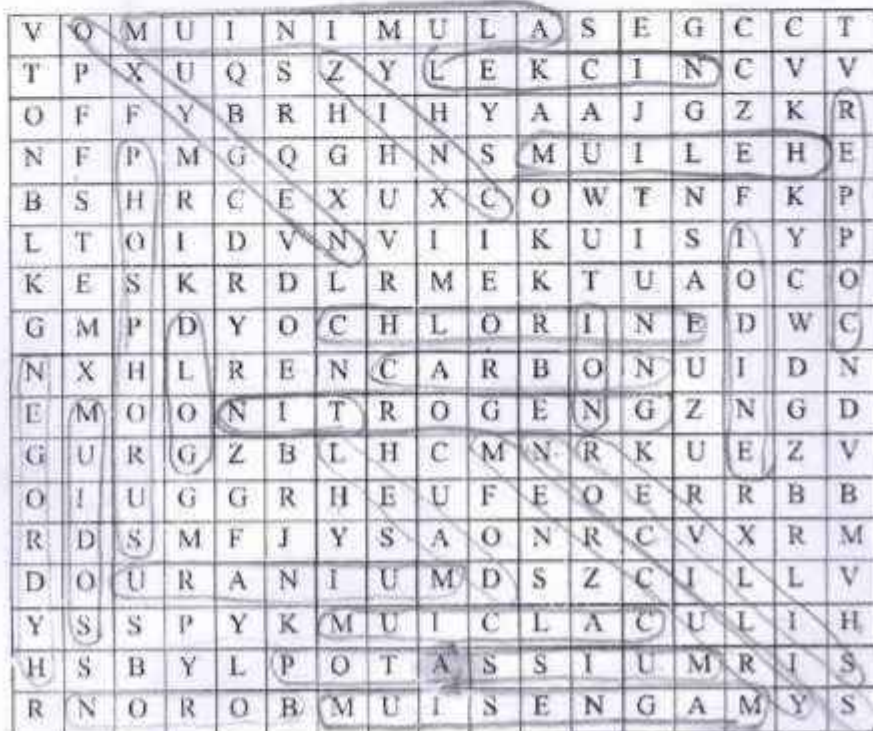


Handwritten notes or a list, possibly related to the diagram above. The text is mirrored and difficult to read, but appears to contain names and possibly dates or times.

Adith P. R
Anjalo Varghese
Muhammed Rafil
Crudson Sam
Adwait Ramesh

ELEMENT WORD SEARCH

Hidden in the puzzle below are the names of some common elements. The names may be spelled vertically, horizontally, backwards or diagonally. Identify them according to the atomic numbers given below.



Hint

Atomic number

82 Lead

50 Tin

15 Phosphorus

28 Nickel

8 Oxygen

7 Nitrogen

2 Helium

53 Iodine

11 Sodium

6 Carbon

19 Potassium

26 Iron

92 Uranium

29 Copper

1 Hydrogen

80 Mercury

20 Calcium

30 Zinc

14 Silicon

79 Gold

47 Silver

17 Chlorine

13 Aluminium

5 Boron

12 Magnesium

Ann Mariya

Ananya

Navami

Emil

ELEMENT WORD SEARCH

Hidden in the puzzle below are the names of some common elements. The names may be spelled vertically, horizontally, backwards or diagonally. Identify them according to the atomic numbers given below.

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

Hint

Atomic number

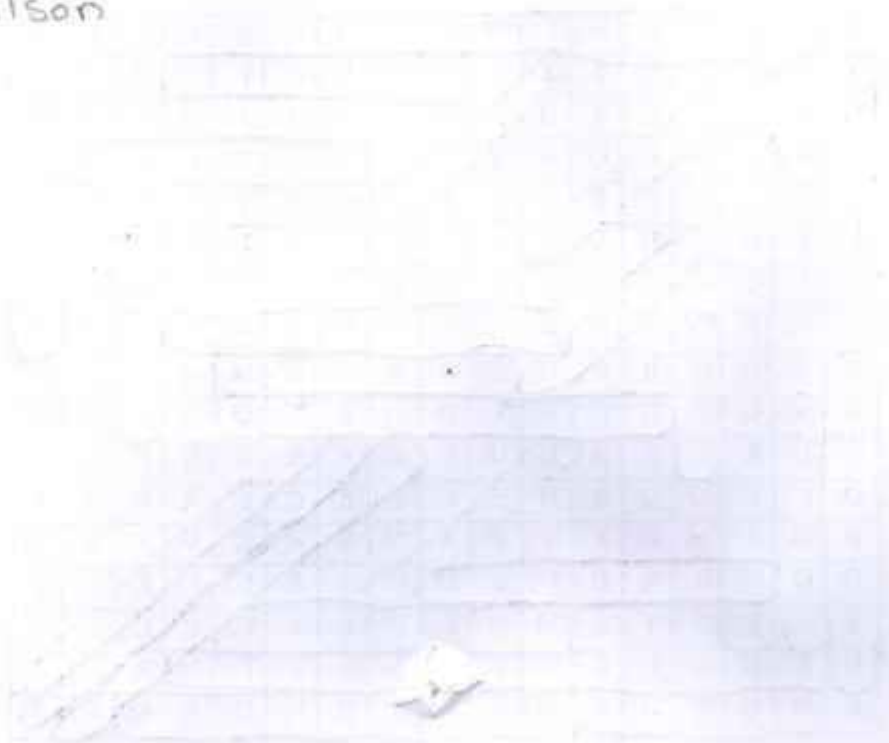
- | | | |
|---------------|--------------|--------------|
| 82 Lead | 19 Potassium | 47 Silver |
| 50 Tin | 26 Iron | 17 Chlorine |
| 15 Phosphorus | 92 Uranium | 13 Aluminium |
| 28 Nickel | 29 Copper | 5 Boron |
| 8 Oxygen | 1 Hydrogen | 12 Magnesium |
| 7 Nitrogen | 80 Mercury | |
| 2 Helium | 20 Calcium | |
| 53 Iodine | 30 Zinc | |
| 11 Sodium | 14 Silicon | |
| 6 Carbon | 79 Gold | |

Angeleena Mariya

Anagha S

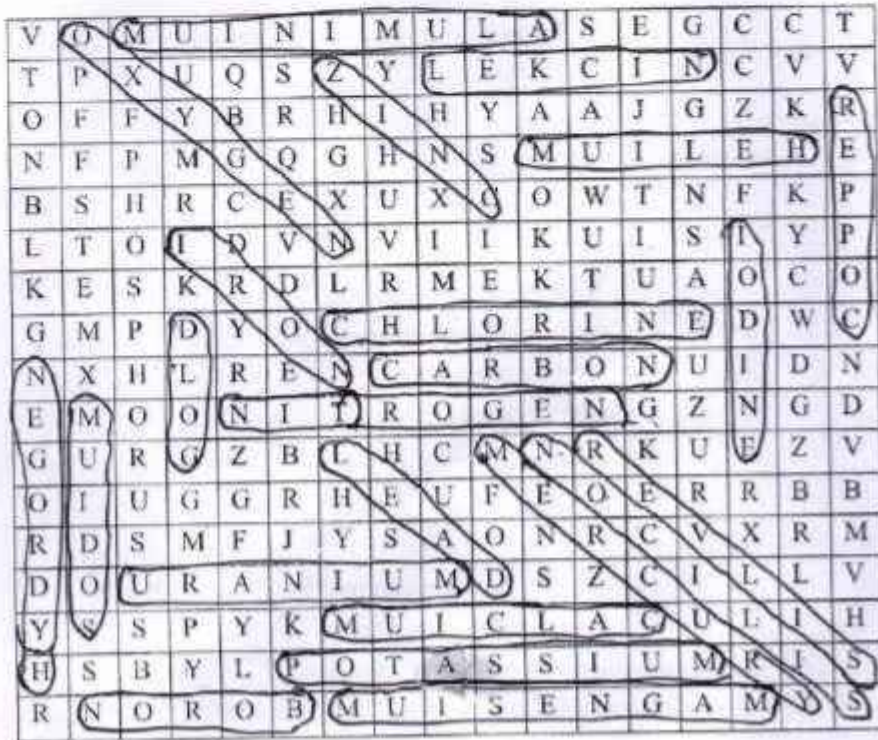
Ashly Wilson

IX B



ELEMENT WORD SEARCH

Hidden in the puzzle below are the names of some common elements. The names may be spelled vertically, horizontally, backwards or diagonally. Identify them according to the atomic numbers given below.



#Hint

Atomic number

- | | | |
|-------------------|------------------|------------------|
| Lead - 82 ✓ | Potassium - 19 ✓ | Silver - 47 ✓ |
| Tin - 50 ✓ | Iron - 26 ✓ | Chlorine - 17 ✓ |
| Phosphorus - 15 ✓ | Uranium - 92 ✓ | Aluminium - 13 ✓ |
| Nickel - 28 ✓ | Copper - 29 ✓ | Boron - 5 ✓ |
| Oxygen - 8 ✓ | Hydrogen - 1 ✓ | Magnesium - 12 ✓ |
| Nitrogen - 7 ✓ | Mercury - 80 ✓ | |
| Helium - 2 ✓ | Calcium - 20 ✓ | |
| Iodine - 53 ✓ | Zinc - 30 ✓ | |
| Sodium - 11 ✓ | Silicon - 14 ✓ | |
| Carbon - 6 ✓ | Gold - 79 ✓ | |

ELEMENT WORD SEARCH

Hidden in the puzzle below are the names of some common elements. The names may be spelled vertically, horizontally, backwards or diagonally. Identify them according to the atomic numbers given below.

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

Hint

Atomic number

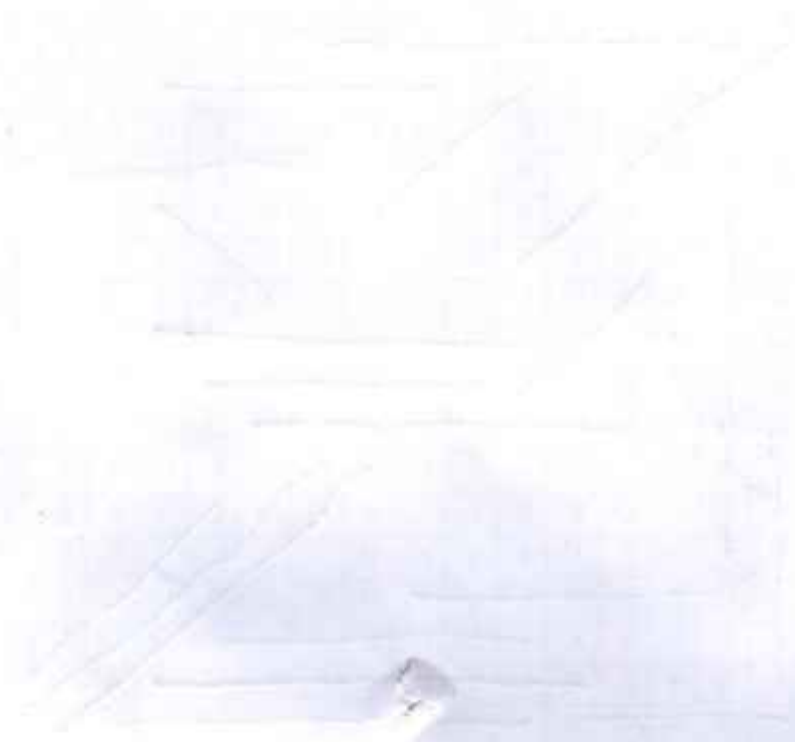
- | | | |
|-----------------|----------------|----------------|
| 82 - Lead | 19 - potassium | 47 - Silver |
| 50 - Tin | 26 - Iron | 17 - chlorine |
| 15 - phosphorus | 92 - Uranium | 13 - Aluminium |
| 28 - Nickel | 29 - Copper | 5 - Boron |
| 8 - Oxygen | 1 - Hydrogen | 12 - Magnesium |
| 7 - Nitrogen | 80 - Mercury | |
| 2 - Helium | 20 - Calcium | |
| 53 - Iodine | 30 - Zinc | |
| 11 - Sodium | 14 - Silicon | |
| 6 - Carbon | 79 - Gold | |

Abhiram

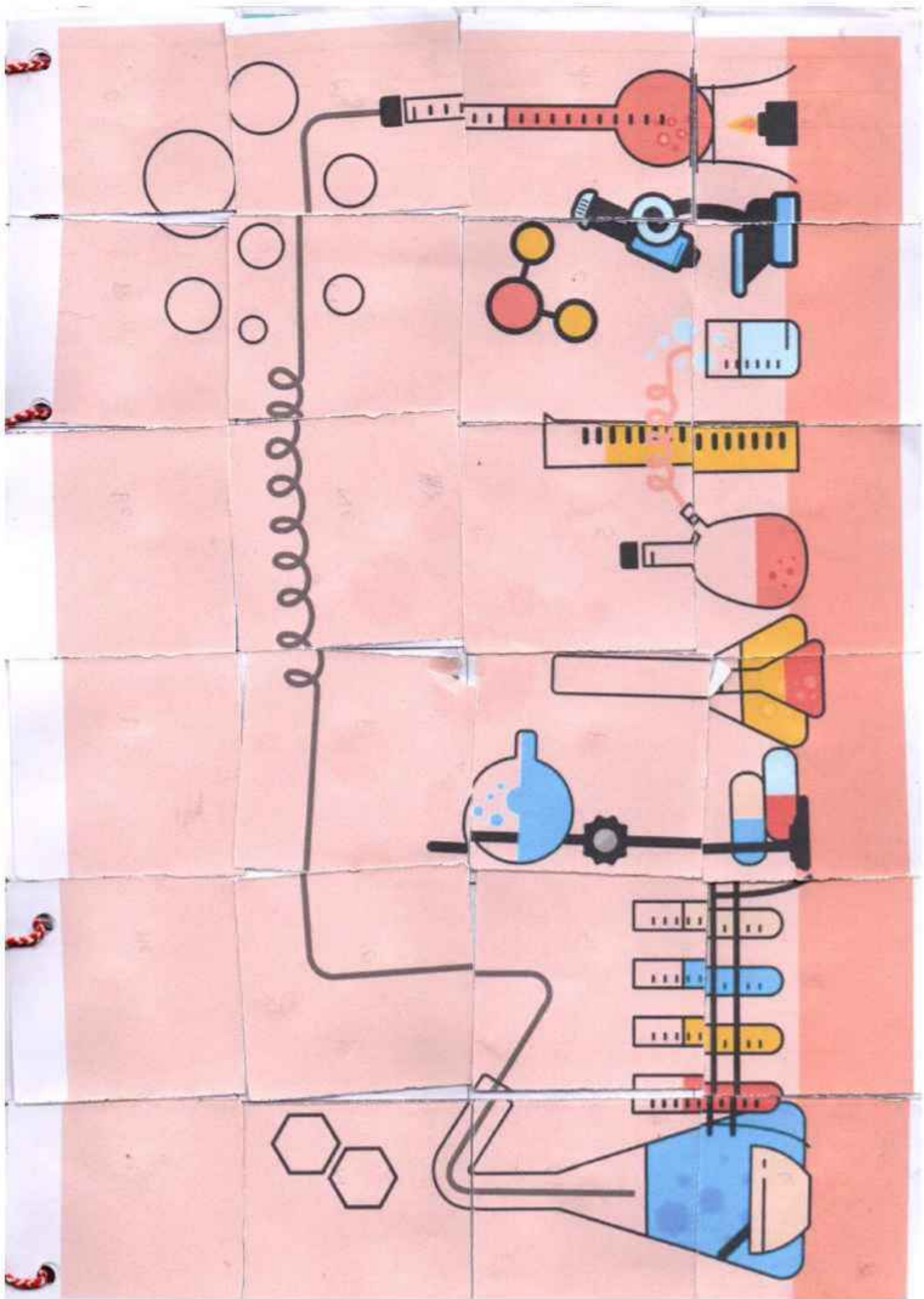
Jopaul Jose

Nobin

Abhinav



Appendix - 2



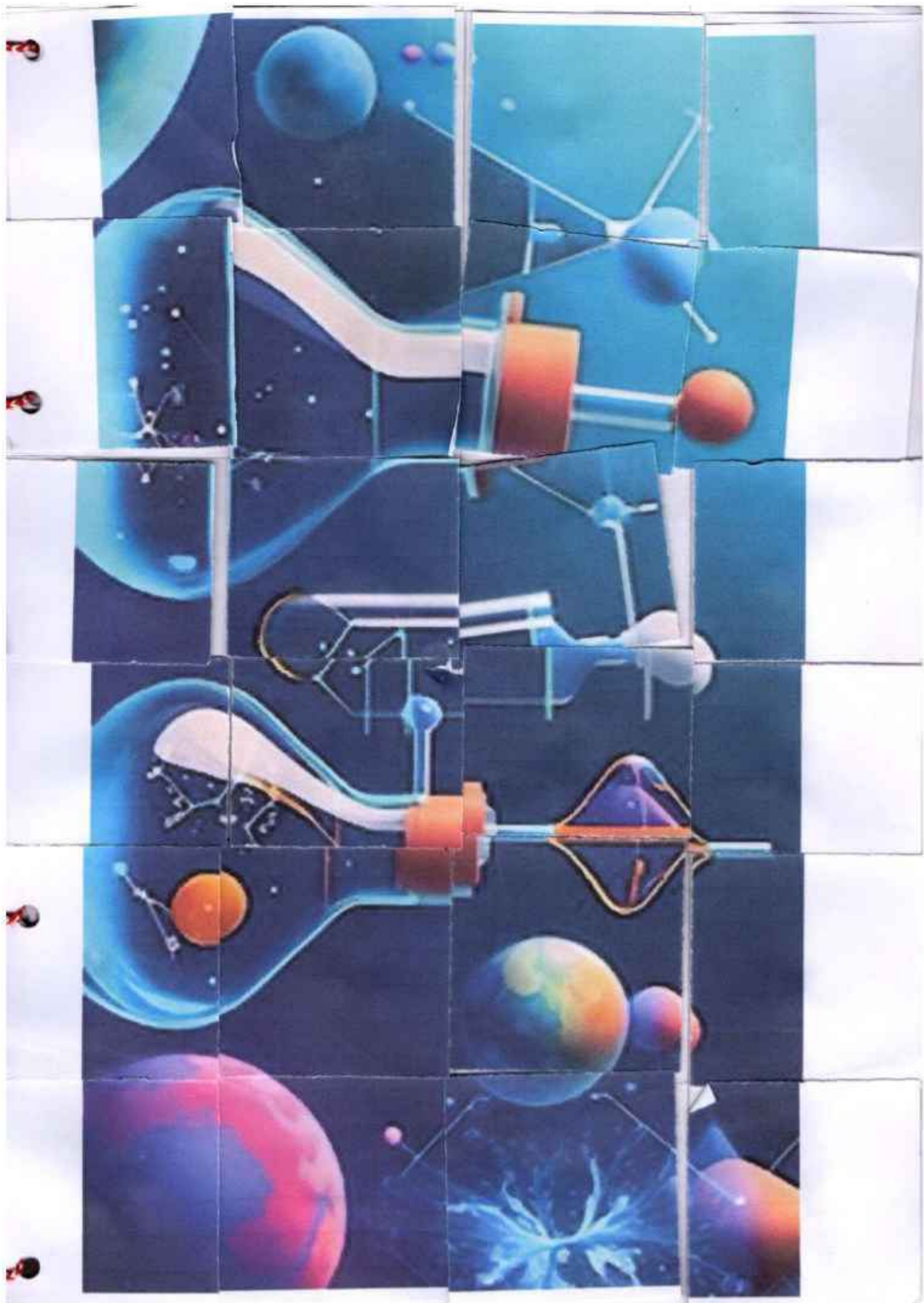
(15)

Ananya

Narvani

Helva

Emil



Group - 4

Libra

Haynes

Griffin

(11)



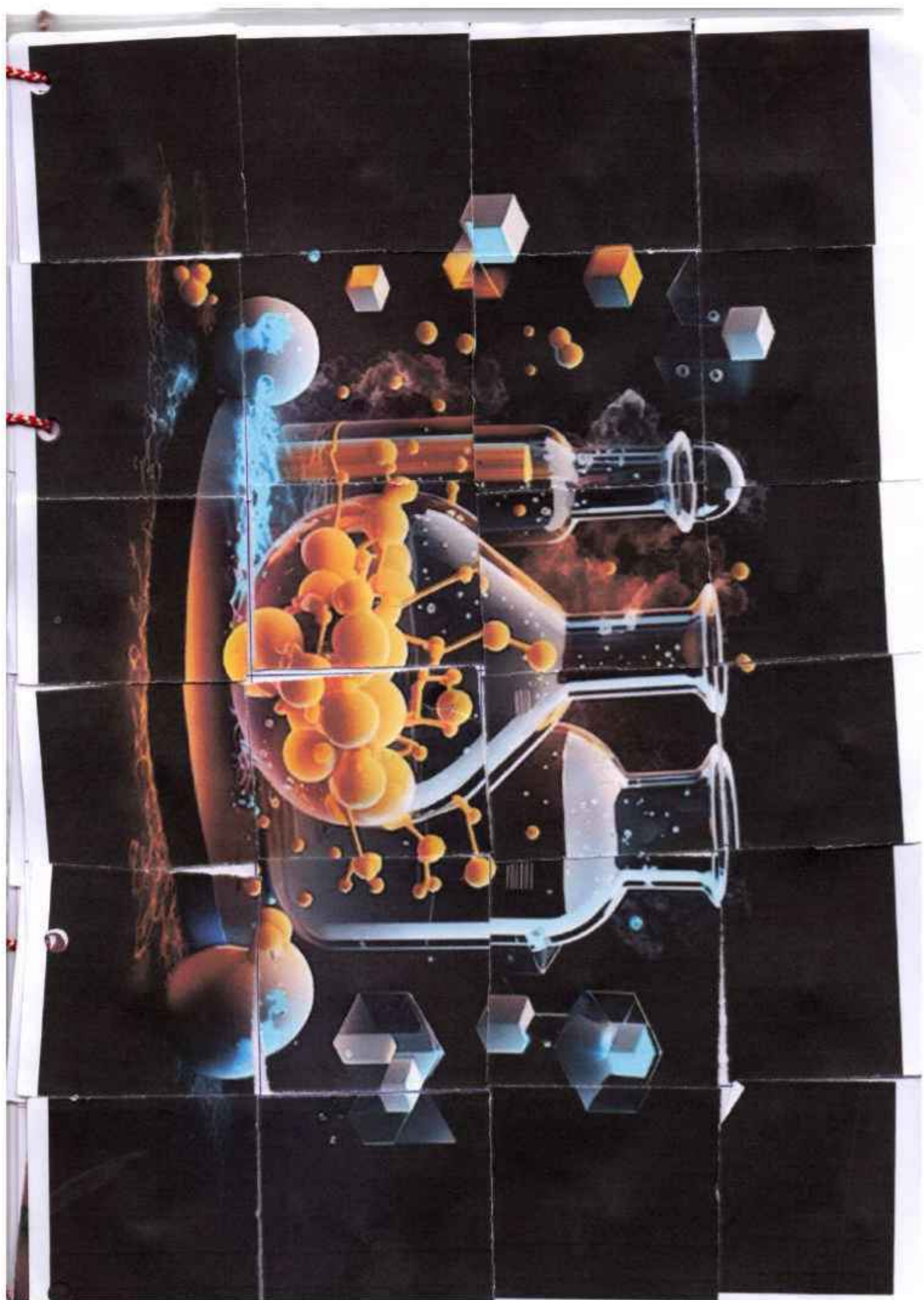
Group members

Nisranga

Angelena

(iii)

Ashly



Cradson
Adwaith.

VII



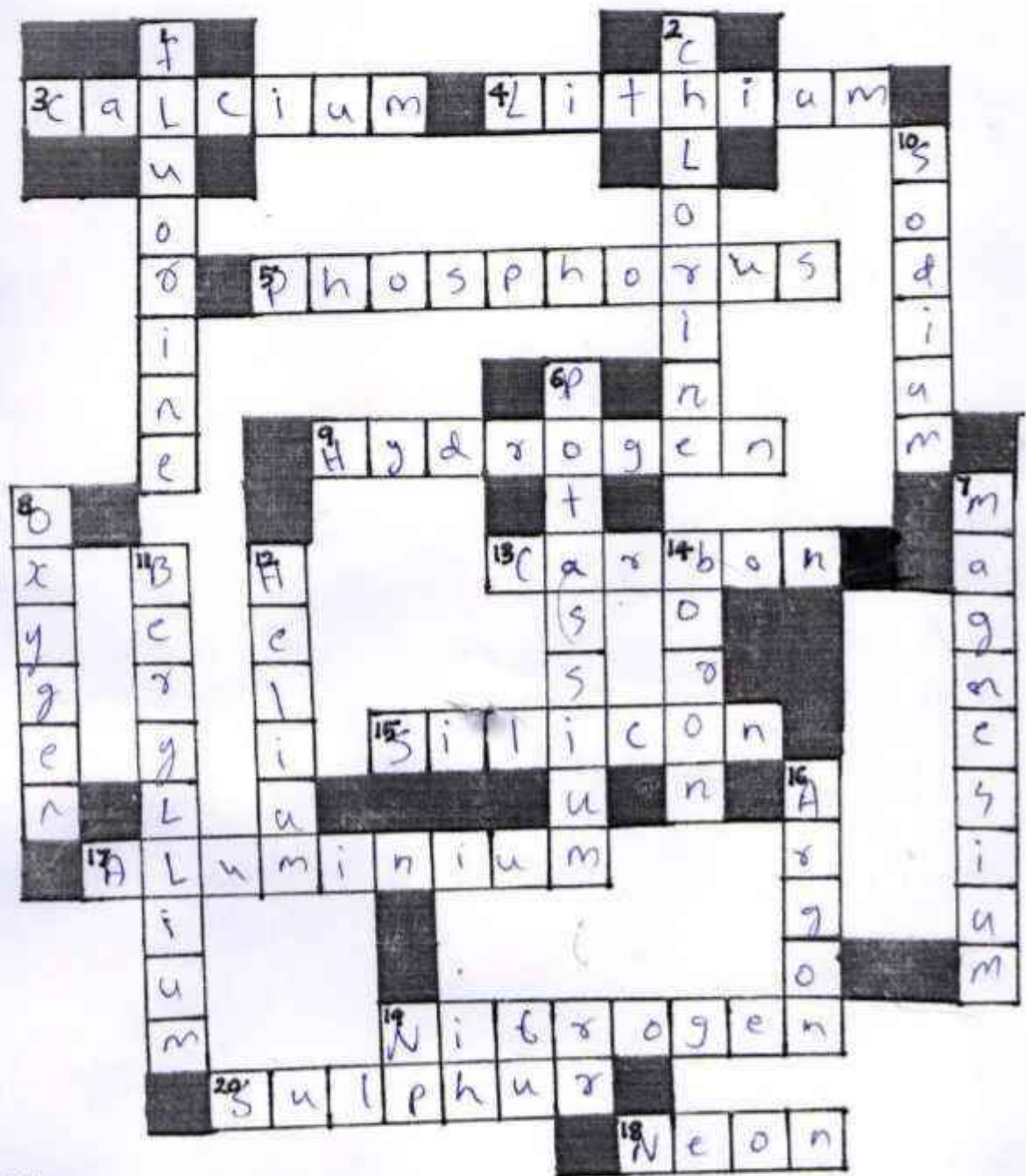


② ~~Alshay~~
Abhinav joy
Abhinav
Guth . P.R

Clayton Crossword

Appendix - 3

Element Crossword



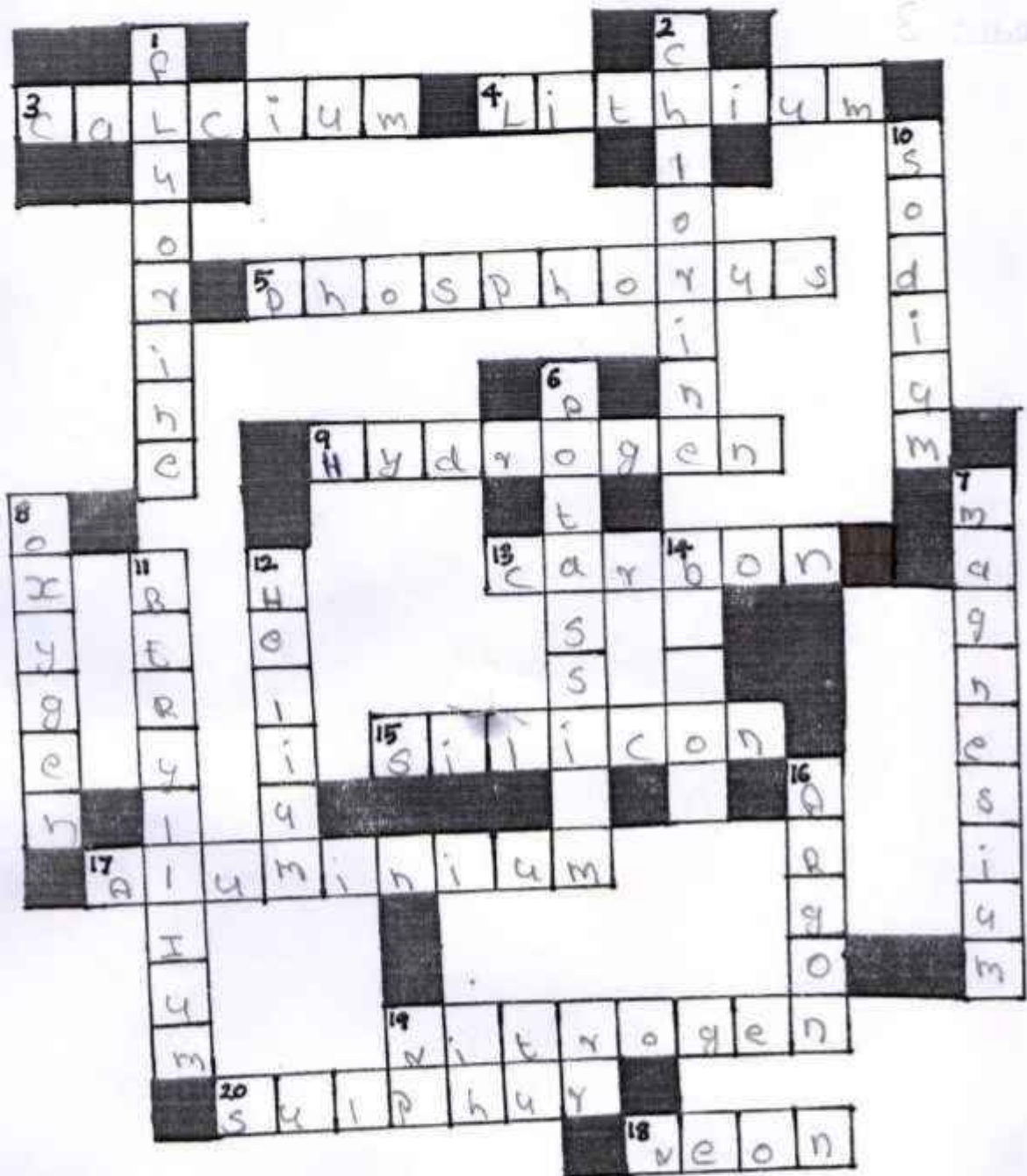
Across

- 3 > 20 [Atomic number]
 4 > 3
 5 > 15
 9 > 1
 13 > 6
 15 > 14
 17 > 13
 19 > 7
 20 > 16

Down

- 1 > 9
 2 > 17
 6 > 19
 7 > 12
 8 > 8
 10 > 11
 11 > 4
 12 > 2
 14 > 5
 16 > 18
 18 > 10

Element Crossword



Across

- 3) 20 [Atomic number]
- 4) 3 15) 14
- 5) 16 17) 13
- 9) 1 19) 7
- 13) 6 20) 16

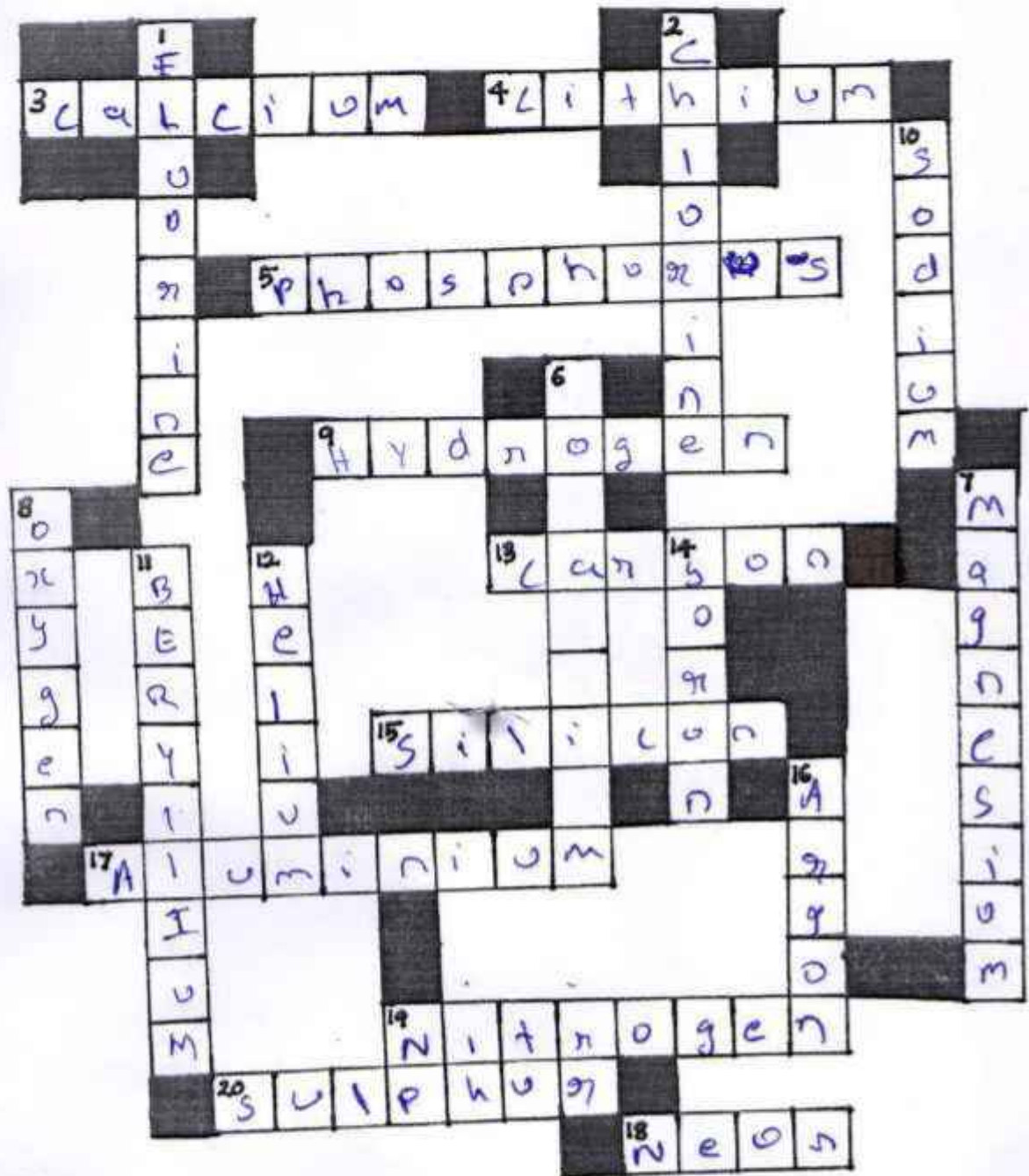
Down

- 1) 9 10) 11
- 2) 17 11) 4
- 6) 19 12) 2
- 7) 12 14) 5
- 8) 8 16) 18
- 18) 10

Element Crossword

10/12/2001/1

1x B
2x



Across

- 3) 20 [Atomic number]
- 4) 3
- 5) 15
- 9) 1
- 13) 6
- 15) 14
- 17) 13
- 19) 7
- 20) 16

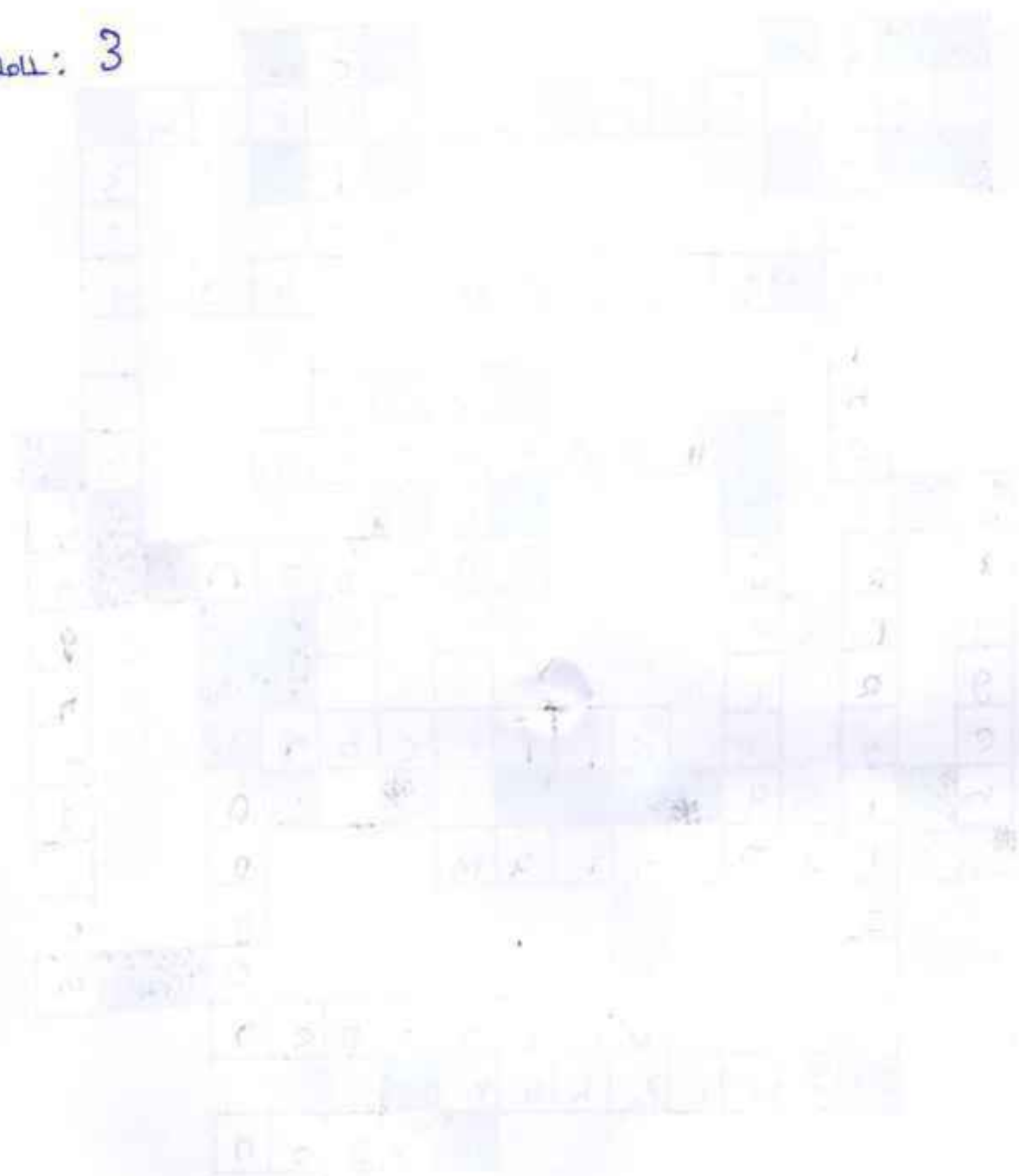
Down

- 1) 9
- 2) 17
- 6) 19
- 7) 12
- 8) 8
- 10) 11
- 11) 4
- 12) 2
- 14) 5
- 16) 18
- 18) 10

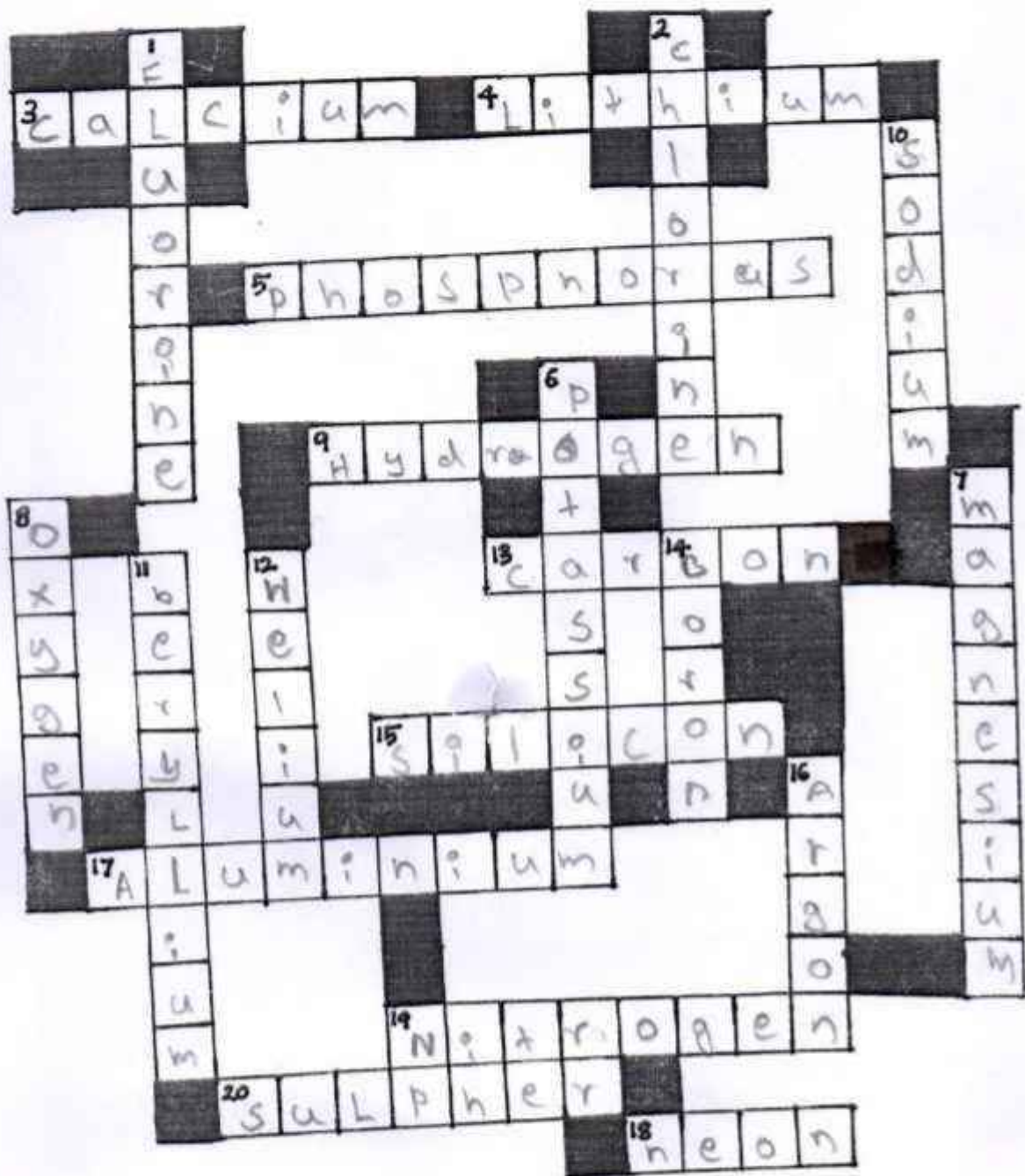
Abhinav Senil

1x 8

Roll: 3



Element Crossword



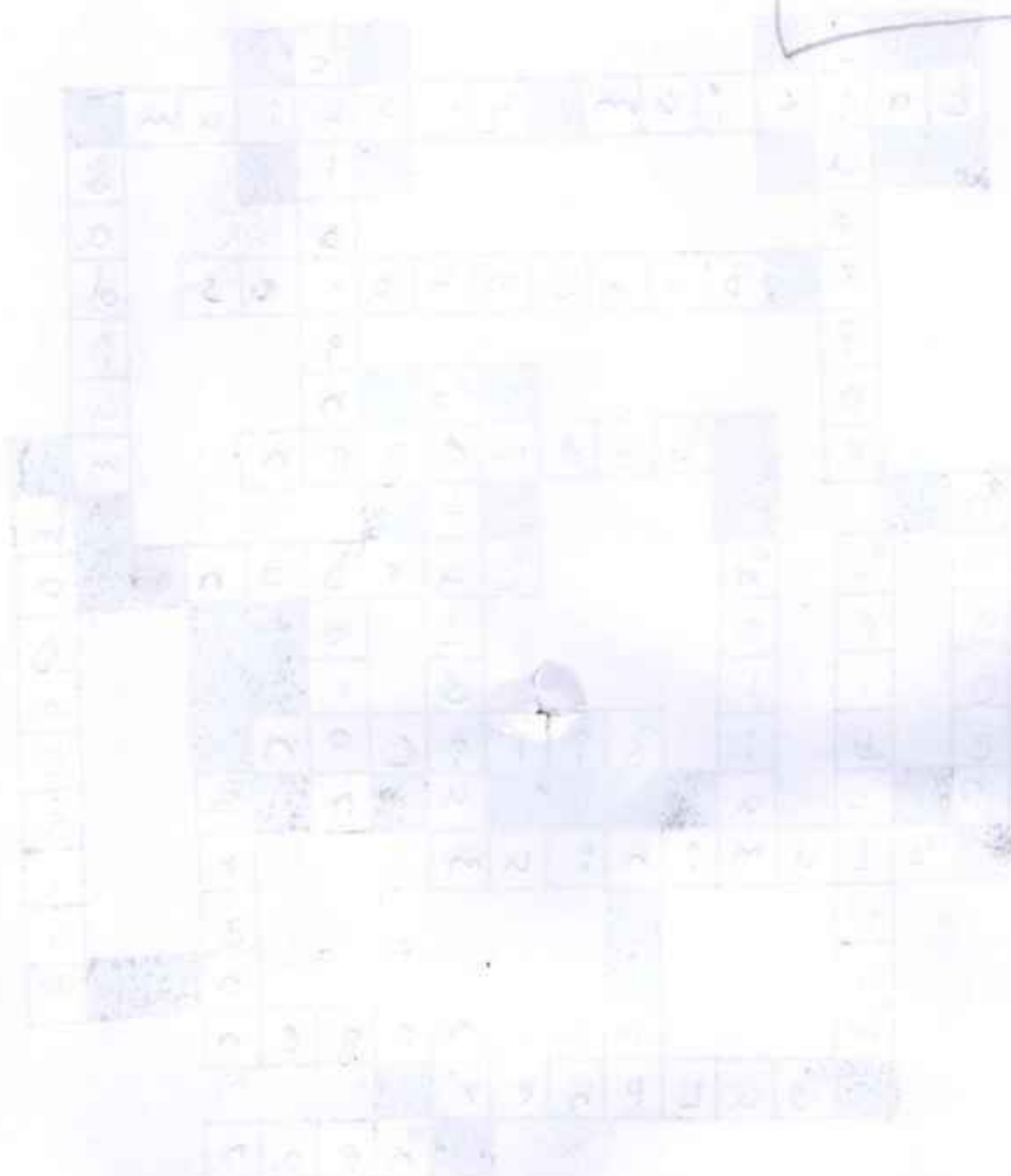
Across

- 3) 20 [Atomic number]
- 4) 3 15) 14
- 5) 16 17) 13
- 9) 1 19) 7
- 13) 6 20) 16

Down

- 1) 9 10) 11
- 2) 17 11) 4
- 6) 19 12) 2
- 7) 12 14) 5
- 8) 8 16) 18
- 18) 10

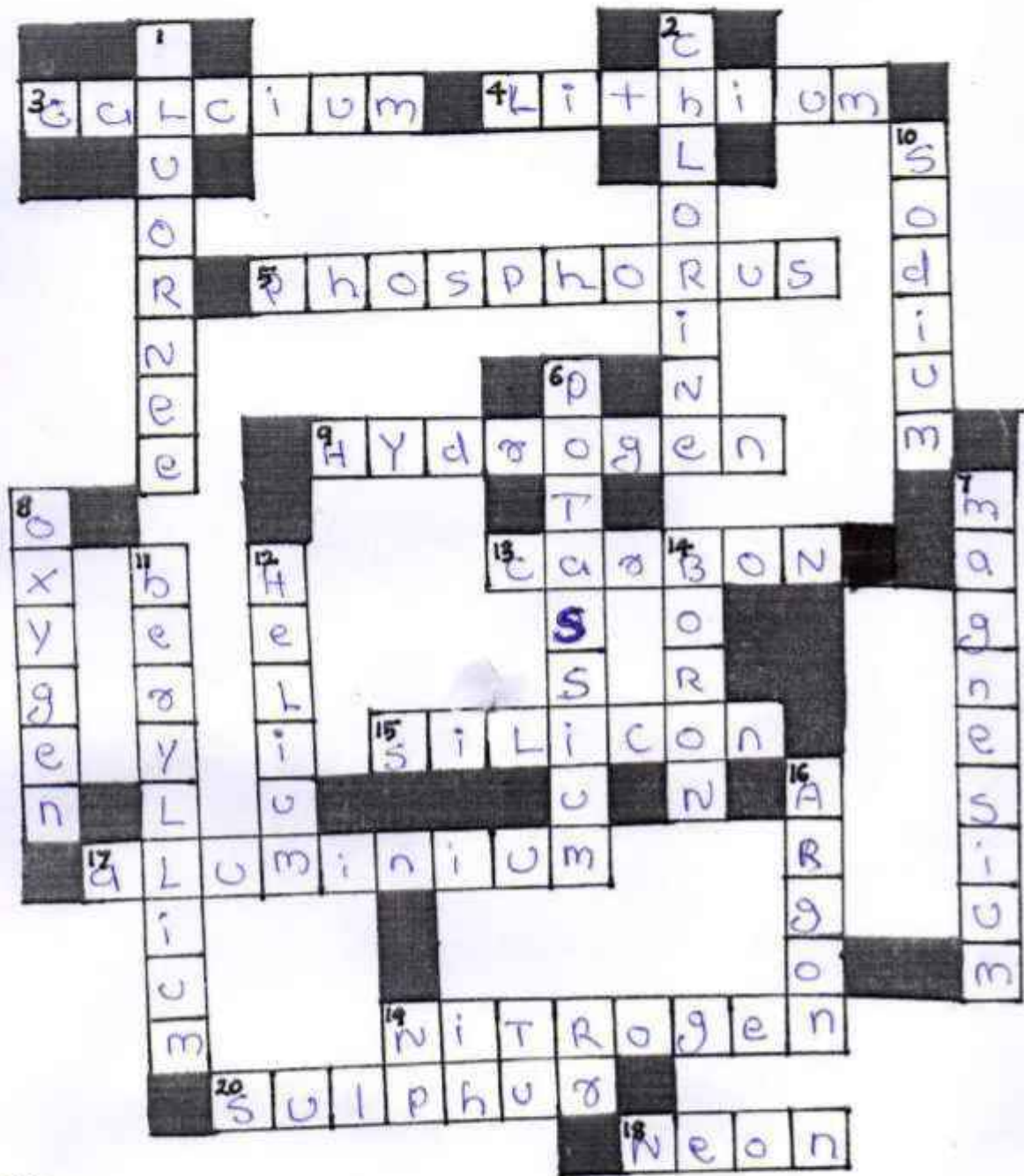
Abhiyan P.J
1XB
Roll No 35



Handwritten notes and calculations at the bottom of the page. The text is faint and difficult to read, but appears to be a list of numbers or a sequence of operations. Some visible fragments include: "100", "99", "98", "97", "96", "95", "94", "93", "92", "91", "90", "89", "88", "87", "86", "85", "84", "83", "82", "81", "80", "79", "78", "77", "76", "75", "74", "73", "72", "71", "70", "69", "68", "67", "66", "65", "64", "63", "62", "61", "60", "59", "58", "57", "56", "55", "54", "53", "52", "51", "50", "49", "48", "47", "46", "45", "44", "43", "42", "41", "40", "39", "38", "37", "36", "35", "34", "33", "32", "31", "30", "29", "28", "27", "26", "25", "24", "23", "22", "21", "20", "19", "18", "17", "16", "15", "14", "13", "12", "11", "10", "9", "8", "7", "6", "5", "4", "3", "2", "1".

Element Crossword

ARSHAY GIR



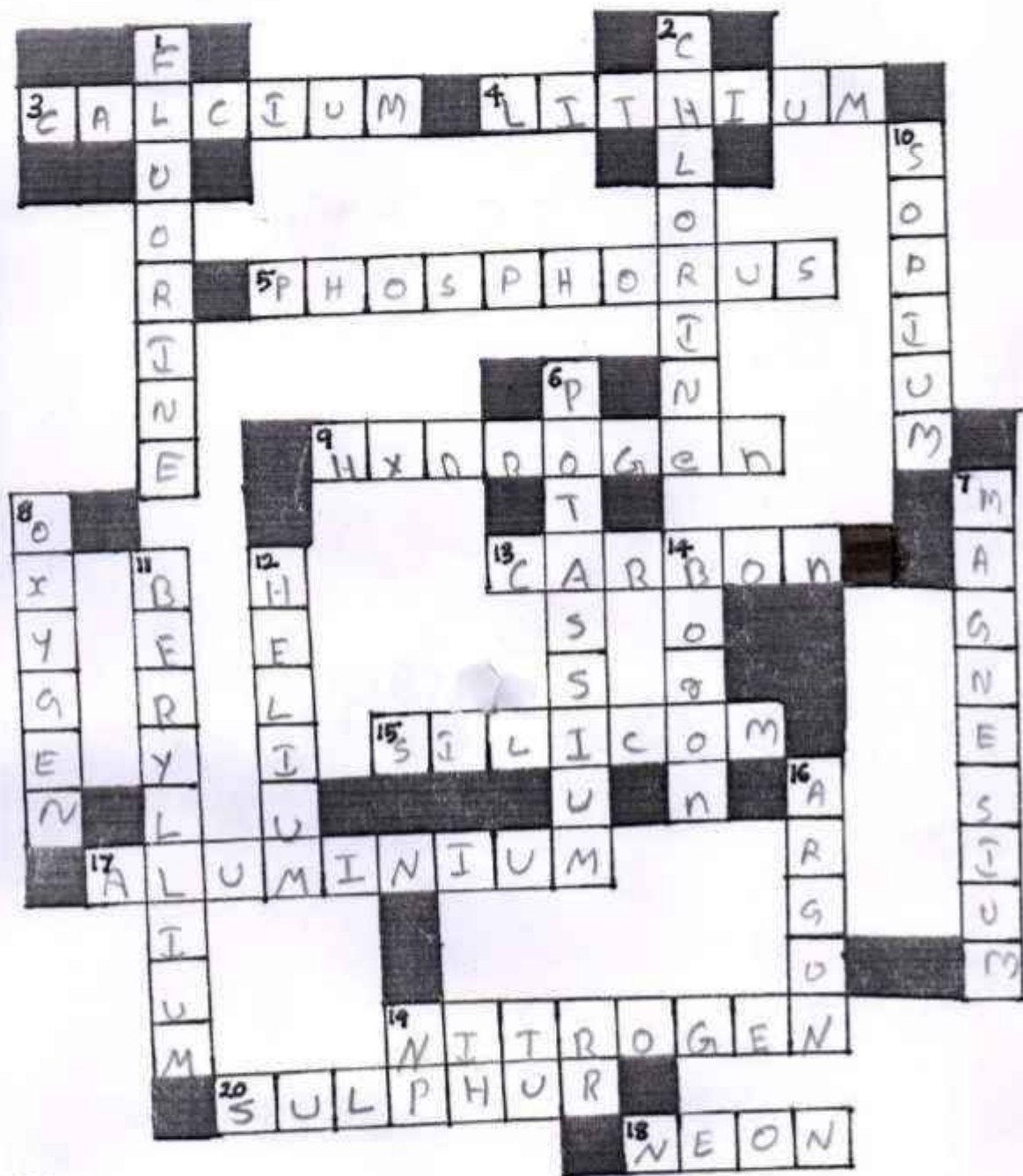
Across

- 3 > 20 [Atomic number]
- 4 > 3
- 5 > 16
- 9 > 1
- 13 > 6
- 15 > 14
- 17 > 13
- 19 > 7
- 20 > 16

Down

- 1 > 9
- 2 > 17
- 6 > 19
- 7 > 12
- 8 > 8
- 10 > 11
- 11 > 4
- 12 > 2
- 14 > 5
- 16 > 18
- 18 > 10

Element Crossword



Across

- 3 > 20 [Atomic number]
- 4 > 3 15 > 14
- 5 > 15 17 > 13
- 9 > 1 19 > 7
- 13 > 6 20 > 16

Down

- 1 > 9 10 > 11
- 2 > 17 11 > 4
- 6 > 19 12 > 2
- 7 > 12 14 > 5
- 8 > 8 16 > 18
- 18 > 10

Shalu Shammqs N

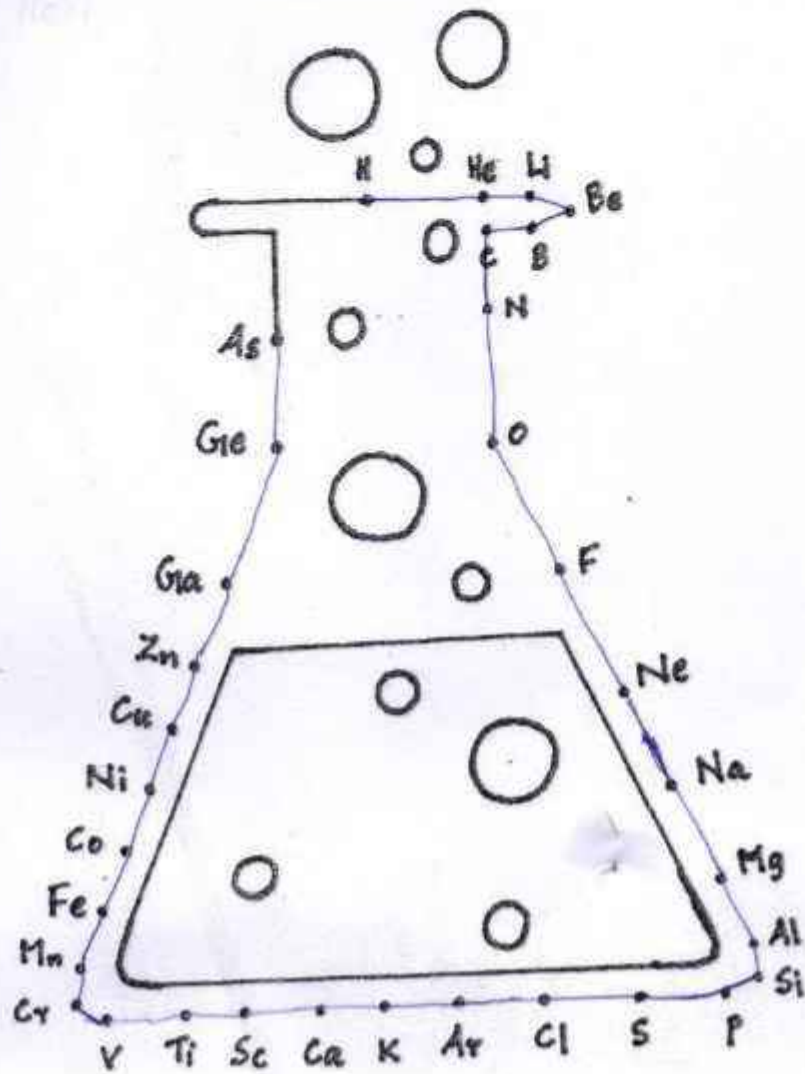
9:B

Roll no : 36

Continued the date

Appendix - 4

Connect the dots



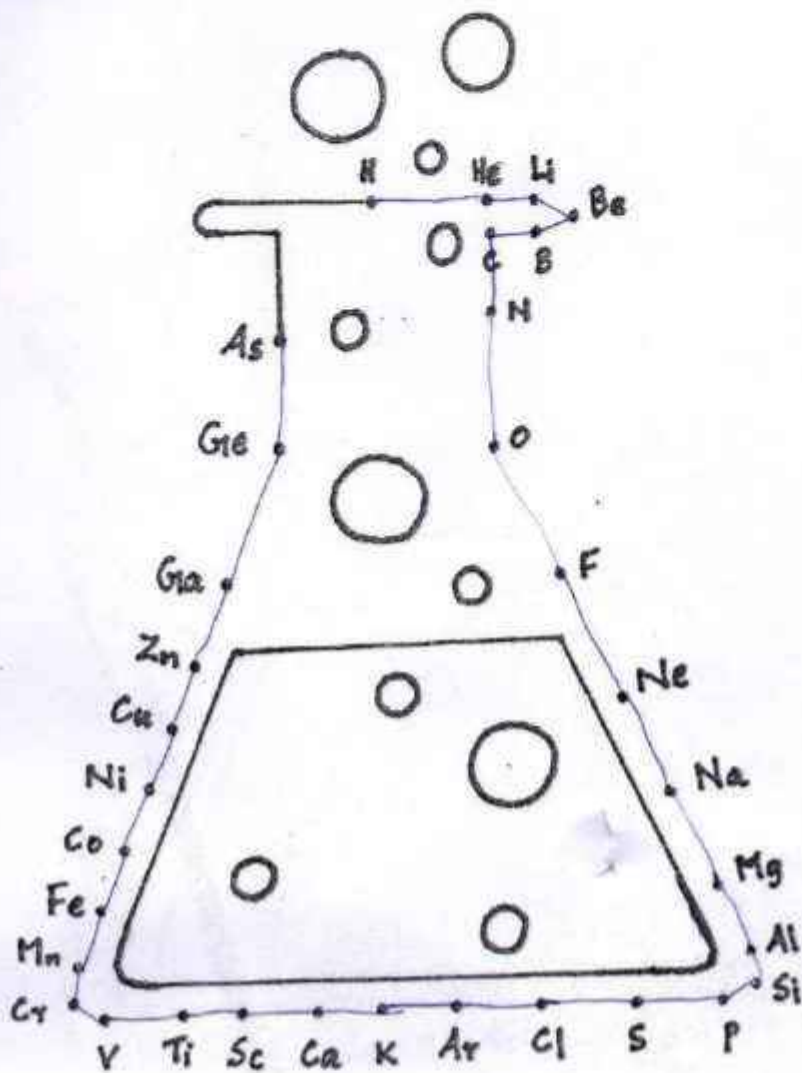
Kar Sinadh P.A

Class - 9B

Roll no : 25



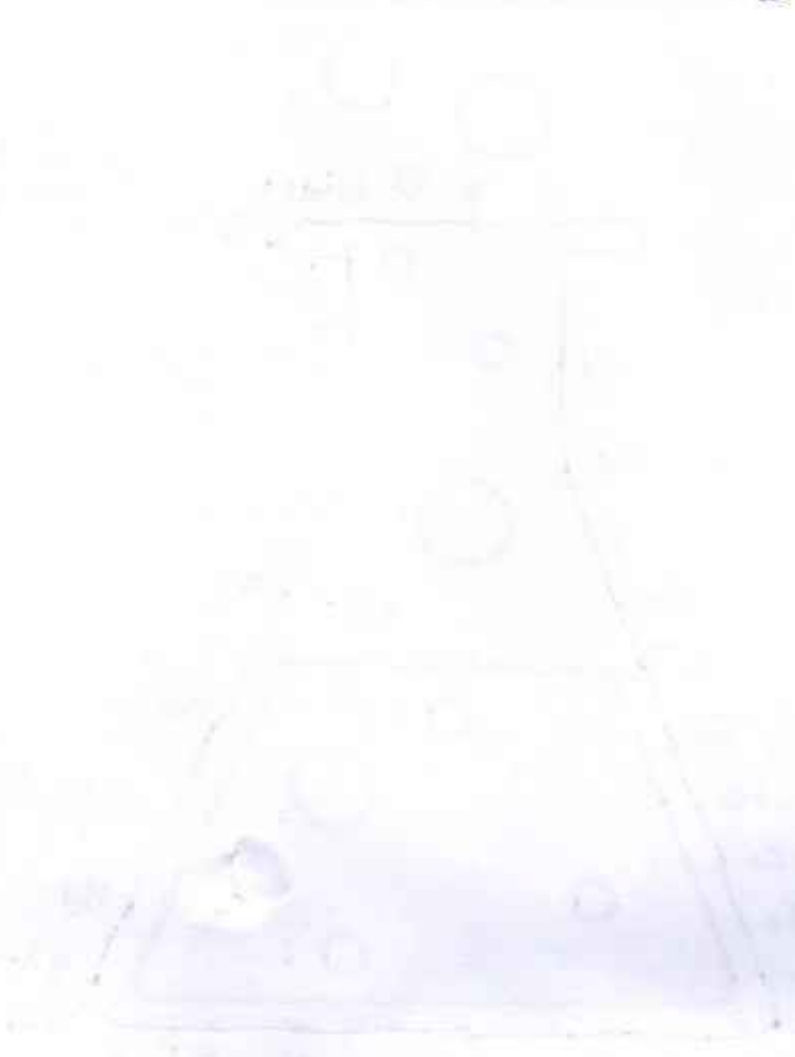
Connect the dots



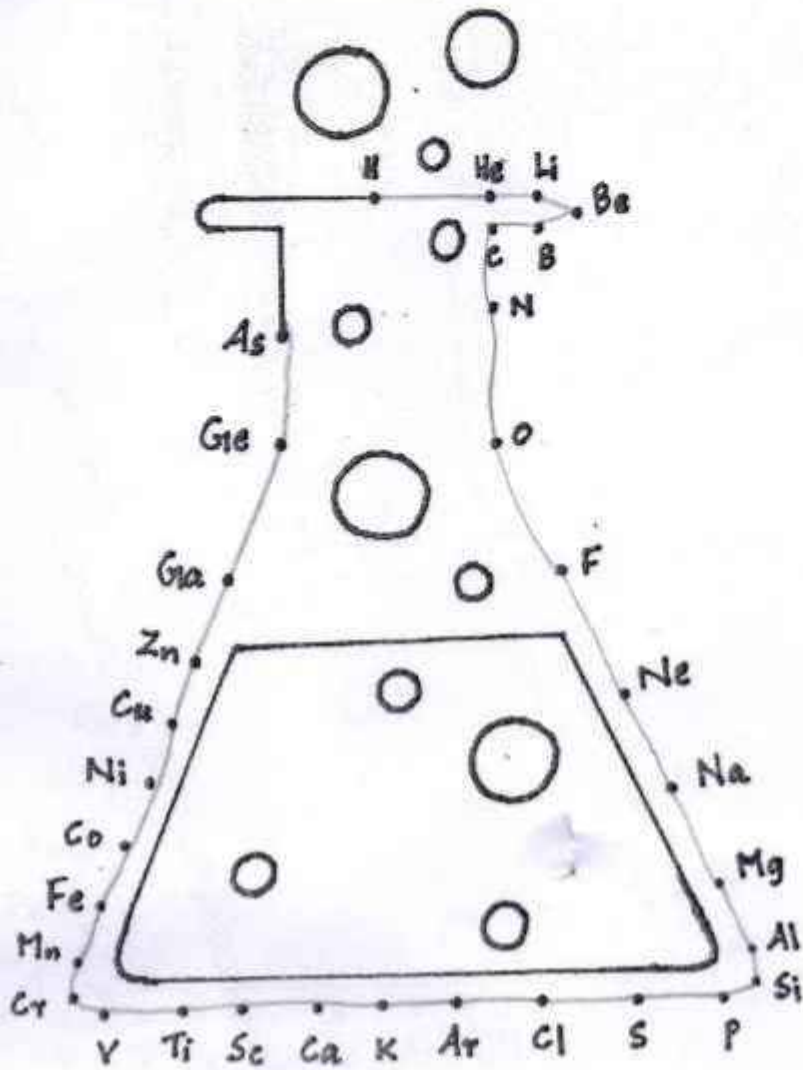
Liese Bak

9B

27



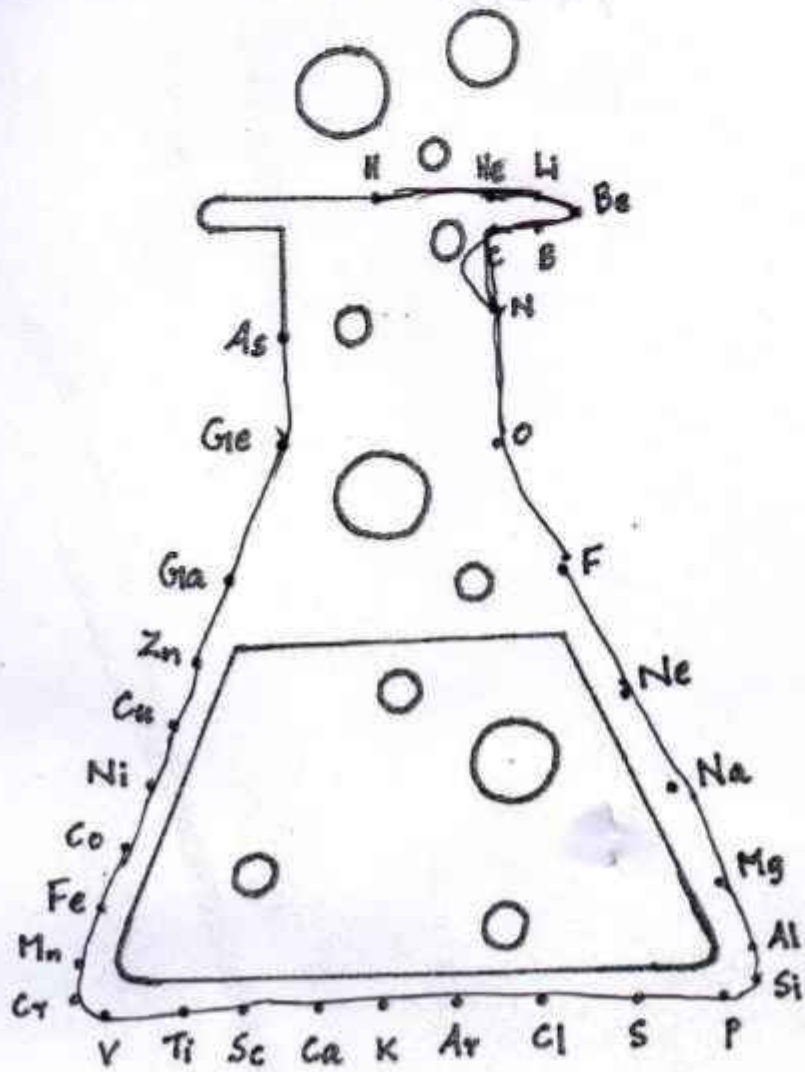
Connect the dots



Hiba fathima
IX B 22
Jayashree High Secondary



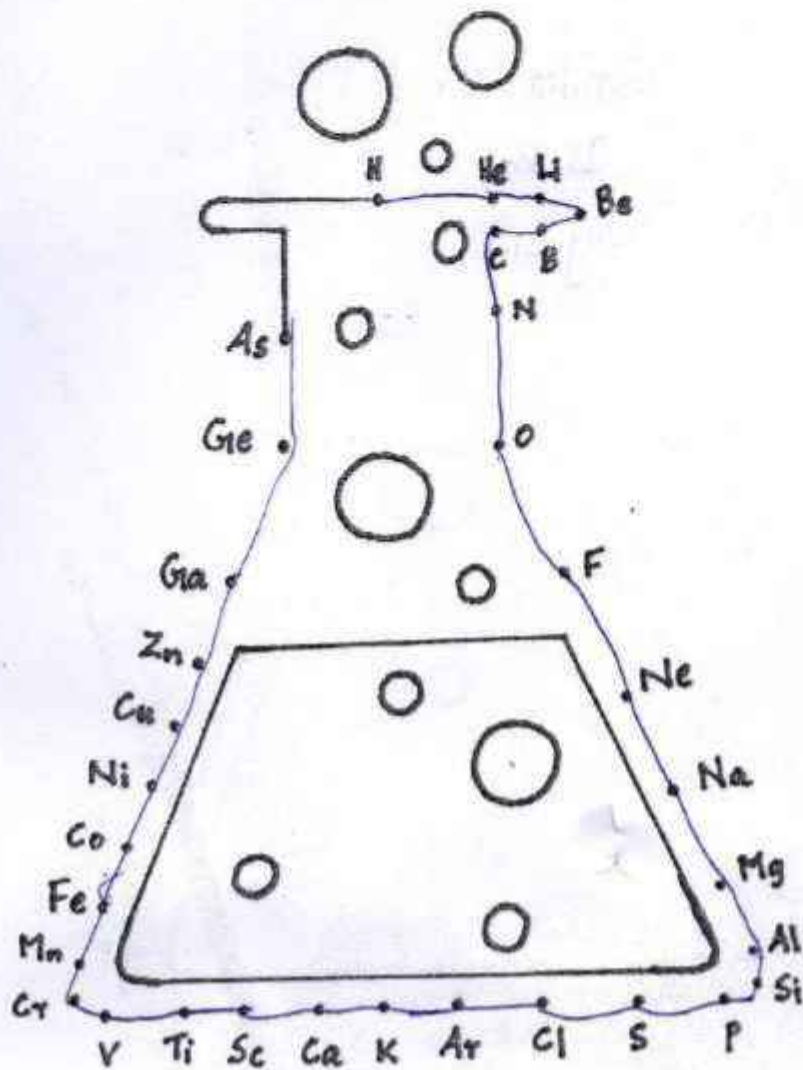
Connect the dots



Mithra Sundha. k. Saju
1X-13.



Connect the dots



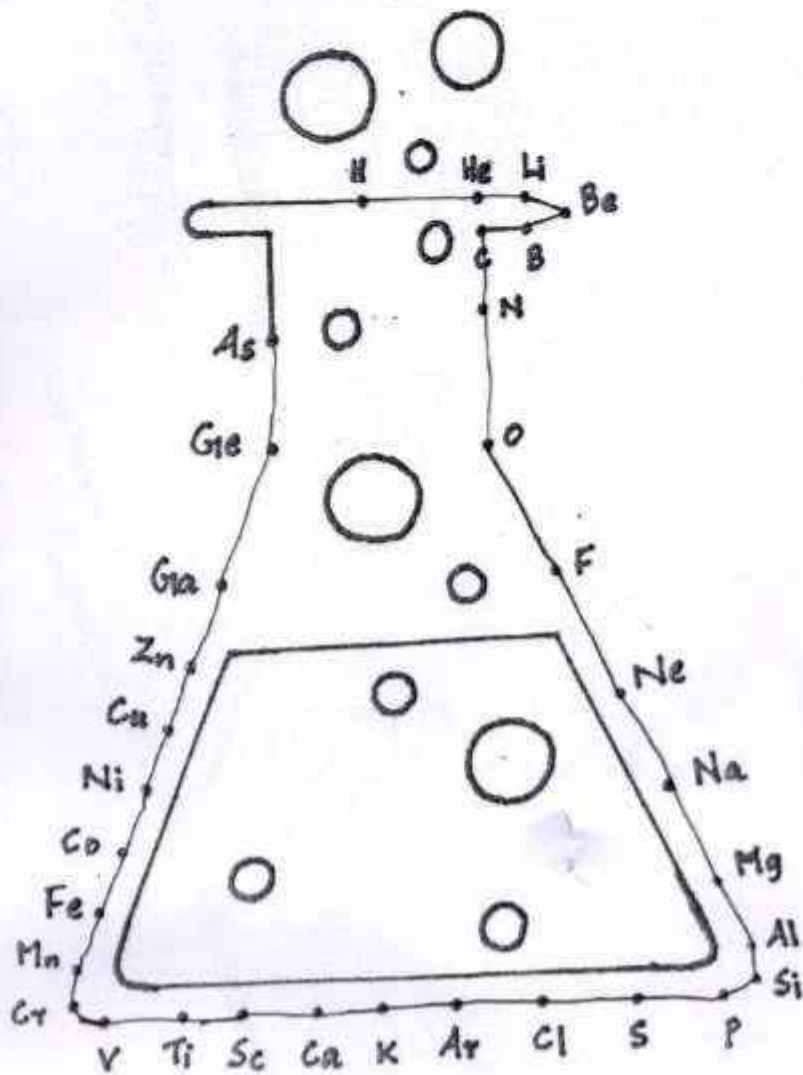
Gopika Shinod

IX B

Jayasree



Connect the dots



Jopaul Jose

IXB



Appendix B

J H S S Kalluvayal

Action Research - Exam.

Write the atomic numbers of following elements

1. Argon
2. Aluminium
3. Boron
4. Nitrogen
5. Phosphorus
6. Oxygen
7. Neon
8. Helium
9. Chlorine
10. Sulphur.

Muhammed Rafil

98

30

- 1, Argon - 18 ~~19~~ X
- 2, Aluminium - 13 ~~4~~ X
- 3, Boron - 5 ✓
- 4, Nitrogen - 7 ✓
- 5, Phosphorus - 15 ✓
- 6, Oxygen - 8 ✓
- 7, Neon - 10 ✓
- 8, Helium - 2 ✓
- 9, Chlorine - 17 ✓
- 10, Sulphur - 9 X

$\frac{7}{10}$

Stapel Chemmes.N

9:13

30

1) Argon - 19 X

2) Aluminium - 14 X

3) Boron - 5 ✓

$\frac{8}{10}$

4) Nitrogen - 7 ✓

5) Phosphorus - 15 ✓

6) Oxygen - 8 ✓

7) Neon - 10 ✓

8) Helium - 2 ✓

9) Chlorine - 17 ✓

10) Sulphur - 16 ✓

1. Argon - 17 ✗

2. Aluminium - 13 ✓

3. Boron - 5 ✓

4. Nitrogen - 7 ✓

5. Phosphorus - 15 ✓

6. Oxygen - 8 ✓

7. Neon - ~~20~~ 10 ✓

8. Helium - 32 ✓

9. Sulphur - 8 ✗

$\frac{8}{10}$

Gopika shinoel

IX B

19

Jayasree H.S.S

Kalluvayal

1) Argon - 18 ✓

2) Aluminium - 13 ✓

3) Boron - 5 ✓

4) Nitrogen - 7 ✓

5) Phosphorus - 15 ✓

6) Oxygen - 8 ✓

7) Neon - 10 ✓

8) Helium - 2 ✓

9) Chlorine - 19 ✗

10) Sulphur - 20 ✗

8
10

AN MARIYA

STO: 1X0

Roll No: 14

Jayasree H.S

- 1 Argon - 15 ✗
- 2 Aluminium - 13 ✓
- 3 Boron - 5 ✓
- 4 Nitrogen - 26 ✗
- 5 Phosphorus - 9 ✗
- 6 Oxygen - 8 - 37 ✗
- 7 Neon - 10 ✓
- 8 Chlorine - 17 ✓
- 10 Sulphur - 39 ✗

$\frac{4}{10}$

Appendix 5

Appendix 5

Find Me!

1. H _ _ _ _ _ n [1]
2. _ a _ _ _ u _ [20]
3. _ l _ _ i _ _ _ _ [13]
4. _ o _ o _ [5]
5. _ i _ i _ o _ [14]
6. _ _ _ p _ _ _ [16]
7. _ x _ _ _ _ _ [8]
8. N _ _ _ [10]
9. _ o _ _ _ _ [11]
10. _ _ G _ _ _ _ U _ [12]

g) hydrogen

Find me

XI kelas kimia

1) Hydrogen (1)

2) Calcium (20)

3) Aluminium (13)

4) Boron (5)

5) Silicon (14)

6) Sulphur (16)

7) Oxygen (8)

8) Neon (10)

9) Sodium (11)

10) Magnesium (12)

Handwritten text at the top right of the page.

Handwritten text below the top right section.

Nixanjana Ajesh IXB

① 0 2 8 0 3 6 1 4

Jayasree H.S.S Kalluvayal

② 0 2 1 2 0 2

③ 0 0 1 1 1 1 1 1 1 1

④ 0 0 3 0 0

⑤ 0 0 1 1 1 2

⑥ 0 0 0 1 0 2

⑦ 0 2 8 0 3 6

⑧ 0 1 1 0 0 2 1 1

⑨ 0 0 1 1 0 0 3

⑩ 0 0 1 1 0 0 0 0 0 0

Kevin R. Veegude

9B

Jayasree H.S.S

Find me

1. Hydrogen (1)
2. Calcium (20)
3. Aluminium (13)
4. Boron (5)
5. Silicon (14)
6. Sulphur (16)
7. Oxygen (8)
8. Neon (10)
9. Sodium (11)
10. Magnesium (12)

Navami P.R

9 B

ജയദാസൻ

H.S.S.

- 1) Hydrogen (1)
- 2) Calcium (20)
3. Aluminium (13)
- 4) Boron (5)
5. Silicon (14)
6. Sulphur (16)
7. Oxygen.
8. Neon . Neon
9. Sodium
10. ~~Magnesium~~ . Magnesium

Emil Mariya Binu

Tr B

Jayasree . H. S. S.

1, Hydrogen (1)

2, Calcium (20)

3, Aluminium (13)

4, Boron (5)

5, Silicon (14)

6, Sulphur (16)

7, Oxygen (8)

8, Neon (10)

9, Sodium (11)

10, Magnesium (12)

Appendix C

JHSS Kalluvayal
Action Research - Post Test

Name the elements with the following atomic numbers

3.

6.

2

11

12

13

9

8

10

17

ASHLY Wilson
IX B

- 1/ 3 → Lithium ✓
- 2/ 6 → Carbon ✓
- 3/ 2 → Helium ✓
- 4/ 11 → Sodium ✓
- 5/ 12 → Magnesium ✓
- 6/ 13 → Aluminium ✓
- 7/ 9 → Fluorine ✓
- 8/ 8 → Oxygen ✓
- 9/ 10 → Neon ✓
- 10/ 17 → Chlorine ✓

10
10



Ad. Hyan P.J (LXB)
JAYASREE H.S.S
Kalluvayal

- 1 3 → Lithium ✓
- 2 6 → Carbon ✓
- 3 2 → Helium ✓
- 4 11 → Sodium ✓
- 5 12 → Magnesium ✓
- 6 13 → Al ✓
- 7 9 → Nitrogen ✗
- 8 8 → Oxygen ✓
- 9 10 → Hydrogen ✗
- 10 17 → Potassium ✗

$\frac{7}{10}$



Kevin R. Veerappan

9B

Kaga/ree H.S.S

3 → Li ✓

6 → carbon ✓

2 → He ✓

11 → Na ✓

12 → mg ✓

13 → Al ✓

9 → ✗

10 → Ne ✓

17 → Cl ✓

~~9~~
~~10~~



Chemistry

1. Beryllium - 3 ~~X~~
 2. Carbon - 6 ✓
 3. Helium - 2 ✓
 4. Sodium - 11 ✓
 5. Magnesium - 12 ✓
 6. Aluminium - 13 ✓
 7. Fluorine - 9 ✓
 8. Oxygen - 8 ✓
 9. ~~X~~
 10. Neon - 10 ✓
- $\frac{8}{10}$

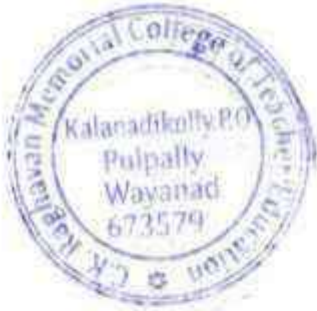
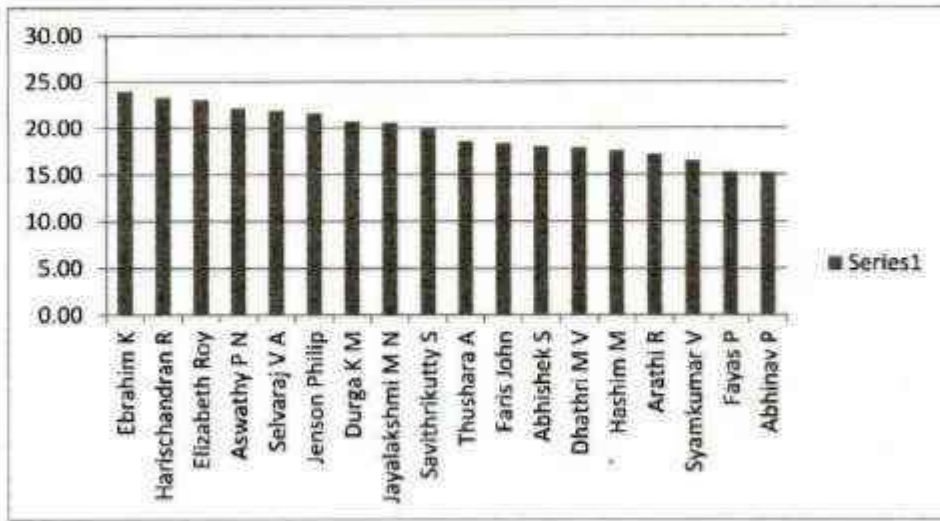


Class – VIII A – Health Card

Admission No.	Name	Height (In m)	Weight (in Kg)	uare of Heig	BMI
1223	Ebrahim K	1.54	57	2.37	24.03
1207	Harischandran R	1.59	59	2.53	23.34
1221	Elizabeth Roy	1.56	56	2.43	23.01
1205	Aswathy P N	1.59	56	2.53	22.15
1201	Selvaraj V A	1.54	52	2.37	21.93
1218	Jenson Philip	1.61	56	2.59	21.60
1208	Durga K M	1.63	55	2.66	20.70
1206	Jayalakshmi M N	1.62	54	2.62	20.58
1203	Savithrikutty S	1.63	53	2.66	19.95
1201	Thushara A	1.52	43	2.31	18.61
1215	Faris John	1.53	43	2.34	18.37
1220	Abhishek S	1.58	45	2.50	18.03
1211	Dhathri M V	1.55	43	2.40	17.90
1224	Hashim M	1.60	45	2.56	17.58
1202	Arathi R	1.60	44	2.56	17.19
1209	Syamkumar V	1.65	45	2.72	16.53
1219	Fayas P	1.58	38	2.50	15.22
1235	Abhinav P	1.54	36	2.37	15.18
	Average				19.55



PRINCIPAL
C.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
PULBALLY, WAYANAD




PRINCIPAL
C.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
PULPALLY, WAYANAD

C.K.RAGHAVAN MEMORIAL COLLEGE OF TEACHER EDUCATION

PULPALLY, WAYANAD - 673579

(Affiliated to the University of Calicut and Recognised by N.C.T.E.)



B.Ed. Course 20²²..... - 20²⁴.....

Certified bonafide report of: EDU 102 Course on EPC I : Language Across
Curriculum - Reading and Reflecting on Texts

Name : Nithya E

Optional Subject : English

Roll No. : CM AWTEG008

Date : 16 - 01 - 2023 Lecturer in Charge

Red B.

Dr. PE M...
Principal
C.K.RAGHAVAN MEMORIAL
COLLEGE OF TEACHER EDUCATION
PULPALLY, WAYANAD

EDU 102 COURSE ON EPC 1:

LANGUAGE ACROSS
CURRICULUM-READING
AND REFLECTING
ON TEXTS

INDEX

Sl-no	Content	Page No
1	Activity 1	1-17
2	Activity 2	18-25
3	Activity 3	26-33
4	Activity 4	34-39
5	Activity 5	40-52
6	Activity 6	53-60
7	Activity 7	61-67

ACTIVITY-1

IDENTIFY AND ANALYSE
THE SPECIFIC LANGUAGE
USED IN DIFFERENT
CURRICULAR CONTEXTS

Submitted on 29/11/2022

Activities

- i. Prepare a list of terminologies in English and local language of a subject textbook at primary / secondary / higher secondary level.
- ii. Analyse a questionpaper of an examination and prepare a list of usages for different types and levels of test items.
- iii. Make a comparative analysis of structure of presentation and specific language used in an article / seminar / debate / Workshop and prepare a report (utilise one sample article / programme details of a Seminar / workshop / debate)

Terminologies in English

Terminology is the study of specialized concepts and their linguistic designation or terms.

Terminology and its meaning

Allegory	Allegory is a narrative story that conveys a complex, abstract or difficult message.
Alliteration	It is when two or more words that start with the same sound are used repeatedly in a phrase or sentences.
Allusion	It is a reference to a well known person, character, place or event that a writer makes to deepen the reader's understanding of their work.
Auxiliaries	A helping element that adds meaning to the basic meaning of the main verb in a clause.
clause	Group of words that contains a subject and verb that have a relationship.
conjunctions	Conjunctions are parts of speech that connect words, phrases, clauses or sentences.

Foreshadowing It is a narrative device in which suggestions or warnings about events to come are dropped or planted.

Hyperbole Exaggeration used to emphasize a point

Idioms A type of phrase that has a meaning that can't be deciphered by defining the individual meaning

Imagery Visual symbolism that evokes a mental image, especially in a literary work

Irony The use of words to convey a meaning that is opposite of what is actually said.

Metaphor A figure of speech that describes an object or action in a way that isn't literally true.

Narrative A spoken or written account of connected events

onomatopoeia A word that names a sound, but also sounds like that sound.

Oxymoron A phrase that combines two words that seem to be the opposite of each other.

Paradox A statement that seems to go against common sense but may still be true.

Personification Giving human traits to non-living objects.

Prefix	A word, letter, placed before another
Prepositions	A word or group of words used before a noun, pronoun or noun phrase to show direction, time, place, location etc.
Pronoun	Word that is used instead of a noun or noun phrase
Refrain	A word, line or phrase that is repeated within the lines or stanzas of the poem itself.
Satire	A literary work holding up human vices and follies to ridicule or scorn
Simile	A figure of speech that directly compares two different things.
Suffix	A letter or group of letters added at the end of a word to make a new word.
Symbolism	It is the use of words or images to symbolize specific concepts, people, objects or events.

Question Paper Analysis

As part of Activity '1' I have selected the question paper of class 8, Second Term Evaluation which was conducted on December 2022. This question paper encompasses questions of one, three, five respectively, which has a time of one and half hour consists of 40 Marks. The question paper demands fifteen minutes as cool off time.

There are twenty two questions in the question paper where it encompassed objective type questions, fill in the blanks questions, short answer type questions etc. By analysing the question paper, I came to an inference that the questions are organized from clear to intricate or simple to complex, amidst some application level question. Such questions seeks students' special attention and care that needed to connect the question with the actual situation given in the questions.

It can be analysed that all the questions intended at the inventiveness or creativity and imagination of the child. Initiatory questions from the question paper is in fact a comprehension type question. Students need to read the given passage and comprehend the text. It demands the reading ability and comprehension of the student. There are five questions and the students are provided with a paragraph from the chapter 'The Light on the Hills'. Succeeding to that, there is an excerpt from the poem 'The Sower' by giving some lines from it. The appreciation of the poem seeking or should focus on the theme and poetic devices used in it. There are five questions based on that, each carrying one score.

Questions from 11-15, is a short answer type and is to comprehend a general passage and need to write answers. Students can answer to these questions, if they comprehend the direct passage well. It is a reading comprehension question by providing a passage. It helps to sort out what the student is reading and to better understand the text. It is a way of monitoring the comprehensions of

while reading.

In 16th question, students were asked to study the 'details' given which shows the details or personal information about Henry Wadsworth Longfellow and need to make a profile. This question can be included in the synthesis level. The ability to integrate components into a new whole.

In the next section, there are three options and students need to write only answer to two questions. The questions include preparing a character sketch of the boy in the story 'The Light on the Hills', diary entry of the boy in the story 'The Little Round Red House' and to prepare a conversation between Rose Parks and the driver. These three questions required thorough understanding of the lessons by the students.

In 20th question, the student needs to complete a conversation. This question can be included in the Application level. Last section of the questions were linked to grammar or language activities. It includes edit the passage and fill in the blanks by choosing appropriate phrasal verbs.

While approaching the question paper on the basis of its level and types as suggested by Benjamin Bloom, it can be comprehended that these questions are prepared to satisfy the educational needs. These were the questions for different cognitive and intellectual levels of children. There are six levels mentioned. In its cognitive domain there are knowledge, comprehension, application, analysis, synthesis and evaluation level. Knowledge being the first and the lowest is responsible for the foundation of higher order cognitive skills. It involves the recognition and recall of previous learned information. Examples of verbs that relate to this function are know, define, record, identify, recall, name, memories, recognises, list, repeat, acquire.

The first question can be included in the knowledge level that it demands on understanding of the text. It have certain comprehension dimension too. Questions 1 to 10 based on the knowledge level. Just recalling of the textual knowledge and is needed in these sections.

The comprehension level is the ability

grasp or construct meaning from material. Questions from 11 to 15 can be included in this category that the students are asked to read and understand a new situation. Thus it is for measuring the comprehension ability. Reading a text and meaning construction from the given words is not a simple task.

The 16th question begins with the word 'prepare'. It can be included in synthesis level. The question is asked to prepare a profile from the hints. It includes the clear understanding of knowledge and application level too. Then comes the optional questions. Questions from 17-19, students are asked to construct conversation, diary, character sketch, can also be included in synthesis level. It is concerned with the ability to put parts of knowledge together to form a new knowledge. Application is the creative and imagination level in which student use previously learned materials in new situations where the individual is able to use his knowledge and comprehension of concepts, principles etc.

In this question paper, most of the questions are from application level and

and synthesis level where the students are asked to think critically and are challenged to solve problems and to face new situations by applying the learned knowledge. Only a ~~very~~ few questions are asked from the knowledge level as it aims only for recall and recognition.

SECOND TERM EVALUATION 2022-23

ENGLISH

Class: VIII

Time : 1½ hours

Maximum Score : 40

Instructions

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

(Questions 1 – 5) Read the passage from 'The Light on the Hills' and answer the questions that follow. (5 × 1 = 5)

Once more they looked at the hills that seemed to rise up out of the deep shadow into the light, and then together they went home.

Soon afterwards a big tragedy struck their family. One night when the family was sleeping, the little sister died in her sleep.

The mother explained to the brother, 'Son, your little sister wandered into another world, and journeyed on so far that she lost the clue to earth, and could not be back anymore.'

The boy, who was grieving for his little sister, painted many pictures before he could gather the courage to see the same field that he saw with his sister once again. But after many years as he sat and worked, a strange power came to him.

1. What was the big tragedy that struck the family?
2. How did the mother console the boy?
3. '...together they went home.' Who are 'they' referred to here?
4. Which sentence gives the clue that the boy was sad at the death of the little girl?
5. Pick out two adjectives from the phrases given below.
 - a. The little sister
 - b. A big tragedy

21. Edit the following passage. (3)

Mr. Fetzer poured a cup of cider and (a) hand it to the little boy. The little boy drank it down (b) gratfully. Hunting for houses (c) were thirsty work.

22. Read the passage and fill in the blanks with suitable phrasal verbs given in brackets. (3)

Rosa Parks was arrested and the black people of Montgomery ——— (a) ——— to fight for Rosa. They started boycotting the buses which ——— (b) ——— a huge loss to the bus company. The protest — (c) ——— for more than one year.

[brought about, went on, put across, came forward]

* * * * *

Debate

A debate is a formal argument between two or more opposing sides. Debate is competitive and oppositional; opposing sides try to prove each other wrong. In debate one listens to find flaws, to spot differences, and to counter arguments. Debate defends assumptions as truth; participants may tend to dig in and get defensive to prove their point. Debate creates an close minded attitude, a determination to be right; often tends to lead toward one right answer. In debate, one submits one's best thinking and defends it against challenge to show that it is right.

In debates, the participants needs to follow a structure. A motion or topic will dictated to everyone.

opening statements

These are the attention grabbing lines that each teams present. In this phase where the specific information is not shared. Speakers will simply state why their side of the argument is correct.

primary arguments

In this stage, the participants turns to

to expand on their arguments, sharing specific evidence to prove the points made and building on the information already shared.

open the floor

Here, the opposite teams had an equal opportunity to express their points, opinions and facts:

closing statements

closing statement presenter for each team sums up the main points of their argument.

Seminar

A seminar is an advanced group technique which is usually used in higher education. It is an instructional technique it involves generating a situation for a group to have a guided interaction among themselves on a theme. Seminar discussion is collaborative; cooperative multiple sides work toward a shared understanding. Seminar remains open ended. It creates an open minded attitude, an openness to being wrong and an openness to change. It enlarges and possibly changes a participants point of view.

Traditionally a Seminar will consist of four major sections:

1. Introduction

Here, seminar introduces and note why the topic is important. It briefly summarize necessary background information.

2. Background

It describes the genesis of the subject, the changes that have occurred during its development, explains the reasons for the changes.

3. Analysis

Here, it explains the thesis. It discusses the major issues, sub issues, introduce and conclude on each issue, present arguments and rebut opposing arguments.

4. Conclusion

It concludes by restate the thesis, by summarizing the major points.

Article

An article is a piece of writing which explicates ideas, thoughts, facts, suggestions or recommendations based on a particular topic. The main motive behind writing an article is that it should be published in either magazines, newspapers or journals so as to make some difference to the world. An article will often begin with an abstract and then includes its introduction, methods used, results, analysis and discussion.

The abstract part contains the summary of the research and hypothesis or research question. Then it gives background information in the introductory part. The introductory paragraph introduces the main point of what you are trying to say about the topic. The study design, instrumentation and measurements used etc are explained in the method part. The summation of information or data collected is included in the results part. In the analysis stage, it includes statistical analysis of the study which includes charts, tables, analysis etc. The conclusions of the article are often strongest when they use at least

brief, concrete example that leads the reader to new insights.

Workshops

Workshop is a period of discussion or practical work on a particular subject in which a group of people share their knowledge or experience. Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue, or debate - all involving substantial interaction with the audience.

Workshops are one of the easiest ways to solve the problem and make the teamwork not only more efficient and engaging but also more enjoyable. There is just one caveat to be aware of running just why workshop doesn't automatically equate to better output and more efficiently it takes clear and deliberate planning to run successful workshop and throwing exercises together is just the tip of the workshop planning iceberg, workshopers have responsibility to ensure the

building of solid outcomes.

Article, debate, Seminar, workshop
these four are indispensable in an educational
period and we get acquainted with them in
various contexts.

Recd B



HR

PRINCIPAL
C.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
PULPALLY, WAYANAD

C.K RAGHAVAN MEMORIAL COLLEGE OF TEACHER EDUCATION, PULPALLY
STUDENT EVALUATION PROFORMA FOR SKILL ENHANCEMENT IN ACADEMIC,
TECHNICAL AND ORGANIZATIONAL ASPECTS

Please mark your response by indicating (✓) mark in the corresponding column

Name: *RAJA HUSNA .T.P*

option: *physical science*

year: *2021-2023*

Sl. No	ATTRIBUTES	MICRO TEACHING			LAC			TEACHING LEARNING MATERIALS			ICT			CO-CURRICULAR ACTIVITIES			ACTION RESEARCH		
		Excellent	Good	Poor	Excellent	Good	Poor	Excellent	Good	Poor	Excellent	Good	Poor	Excellent	Good	Poor	Excellent	Good	Poor
1	Relevance	✓			✓				✓			✓				✓			
2	Practicality		✓			✓		✓			✓			✓				✓	
3	Satisfying future Demands	✓				✓		✓			✓			✓			✓		
5	Overall					✓			✓			✓			✓			✓	

Your suggestions for improvement:



[Signature]
PRINCIPAL
C.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
PULPALLY, WAYANAD

C.K RAGHAVAN MEMORIAL COLLEGE OF TEACHER EDUCATION, PULPALLY
STUDENT EVALUATION PROFORMA FOR SKILL ENHANCEMENT IN ACADEMIC,
TECHNICAL AND ORGANIZATIONAL ASPECTS

Please mark your response by indicating (✓) mark in the corresponding column

Name: *Sreha V.S.*

option: *Natural Science.*

year: *2021-23*

Sl. No	ATTRIBUTES	MICRO TEACHING			LAC			TEACHING LEARNING MATERIALS			ICT			CO-CURRICULAR ACTIVITIES			ACTION RESEARCH			
		Excellent	Good	Poor	Excellent	Good	Poor	Excellent	Good	Poor	Excellent	Good	Poor	Excellent	Good	Poor	Excellent	Good	Poor	
1	Relevance	✓			✓			✓				✓			✓			✓		
2	Practicality		✓			✓			✓				✓			✓			✓	
3	Satisfying future Demands	✓			✓				✓				✓			✓			✓	
5	Overall	✓			✓				✓				✓			✓			✓	

Your suggestions for improvement: *Reduce the number of using chart*



[Signature]
PRINCIPAL
C.K. RAGHAVAN MEMORIAL
COLLEGE OF EDUCATION
PULPALLY, WAYANAD

C.K RAGHAVAN MEMORIAL COLLEGE OF TEACHER EDUCATION, PULPALLY
STUDENT EVALUATION PROFORMA FOR SKILL ENHANCEMENT IN ACADEMIC,
TECHNICAL AND ORGANIZATIONAL ASPECTS

Please mark your response by indicating (✓) mark in the corresponding column

Name: ALEENA GEORGE

option: English

year: 2021-23

Sl. No	ATTRIBUTES	MICRO TEACHING			LAC			TEACHING LEARNING MATERIALS			ICT			CO-CURRICULAR ACTIVITIES			ACTION RESEARCH			
		Excellent	Good	Poor	Excellent	Good	Poor	Excellent	Good	Poor	Excellent	Good	Poor	Excellent	Good	Poor	Excellent	Good	Poor	
1	Relevance	✓				✓		✓				✓			✓				✓	
2	Practicality		✓		✓				✓		✓			✓			✓			
3	Satisfying future Demands	✓			✓				✓			✓		✓				✓		
5	Overall		✓			✓		✓			✓			✓			✓			

Your suggestions for improvement:

ICT enabled learning should be included at least in 2 semesters



PRINCIPAL
 C.K. RAGHAVAN MEMORIAL
 COLLEGE OF EDUCATION
 PULPALLY, WAYANAD

Feedback Analysis of Skill Enhancemnt in Academic, Technical and Organisational Aspects

Skill Enhancement Program	Excellent	Good	Poor
Micro teaching	24	25	2
LAC(Language across curriculum)	20	30	1
Teaching Learning Materials	28	23	0
ICT	30	21	0
Co-curricular Activities	30	20	1
Action Research	18	32	1



PRINCIPAL
 C.K. RAGHAVAN MEMORIAL
 COLLEGE OF EDUCATION
 PULPALLY, WAYANAD