



ST. THOMAS COLLEGE

Ranni, Pathanamthitta, Kerala - 689673

ACCREDITED BY NAAC WITH ' B ' GRADE

3.4.1 : Extension Activities in the Neighbourhood Community

DEPARTMENT/CLUB/UBA

2020 - 2021

CRITERION : 3

**RESEARCH, INNOVATIONS
AND EXTENSIONS**



No	3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development and impact thereof during 2020-2021						
	Year	Date	Name of the dept/club	Program coordinator	Activity/ Program	No.of students participated	Beneficeries
1	2020-2021	29.07.2020	Commerce	Dr.Roni Jain Raju	Awareness of National Education Policy	109	Public
2	2020-2021	09-10-2020	Chemistry	Rintu Mathew	Enrichment programme for school students :-A peep into nanoworld	56	High school students,MS HSS Ranni
3	2020-2021	12.11.2020	Commerce	Dr.Roni Jain Raju	Mentoring of higher secondary students with higher education	60	Secondary Students of BRC Vennikulam.
4	2020-2021	23.01.2021	Zoology & Womens cell	Dr.R Aruna Devy &Dr.Ansu Jacob	Women centric Cancer-Prevention and healthy life style". The key speaker was Ms. Sumki	75	Girl students & Mothers
5	2021-2022	05.03.2021	Carrer guidance	Dr.Roni Jain Raju	Providing database of educated unemployed	48	Educated unemployed youth
6	2020-2021	26.03.2021	Botany	Dr. Devipriya M	Hands on Training on Value added food from locally available flowers	60	Students and Kudumbasree unit
7	2020-2021	22/4/2021-15/5/2021	English	Dr. Sneha Elcy Jacob	30 hour online spoken English class	35	CMS UP Community School,Poovathikunn u Ranni
8	2020-2021	Covid period	UBA	Dr.Ansu Jacob	Distribution of Hand sanitizer & Mask	20	Public
9	2020-2021	Covid period	UBA	Dr.Ansu Jacob	Setting up isolation ward	20	Public
10	2020-2021	Covid period	UBA	Dr.Ansu Jacob	Setting banners about covid	20	Public



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DEPARTMENT OF COMMERCE

Name of the Activity	Awareness of National Education Policy
Collaborative	Vidyabhyasa Vikasa Kendram, Kerala
Beneficiaries	Public
Duration	29.07.2020
No. of Staff	01
No. of Students	109

The National Education Policy of India 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of new education system of India. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2040. For giving awareness towards NEP, a national level webinar is organized by Post Graduate Department of Commerce in collaboration Vidyabhyasa vikasa kendram on 9th October 2020 through google meet.

Prof Ganga Prasad Prasaln, Vice Chancellor, Central University Tripura was the chairperson of the webinar. The resource person were Dr Timir Tripathi, Asst professor and Principal Investigator of North East Hill University Shillong and Shri. Joby Balakrishnan, Member of National council of Teacher Education of Government of India.

The national level webinar is attended by 109 participants from different states of India.



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POST GRADUATE DEPARTMENT OF COMMERCE

ST. THOMAS COLLEGE, RANNI

in Collaboration with

VIDHYABHYASA VIKASA KENDRAM, KERALA

ORGANISES
WEBINAR ON



NEP2020:

Changing Scenario of Research

Date: october 9, 2020 2.00 pm via Google Meet

Meeting link

<http://meet.google.com/uln-sktb-hug>

Reg link:

<https://forms.gle/NWNnMgosvHLCnqzW7>

CHAIRPERSON



Prof. Ganga Prasad Prasain
(Vice Chancellor, Central
University of Tripura)

RESOURCE PERSONS



Dr. Timir Tripathi
(Asst. Prof and Principal
Investigator, North Eastern
Hill University, Shillong)



Shri. Joby Balakrishnan
(Member, National Council Of Teacher
Education, Government of India)

INTRODUCTORY REMARKS



Dr. NC Induchoodan
(President, Vidhyabhyasa Vikasa
Kendram, Kerala)

SPECIAL ADDRESS



Dr. Aleyamma Kuruvilla
(Principal, St Thomas
College, Ranni)

COORDINATORS

- **Dr. Jithin Raveendran**
(Research Convenor, Vidhyabhyasa
Vikasa Kendram, Kerala)
- **Asst. Prof. Rengi Abraham**
(HOD, P.G Department of
Commerce, St. Thomas College, Ranni)
- **Dr. Roni Jain Raju**
(Asst. Prof St. Thomas
College, Ranni)



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List of Participants

Timestamp	Email Address	Score	Full Name - Include Prefix
10/9/2020 15:33:34	thutabhaskararao@gmail.c		0 THUTA BHASKARARAO
10/9/2020 15:33:39	nayakshivakumarg@gmail		0 DR.SHIVAKUMAR.G.NAY
10/9/2020 15:33:44	maluzzkalabham281@gm		0 Ms.R.ARYA KRISHNAN
10/9/2020 15:33:58	arjunprasad0095@gmail.c		0 Mr.Arjun Prasad
10/9/2020 15:34:12	ashispati87@gmail.com		0 Mr. Ashis Pati
10/9/2020 15:34:31	veenavijayanandan@gma		0 Ms VEENA VIJAYANAND
10/9/2020 15:34:39	anilar123@gmail.com		0 ANIL A.R
10/9/2020 15:34:40	meekhamoncy26@gmail.c		0 Meekha Moncy
10/9/2020 15:34:42	monishroy_24@yahoo.co		0 Dr.Prof. Monish Mrigendra
10/9/2020 15:34:55	athirasa999@gmail.com		0 Ms
10/9/2020 15:34:57	minimattathil@gmail.com		0 Mrs Maheswari Amma P
10/9/2020 15:35:07	vivek49years@gmail.com		0 Mr. KOTRA VIVEKANANI
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10/9/2020 15:42:16 poojsant@gmail.com	0 Mr. Santosh M Biradar
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10/9/2020 15:45:24 keerthi.krishna037@gmail	0 Ms. Keerthi Krishna A
10/9/2020 15:45:42 anjanasatheesh1998@gm	0 Ms. Anjana Satheesh
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10/9/2020 15:47:35 pujadebnath205@gmail.cc	0 Ms. Puja debnath
10/9/2020 15:48:00 manishamadhu2017@gm	0 Manisha Madhu
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10/9/2020 15:49:04 vishnuunni352002@gmail	0 Mr Vishnu Shajan
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10/9/2020 15:49:34 divyalekhshmi@gmail.com	0 Divya Lekshmi. B



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10/9/2020 15:52:19 ronijainraju@gmail.com	0 Dr. Roni Jain Raju
10/9/2020 15:52:25 bbmansuri@yahoo.com	0 Prof. BABU BAKHSH MAI
10/9/2020 16:51:06 jittyraju000@gmail.com	0 Ms. Jitty Raju
10/9/2020 16:54:00 savita@bdeaspcc.ac.in	0 Dr. Savita Kulkarni
10/9/2020 16:55:28 namitha1627@gmail.com	0 Ms.Namitha Mohan
10/9/2020 16:57:40 harithaharidas8867@gmai	0 Ms.Haritha Haridas
10/9/2020 17:01:06 madnimushtaq27@gmail.c	0 Mr. Mushtaq Ahmad Gana
10/9/2020 17:02:30 charugundla123@gmail.cc	0 Dr.C.Nagaratnamaiah
10/9/2020 17:05:38 nidhi.tcv24@gmail.com	0 Nidhi. T. C. V
10/9/2020 17:33:19 mpkanamadi@gmail.com	0 Prof. Mahantesh Kanamac
10/9/2020 18:04:30 sreedeviskarumanchi@gm:	0 Mrs.Oguri Sreedevi M.Sc.
10/9/2020 19:22:48 anjalythankachan1999@gi	0 Anjaly Thankachan
10/9/2020 20:17:05 manpreetmallah1994@gm	0 Professor Manpreet Kaur
10/9/2020 21:40:55 mailrajeshponmala@gmai	0 Mr RAJRSH P. P
10/10/2020 3:27:01 hellotofelix@gmail.com	0 Mr. Felix Abraham
10/10/2020 8:50:43 govindsankar2001@gmil.c	0 Mr.Govind Sankar
10/10/2020 11:03:43 drashokkumarhzb@gmail.	0 Dr. Ashok kumar
10/10/2020 11:16:19 abhijithskakkamala@gm:	0 Mr. ABHIJITH K S



ST. THOMAS COLLEGE, RANNI

DEPARTMENT OF CHEMISTRY

Name of the Activity	Enrichment programme for school students :- A peep into Nanoworld
Beneficiaries	High school students, MS HSS Ranni
Duration	09-10-2020
No. of Staff	10
No. of Students	56

An interactive session with high school students MS HSS Ranni, was organized by Department of Chemistry St. Thomas College, Ranni on 9th October in association with the celebration of National Nanotechnology Day , (homage to nanometer scale, 10^{-9} meters). This annual event aims to feature community led events and activities to raise awareness about nanotechnology, its application in our daily lives and the challenges and opportunities it holds for the future. As a part of this, a webinar, “A peep into the nanoworld” was conducted for students of M.S. Higher Secondary School Ranni. Ms. Rintu Mathew, Assistant Professor, Department of Chemistry instigated ideas of nanoscience, various advances in the technological field and its impact in our everyday lives. The interactive session was followed by a quiz competition based on nanotechnology. Total 56 students benefited by this programme

SPEAKER



Mrs. Rintu Mathew
Asst. Professor in Chemistry
St. Thomas College
Ranni

Date: 09/10/2020
Time: 1.30 PM
Platform: Google meet
<https://meet.google.com/xnp-xbmf-mxf>

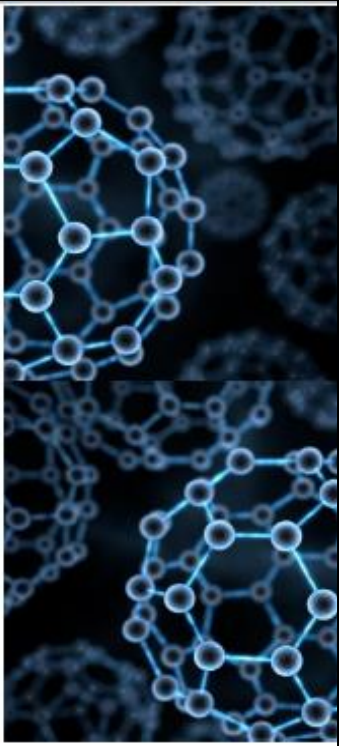


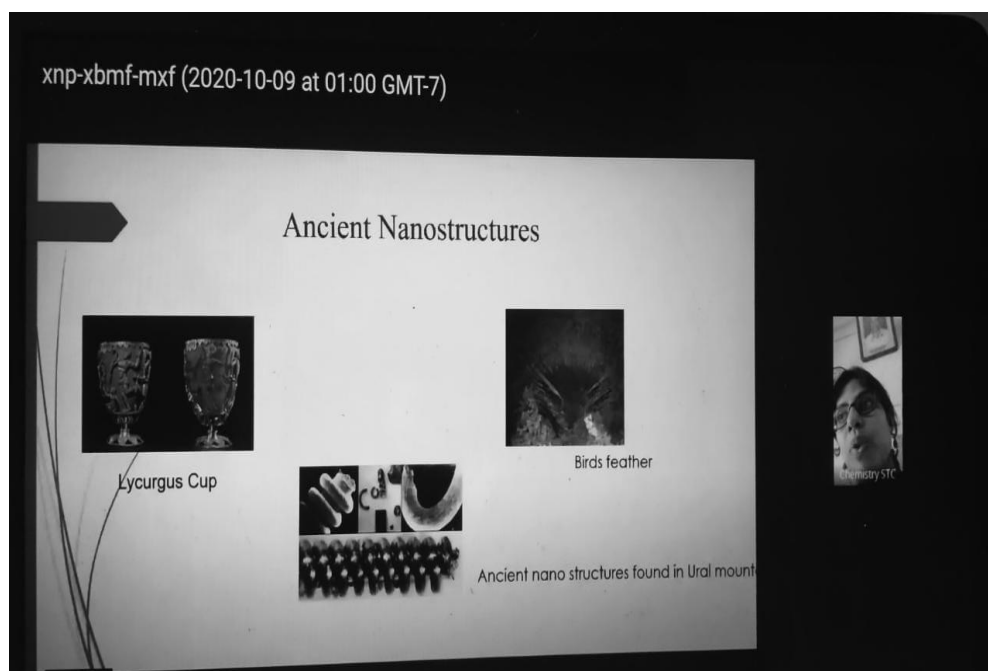
**ST. THOMAS COLLEGE
RANNI**

**DEPARTMENT OF
CHEMISTRY
ORGANISES**

**WEBINAR
ON
A PEEP INTO THE
NANO WORLD**

for students
M.S.H.S.S, RANNI





Online session of the program

DEPARTMENT OF COMMERCE

Name of the Activity	Mentoring of higher secondary students
Collaborative	Samagra Shiksha Kerala (Rashtriya Avishkar Abhiyan)
Beneficiaries	Secondary Students of BRC Vennikulam.
Duration	12.11.2020
No. of Staff	02
No. of Students	60

AS part of collaboration with government projects, Dr Roni Jain Raju, Asst professor, Department of Commerce acted as a mentor of Samagra Shiksha Kerala (Rashtriya Avishkar Abhiyan) project of Government of Kerala for higher Secondary Students of Kerala State exclusively for BRC Vennikulam.

Being a resource person, Dr Roni Jain Raju shared her valuable knowledge on Career scopes in commerce as part of Sashtrapadham conducted on 12 November 2020. She is continuously acting as supporter towards the project and mentor for the students.



ST. THOMAS COLLEGE, RANNI



DEPARTMENT OF ZOOLOGY & WOMEN CELL

Name of the Activity	Women centric Cancer- Prevention and healthy life style”
Beneficiaries	Girl students & their mothers
Duration	23.01.2021
No. of Staff	02
No. of Students	75

Dept. of Zoology in association with women cell conducted a **National webinar** on 23 January 2021 on zoom platform on the topic “Women centric Cancer- Prevention and healthy life style”. The key speaker was Ms. Sumki Begum, Program coordinator Sanjeevani Life Beyond Cancer, Bangalore. A good feedback was obtained from 75 women students & their mothers participated in the webinar.



**Saturday
January 23
5.00 PM**

**Key Speaker:
Ms: Sumki Begum**

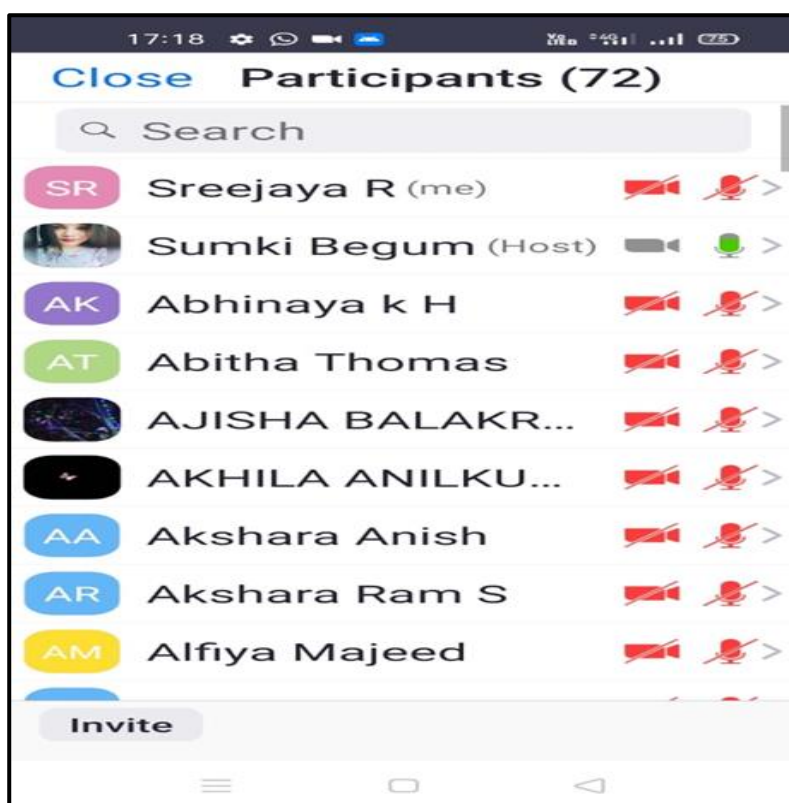
**NATIONAL
WEBINAR**

DEPARTMENT OF ZOOLOGY
in association with WOMEN
CELL, St.Thomas College
Ranni. & Sanjeevani life
beyond cancer

SANJEEVANI
life beyond cancer

**"Women centric
Cancer prevention &
healthy lifestyle"**







PowerPoint Slide Show - [4 (c) Women Centric Cancer ppt] - PowerPoint (Product Activation Failed)

Food For Breast Cancer Prevention

BREAST CANCER?

Breast cancer is the malignant tumor (a tumor with the potential to invade other tissues or spread to other parts of the body) that starts in the cells of the breast. It occurs both in men and women.

Cancer is the growth of abnormal cells. The cells can invade and damage normal tissue.

Breast cancer can start in any part of the breast. Invasive (or infiltrating) ductal carcinoma or IDC Invasive (or infiltrating) lobular carcinoma or ILC

Risk Factors :

1. Stressful routines and unhealthy lifestyles
2. Lower immunity
3. Early age of Menarche or late menopause
4. A woman with no children
5. Late age at first child birth
6. Lack of breast feeding or not have breast fed
7. Obesity

Breast anatomy

Symptoms :

1. A lump within the breast or armpit
2. Discharge from nipple (Blood)
3. Change in colour, and size of the breast
4. Change in the direction

Unmute Start Video Share Participants More

PowerPoint Slide Show - [4 (c) Women Centric Cancer ppt] - PowerPoint (Product Activation Failed)

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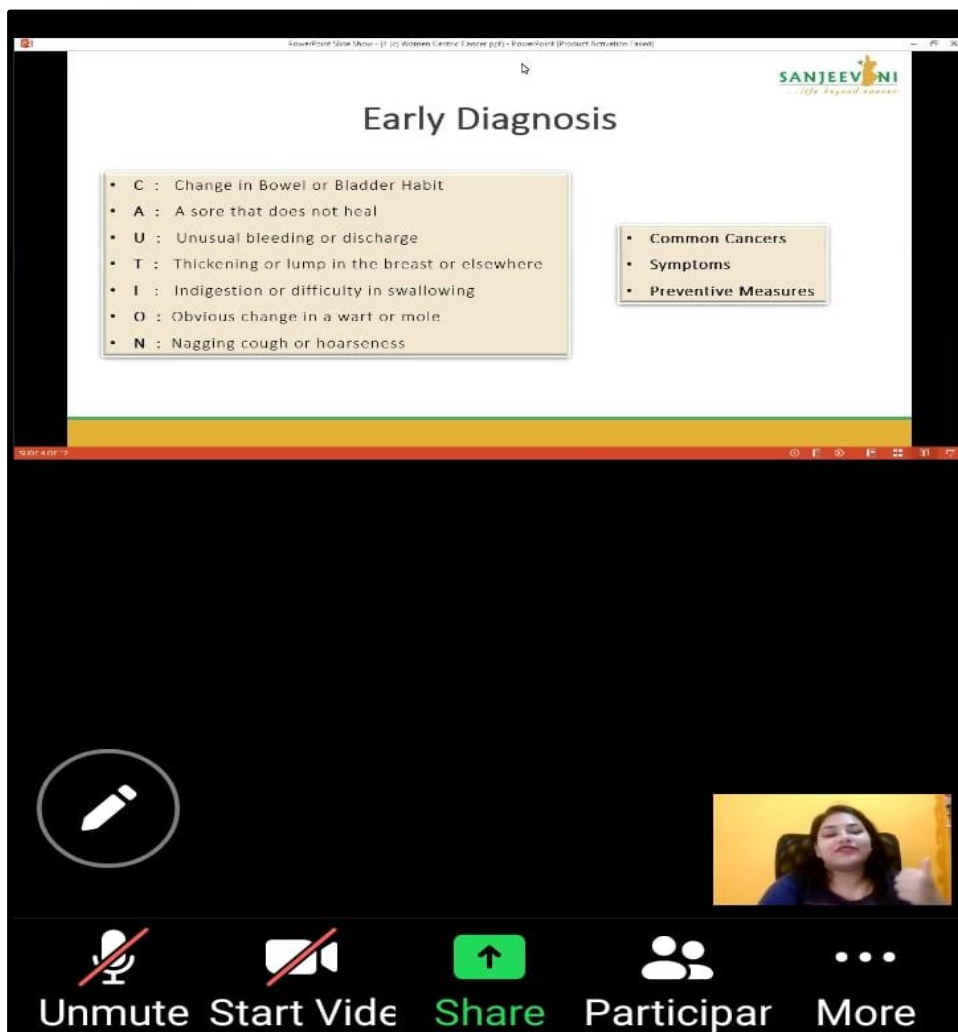
Risk Factors :

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Breast anatomy

Symptoms :

1. A lump within the breast or armpit
2. Discharge from nipple (Blood)
3. Change in colour, shape and size of the breast
4. Change in the nipple direction



CARRIER GUIDANCE CELL

Name of the Activity	Providing database for educated unemployed persons in Kerala
Collaborative	Knowledge mission of Kerala Development and Innovation Strategic Council (KDISC)
Beneficiaries	Educated unemployed youth
Duration	05.03.2021
No. of Staff	01
No. of Students	48

For addressing educated unemployment in our state, Career Guidance and Placement cell in collaboration with Knowledge mission of Kerala Development and Innovation Strategic Council (KDISC) has prepared a database of job seekers of present and former students of the college. The database has been created for the



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purpose of sharing with various job givers in the local, national and international market, keeping in view of that K-DISC has constantly worked on the collaborative effort for giving placement for the students of St. Thomas College Ranny.

**K-DISC**
Kerala Development and Innovation Strategy Council

STRATEGIC ADVISOR
Dr. P.V Unnikrishnan
Former Member, Kerala State Planning Board

off: +91 471 233 4472
strategicadvisor@kdisc.kerala.gov.in
mob: +91 944 777 2818
pvunni31@gmail.com

NO :2021/KDISC/KM/01

05-03-2021

Dear Sir / Madam

The Kerala Development and Innovation Strategy Council, (K-DISC) is a strategic think-tank and advisory body constituted by the Government of Kerala. K-DISC has the mandate to promoting innovation in the state. Young innovation program for promoting innovation in schools and colleges is one of the flagship programs of K-DISC. District innovation councils headed by the District Panchayat President with the District Collector as the Secretary has started functioning.

On January 15th 2021 the Honorable Financial Minister in his budget speech presented in the assembly has outlined the strategy for transforming the Kerala society as a Knowledge society. This involves the following

- 1) Strengthening the Higher Education System to Establish Interdisciplinary Centers of Excellence
- 2) To promote innovation in Education Institutions, Government and Local Government institutions.
- 3) Digital transformation of various sectors of the Kerala Economy Including Agriculture, Micro Small & Medium Industries and the service sector
- 4) Developing an aggressive skilling program for enhancing the skills of the Diploma holders, Graduates, Postgraduates, PhD Holders and Postdocs.

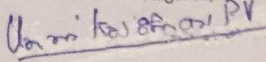
K-DISC has been entrusted with the responsibility of establishing the Knowledge Mission. Working with the partners like Additional Skill Acquisition Programme Kerala (ASAP), Kerala Academy for Skills Excellence (KASE), Kerala University of Digital Sciences, Innovation and Technology, APJ Abdul Kalam Technological University (KTU), Cochin University of Science and Technology (CUSAT), Kerala University of Fisheries and Ocean Studies (KUFOS), Kerala University of Health Sciences, Kerala Veterinary and Animal Sciences University (KVASU), Kerala Agricultural University (KAU) and Kerala Startup Mission (KSUM).

On 09th February 2021 the Knowledge Mission was inaugurated by the Honorable Chief Minister and a portal www.knowledgemission.kerala.gov.in has been established for facilitating registration of prospective job seekers/work seekers for the local, national and international markets. In this context K-DISC has authorized its Program Executives in various districts to get in touch with the placement officers in various education institutions in the respective districts and compile a data base of the current and past registrants in the placement section in colleges.

I request you to kindly support K-DISC on this important initiative for the state and help us in furthering the cause of addressing the educated unemployment in the state. Kindly make available the database of the current and past registrants covering name, contact number, mail id and address for communication.

Yours sincerely,

Regards,


Dr. P.V Unnikrishnan





ST. THOMAS COLLEGE, RANNI

DEPARTMENT OF BOTANY

Name of the Activity	Hands on Training on Value added food from locally available flowers and fruits
Beneficiaries	Kudumbasree unit & Students
Duration	26.03.2021
No. of Staff	04
No. of Students	60

St. Thomas College
(Affiliated to MG University Kottayam)
Pazhavangadi P.O, Ranny, PTA

Community Extension Programme

Dept. of Botany in Collaboration with IQAC
Organises

Hands on Training on Wine Preparation

Venue : Dept. of Botany
Date : 26th March 2021
Time : 12.3. pm

For Registration Contact
Dr. Devi Priya M -9447712744
Contact Dept.
botanydeptstcranni@gmail.com



REPORT ON HANDS-ON TRAINING IN WINE PREPARATION

On 26th March 2021, the Department of Botany conducted hands-on training on Wine Preparation. The Programme was conducted as part of the community extension activity of the department. Since the time is covid we expected only a limited number of participants and registration was done before the class. There were about 15 participants from various sectors of society attended the class. The practical class was handled by Dr. Francis Mathew (Asst. Professor in Botany, St. Thomas College, Ranni). A special variety of Grapes were collected from the market and used for the training. Different stages of wine preparation and the different components were discussed. Various difficulties in wine preparations were also addressed. The



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ST. THOMAS COLLEGE, RANNI

REGISTRATION

Name

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Ranny. Saranya Kudumbas
B
2. Saramma Jose  Puthupalam (H)
Pazhavangadi . P.O
Ranny. "
3. Aleyamma Joseph  Olickal (H)
Pazhavangadi . P.O
Ranny. "
4. Remani George  Thekkomuziyil (H)
Thottomon . P.O
Ranny. Aiswarya Kudumbas
5. Syamala Prabhakaran  Jaya Bhavan
Thottomon
Ranny. "
6. Bhawani Thankappan  Lakshmi Bhavan
Thottomon
Ranny. "
7. Geetha Purushothaman  Theengumpallil (H)
Thottomon . P.O
Ranny.



ST. THOMAS COLLEGE, RANNI

8. Rajeena Johnson Rajeena Madathil (H)
Chellakkadu P.O
Ranny
9. Jaya Saji Jaya Saji Pannampathalil (H)
Chellakkadu P.O
Ranny
10. Amina Salim Aminadolim Thekkeveethil (H)
Pazhavangadi P.O
Ranny.
11. Jayasree Raveendran Jay Thannimoottil (H)
Mannamavethi P.O
Ranny.
12. Omana Rajan Omana Smitha Bhavan
Thottoman P.O
Ranny.
13. Mini Mohanan Mini Thyilparanbil (H)
Chellakkadu P.O
Ranny.
14. Syamala Rajan Syamala Parackal (H)
Chellakkadu P.O
Ranny.
15. Rosamma Sebastian Rosamma Powathu (H)
Pazhavangadi P.O
Ranny.





ST. THOMAS COLLEGE, RANNI

DEPARTMENT OF ENGLISH

Name of the Activity	Training classes to improve English Language Skills
Beneficiaries	Students of CMS Upper Primary Community School, Ranni
Duration	22/4/2021-15/5/2021
No. of Staff	03
No. of Students	35

A 30 hour online spoken English class for select students of CMS UP Community School, Ranni from 24/04/2021 to 15/05/2021.

Resource person- Aleena Elizabeth Abraham (Teach for India intern). Third year students Bibin T. Biju, Grace Ann Johnson, and Fathima Ahmed joined the venture by sharing their inputs especially in preparing the lesson plan.

DAY 1 (DATE : 22/4/2021)

DURATION: 1.5 hours

Being the first day, an ice breaking session was organised keeping in mind the objective of the lesson i.e., ‘Self-introduction’. The students were welcomed to the class by using basic etiquette words like “Good evening” and “Welcome” so as to encourage them to use these words in class. I introduced myself and also familiarised them with the goals of the course. They were made to be engaged in casual talks with me to gain their confidence and to gauge their linguistic competence. To identify their areas of interests further, they were asked to show/display some of their craft works to the entire class. The students actively participated in the activity.

Diya Aneesh displayed her bottle art and Thejas R. displayed his paper craft. The students were encouraged to appreciate the works of their classmates using positive adjectives like good, beautiful, cute, etc ... The students were then shown a YouTube regarding self-introduction which they watched with interest.



They were asked to watch the video attentively so as to identify the main points in the conversation which would be taken up for discussion in the following class. The session was monitored by Mrs. Suja Mercy Varghese of the institution.

A bilingual approach of using English (80%) and Malayalam (20%) was adopted in class as the students are not yet very strong in English. In the following classes a slow transition will be made to attain 100% English classes.

DAY 2 (DATE : 23/4/2021)

DURATION: 1.5 hours

The students were welcomed to the class by using the etiquette words they were introduced to in the previous class. They were also asked to welcome each other in different ways to avoid repetition. This activity cheered up the class. In continuation of yesterday's lesson, the students were made to recollect the main points from the YouTube video regarding self-introduction. The points were consolidated in a mind map that was displayed on the screen. The points collected included name, place of residence, institution associated with (school and class), hobbies, etc . . . The students were encouraged and complemented while they raised the points which not only acted as a positive reinforcement but also familiarised them to positive adjectives.

The students were made to introduce themselves as a part of the assessment. The students actively participated in the session with a genuine interest from their side to make each presentation as distinct from each other (as they were asked to). Few students including Priya Biju and Gadha Sajan volunteered to dance and sing as part of displaying their hobbies. Furthermore, a bilingual approach was continued in class today with achieving about 90% instruction in English. The students were given assistance when they required English terms for a few words in Malayalam. Such translations were provided by giving them contextual clues so as to ensure that the meaning making process



makes a stronger impression in their minds. The class was monitored by Ms. Kripa Daniel, a teacher working in the institution.

DAY 3 (DATE : 26/4/2021)

DURATION: 1.5 hours

The students were engaged in casual conversation for about fifteen minutes before class formally commenced. This consists of general enquiries regarding the student's inclinations and activities during the day. A genuine compulsion was exerted to elicit responses in full sentences rather than one-word answers which they were comfortable with. Athulya M.J., a student exhibited much confidence in doing so in comparison with others. The lesson focussed on describing things. To introduce them about the process of describing objects a relevant video from YouTube was screened. To actively engage the students in participating in the session, they were asked to contribute to the pointers to plot a mind map on screen. The collected points included shape, material, colour, size, purpose/ use etc. They were appreciated for their contribution as a positive reinforcement. As part of the teacher's activity, I initially displayed the object (a door) for description on screen and described it according to the points plotted on the mind map. Later an object was described (a toothbrush) and then it had to be guessed by the students. It was displayed when they guessed it right. As for assessment, the names of different objects were sent to each student privately. They were given 3 minutes to prepare. Later, one by one they were asked to describe the object for the rest of the class to guess. The object was displayed when the class guessed it right. The students enthusiastically participated in the activity and thoroughly enjoyed it.

DAY 4 (DATE : 27/4/2021)



DURATION: 1.5 hours

The students were asked to openly discuss the issues faced by them while attending the class. They gave much positive feedback about the classes being very engaging. They also raised the issues of not being unable to comprehend when I accidentally speak too fast while making the transition towards a 100% english instruction mode. I learned that the transition process has to be slowed down and hence adopted the new strategy of repetition of utterance. This will ensure that the instructions are imprinted in the minds of the learners. Furthermore, the students were also asked to interrupt me if they felt that they were not able to follow the lessons. I used this as an opportunity to introduce them to a few etiquettes of speaking like using “excuse me”, “can you please repeat it”, “I am sorry” etc. . The students were introduced to the various directions like North, West, North-West etc... using a map of India. they were given various reference points to identify places on the basis of their relative positions of the map. A genuine pressure was exerted to speak in complete sentences. In making the descriptions more vivid, the students were told to add points like the major attractions of the place, the general weather, whether it is a coast or a hilly region etc..

As for assessment the students were asked to provide the description of the place for others to guess and displaying a picture of the place as a reward for the right guess. The students thoroughly enjoyed the assessment session and most of the places were local tourist destinations. In a discussion with Mrs. Suja Mercy Varghese it was decided that a fifteen-minute private session has to be implemented. It would be immensely beneficial for the student as the instructor would be able to assess the performance and assist their growth catering to their specific needs.



DAY 5 (DATE : 28/4/2021)

DURATION: 1.5 hours

The students were asked to talk to each other using the polite markers discussed with them earlier so as to equip them to engage in casual conversation with their peers in English.

Required assistance was provided with certain words they were not familiar with by giving contextual clues. Thejas R. showed much confidence during the session and attempted to tell others about the steps involved in washing cars.

To motivate the students to participate actively in class and keeping in mind the objective of describing people, they were shown pictures of famous people. The students were able to identify the individual by name. A genuine compulsion was then exerted to go into the details of the description including what the individual does etc... A mind map was plotted to include the points they suggested. It contained points such as gender, age, place of birth, profession, hobby, languages known etc...

Images of a few famous individuals like Narendra Modi, Pinarayi Vijayan and Mohanlal were displayed for them to describe using the points. They were successful in doing so and they managed to raise hands one by one to provide their points. Later, each student was given time to send the name of a famous personality privately. They would then describe the person to the rest of the class who were to guess the individual implied by the student. The picture of the individual was displayed on the correct guess.

No.	Student	Personality
1.	Ashlin Shinu	Actor Vijay
2.	Gadha Sajan	Jawaharlal Nehru
3.	Priya Biju	Rajiv Gandhi
4.	Maya Manoj	Jayalalitha
5.	Diya Aneeha	Oommen Chandy
6.	Shibin P.	Indira Gandhi
7.	Thejas R.	Actor Neeraj Madhav



8.	Shawn Biju	Dr. B. R. Ambedkar
9.	Athulya M.J.	Rahul Gandhi
10.	Alfia T.S.	Actor Mammooty
11.	Ajmal P. A.	Sonia Gandhi

Thejas R. was attended to during the special class. He stated that he enjoyed the classes and faced issues with articulation. He has been instructed to speak to his siblings in English while at home and to watch cartoons in English.

DAY 6 (DATE: 29/4/2021)

DURATION: 1.5 hours

Today's lesson focussed on enabling students to talk about their favourite games. As a motivational activity, the students were asked to name the games they liked to play. There was a genuine compulsion exerted on the students to elaborate on why they liked the game. As for the pupil's activity, I explained my favourite game to the students. It was Monopoly and they listened to the description with keen interest. The presentation was accompanied by pictures of the board game. Later during the teacher's activity, the students were asked to draw up a mind map of how they should go about the process of talking about their favourite games. It included points such as rules, instructions, score calculation and objects required. The students then sent in the names of their favorite (different from the ones discussed earlier) privately. For the assessment session, they had to then explain the games to the others with the help of the mind map without naming so as to enable the others to guess it.

The images of the names were displayed on successful completion of their turns. The students actively participated in the game. They also used polite markers while speaking.



N o.	Name of Students	Game assigned
1.	Diya Aneesh	Football
2.	Thejas R.	Free Fire
3.	Ashlin Shinu	Ludo
4.	Gadha Sajan	Snakes and Ladders
5.	Priya Biju	Cricket
6.	Alfiya T.S.	Carroms
7.	Ajmal P.A.	Kho-Kho
8.	Athulya M. J.	Badminton
9.	Viswas	Temple Run

When the students were engaged in casual talk, they were compelled to speak about the pandemic scenario. They talked about their coping strategies and general hygiene practices they have adopted. Ajmal suggested drawing as a fun engagement and Diya talked about bottleart. Priya and Gadha talked about the Covid-19 protocols with regards to masking and handwashing. Assistance was provided when the students found it difficult to articulate.

Viswas was attended to during the special class. He admitted issues of not being able to speak confidently in front of others. He has been asked to converse in English to his siblings as a pastime. A few video links to famous childrens' stories have been sent to him to watch, which he would have to summarise during his next special class. The session was monitored by Mrs. Suja Mercy Varghese.



DAY 7. DATE: 30/4/2021

DURATION: 1.5 hours

The objective of today's lesson was to enable students to give road directions. To motivate and familiarise the students with the general conventions of doing so, the path to a specific destination was displayed on screen. They were asked to give instructions to the cursor to reach the destination from the starting point. A discussion regarding the conventions they followed was facilitated during the pupil's activity. They came up with points including clarity, following a step-by-step process and using appropriate landmarks. As for the teacher's activity, I gave them directions to my house from the major bus terminal of the village (a common place that all students were familiar with) adhering to the steps they had pooled in. The assessment was also conducted similarly, where each student had to give the directions to their homes. Required assistance was provided for words like "sharp turning", "lane", etc... The students were compelled to provide geographic markers and landmarks to make the description more vivid. All students succeeded in doing so, except for Athulya M.J. who seemed quite reluctant and hesitant, but through excessive promptive she succeeded.

During the session on casual talking, Alfiya told a story to the class. Her articulation was slow and she strived to make the narration engaging. Further, the class was asked to respond to it. They required excessive prompting, yet they appreciated her.

The special class was taken for Gadha Sajan. She is regular to class and responds very well too. In the discussion with her, it was revealed that English is her favourite subject. She has been asked to read more stories in English and practice speaking and writing at home.



DAY 8. DATE: 1/5/2021

DURATION: 1.5 hours

In equipping students to freely respond to multimedia, today's lesson focussed on showing them YouTube videos of popular stories and eliciting responses from them. This activity was undertaken to sharpen their listening skills, which is integral to speaking skills. The following videos were thus screened in class as the motivational activity component:

1. The Necklace by Guy de Maupassant
2. Gulliver's Travels by Jonathan Swift

In the pupil's activity session, direct questions like name of the characters, places and dates were asked to elicit responses regarding the factual story line. It ensured that the students were attentive to the nuances of the plot.

During the teacher's activity part, the students were asked implied questions for which they had to use their understanding so as to respond. Bobby Bijoy Thomas responded very well in comparison to the others who required excessive prompting. As for assessment, they were asked to point out what they liked about the stories by giving a reason for the same. Most of the answers revolved around the morals of the stories.

During the casual talking session, the students were encouraged to talk about their pets. Thejas and Priya talked enthusiastically about the cats and dogs. The other students asked them relevant questions regarding the general maintenance of these pets. I facilitated the discussion and the students were eager to know more about feeding and vaccination.

Priya was attended to during the special class. She said that she was new to the school and was thus unfamiliar with her classmates since classes are held on the online platform. However, she hopes to interact with others during interactive



classes such as these. She was asked to talk about her day but was reluctant to do initially and was able to do so after excessive prompting. She is able to express her ideas well but she requires practice with articulation. She has been asked to practice speaking to her friends in English and watch the news in English.

DAY 9. DATE: 3/5/2021

DURATION: 1.5 hours

In order to further enable students to respond in English without inhibitions, the movie *Charlie and the Chocolate Factory* (2005) was screened. Due to time constraints only half of the movie could be finished. They thoroughly enjoyed the movie. They were then asked to speak about their impression of Willy Wonka's Chocolate Factory. Few said that it reminded them of theme parks and it was like a dream land. Only minimal prompting was required to elicit such responses but genuine pressure had to be exerted to ensure that they responded in complete sentences.

DAY 10 DATE: 4/5/2021

DURATION: 1.5 hours

The class started with continuing to screen the rest of *Charlie and the Chocolate Factory*. The students watched the movie attentively. Later they were asked to talk about their favourite characters. Few found Willy Wonka to be their favourite because of the chocolate factory he owns. A good majority agreed that Charlie was their favourite because of the values he upholds(eg: priority to family, caring etc...). Interestingly, few students also expressed their disregard to characters such as Violet and Mike Teavee. Only very minimal prompting was required to elicit such responses but genuine pressure had to be exerted to ensure that they responded in complete sentences.



DAY 11. DATE: 5/5/2021

DURATION: 1.5 hours

In enabling the students to make general enquiries in hospitals, today's lesson focussed on making phone calls to hospitals. The motivational activity was aimed at making the students familiar with the various departments in a hospital. A chart with the names and images of various hospital departments was screened. Implied prompts as given below were asked to the students which they had to answer using the chart given:

1. I have chest pain. What kind of doctor should I consult? (cardiologist)
 2. I fell down. I think I broke my leg. What kind of doctor should I consult? (orthopedician)
 3. My baby sister is having a cold. What kind of doctor should I consult? (pediatrician)
- The students were enthusiastic in giving their answers.

A YouTube video regarding booking appointments in hospitals was screened as part of the pupil's activity. They were then asked to come up with the steps associated with the process. The points were consolidated in a mind map as follows:

Self-introduction→Stating the issue →Enquiring about appointment slot→Naming the doctor/department for consultation→Appointment confirmation→Thank you

A demonstrative call was performed for students as part of the teacher's activity in which I took the role of both the patient and the receptionist.

As for assessment, to make the activity more engaging for the students, the ringtone of a phone was played in class before each of the students made their mock calls. The students came up with varying cases to avoid repetition. I made the task more complex call by call to make it more life-like. There was a genuine compulsion exerted on the students to speak because each call was made differently. Athulya, Priya and Gadha were given cases in which the doctor they had enquired for was not available for consultation and they were compelled to seek alternative appointments with other doctors of the same department. Thejas



and Viswas were given cases in which they had to reschedule their appointments with the doctors they had already booked consultation with. Sibin and Bobby were given cases in which they had to postpone their appointments due to emergencies. The discussion that followed each call was immensely beneficial to the entire class for each of them were given a glimpse into the complexities that may arise from such simple exercises as booking an appointment.

During the session on casual talking, Alfiya talked about how she spends her day during the lockdown. It was an engaging session and she was enthusiastic to talk about her gardening activities. She required assistance to translate certain terms to English. It was done by giving contextual clues and prompts.

Diya Aneesh was attended to during the special class. She expressed that she faces difficulties with articulation. She also said that she is not confident with her command over the language. She has been asked to watch the news in English. A few video links have been sent to her as a starting point to engage herself with. Later she has been asked to watch such videos and talk about it to her peers.

DAY 12. DATE: 6/5/2021

DURATION: 1.5 hours

In enabling the students to make general enquiries in travel agencies, today's lesson focussed on making phone calls to book tickets for travelling. The motivational activity was aimed at making the students familiar with the various things that have to be kept in mind while booking tickets. A clear image of a train ticket, highlighting its major parts was screened. Implied prompts were raised to the students to state why they thought certain areas were highlighted.

Few highlighted areas included:

1. Name of the passenger,
 2. Date of travel,
 3. Point of departure,
 4. Point of arrival,
 5. Time,
 6. Seat type (class, coach etc...)
 7. Price of the ticket
- The students



actively participated in giving their answers.

A YouTube video relevant to the lesson was screened as part of the pupil's activity. The students were then asked to come up with the steps associated with the process. The points were consolidated in a mind map as follows:

Self-introduction→Stating the purpose of the call →Enquiring about availability of flight/train→Giving the required information→Asking to repeat the details→Verifying the information→Ticket Confirmation→Thank you

A demonstrative call was performed for students as part of the teacher's activity in which I took the role of both the traveller and the travel agent.

As for assessment, to make the activity more engaging for the students, the ringtone of a phone was played in class before each of the students made their mock calls. The students came up with varying destinations to avoid repetition. I made the task more complex call by call to make it more life-like. There was a genuine compulsion exerted on the students to speak because each call was made differently. Viswas, Priya and Sibin were given cases in which the train they wanted to travel was fully booked and they had to go for alternative options. Gadha and Ajmal were given cases in which the train they wanted to travel by was cancelled. Athulya and Alfiya were given cases in which the coaches of their preference were fully booked. Bobby and Diya were given cases in which there were no trains in the time they wished to travel.

Though the activity seemed a simple one, the complexities involved in each case made the students understand how to handle them in real life scenarios. The discussion that followed each call was immensely beneficial to the entire class for each of them came up with possible alternatives and solutions.

During the session on casual talking, Viswas talked about the process of making an omelette. The students listened to him attentively. They later talked about how their omelets were different from that of his. I had to facilitate the discussion by giving prompts in certain areas.



Ajmal was attended to during the special class. He admitted issues regarding lack of confidence to speak to others as he had problems with articulation. He has been asked to contribute to the classroom discussion without any inhibitions, as the entire class consists of his friends. He has been asked to switch to watching cartoons in English.

Day 13. DATE: 7/5/2021

DURATION: 1.5 hours

To enable the students to describe processes, today's lesson focussed on letting students talk about cooking their favourite dishes. To motivate them to participate actively in class a video was screened in class. It was a three-minute video of me baking a chocolate cake. The students became very interested in the activity after watching the video. As pupil's activity, they were asked to point out what they liked about the video. Later during the teacher's activity they had to plot a mind map of the most important pointers. It included ideas such as clarity of expression and that everything had to be stated in a 'step-by-step' manner. They were then given 8 minutes to prepare for the assessment activity of sharing the recipe of their favourite dish. They were also asked to privately inform me about the dish of their choice so as to avoid repetition. As they prepared for their presentation, I prepared a slideshow of their dishes which was to be screened right after they shared their recipes. The recipes shared by the students are as follows:

N o.	Student	Recipe
1.	Thejas	Omelette
2.	Viswas	Bread toast
3.	Gadha	Tea
4.	Priya	Lime juice
5.	Alfiya	Bread fries
6.	Ajmal	Bread omelette



7.	Sibin	Sharjah shake
8.	Boby	Potato fries
9.	Diya	Chapathi
10	Deavika	Scrambled egg

The students were very active during the class. They also encouraged and appreciated each other during the presentation. The display of their dishes on the screen acted as a positive reinforcement. The activity required minimal prompting but assistance was given to translate certain terms to English.

Sibin talked about his day and his cycling experience during the session for casual conversation. He also contributed much about how he learned to cycle and his sense of accomplishment after having done so. The other students were actively engaged in the conversation with him.

During the special class, Alfiya expressed that she has inhibitions while speaking in English. She has been told that it is a problem faced by all beginners including myself. She has also been told to converse with confidence during the class for we are all eager to listen to her. With regards to issues of articulation, she has been asked to watch television shows in English and to practice speaking at home.

DAY 14. DATE: 8/5/2021

DURATION: 1.5 hours

To enable the students to describe processes, today's lesson focussed on letting students explain either a cleaning process or a demonstration of origami. To motivate them to participate actively in class, relevant YouTube videos were screened. As pupil's activity, they were asked to talk about what they liked about the video. Then they asked to recall the mind map discussed in class the previous day during the teacher's activity. The consolidated points included clarity of expression and that everything had to be stated in a 'step-by-step' manner. About



10-minutes oftime was given to them to prepare for the assessment activity of explaining either a cleaning process or a demonstration of origami. They were also asked to privately inform me about their activity in order to avoid repetition. The activities shared by the students are as follows:

N o.	Student	Process description
1.	Thejas	Paper ring
2.	Viswas	Washing a car
3.	Gadha	Washing dishes
4.	Priya	Paper butterfly
5.	Alfiya	Folding clothes
6.	Ajmal	Paper house
7.	Athulya	Paper boat
9.	Diya	Washing clothes

The students were very active during the class. They also encouraged and appreciated each other during the presentation. The display of their dishes on the screen acted as a positive reinforcement. The activity required minimal prompting but assistance was given to translatecertain terms to English.

Priya attended the special class today. She expressed that she enjoys the classes and that she has started practicing the instruction given to her during the previous special class. She is asked to continue doing so.



DURATION: 1.5 hours

Today's lesson focussed on enabling students to identify emotions. This will serve as the foundation for the next lesson in which they will have to narrate life incidents. To motivate the students to actively be engaged in class, a poster of various emoticons was displayed. They were then asked to identify the emotion associated with each of the emoticons.

During the pupil's activity they were told to talk about these emotions very briefly. Priya and Gadha were the students who were most active during the session. It was difficult to elicit responses from Deavika and Alfiya. Later during the teacher's activity, they were shown a video adaptation of Oscar Wilde's "The Happy Prince". They were also prompted to pay attention to various emotions depicted in the narrative. As for assessment, they had to talk about the emotions they identified. Priya, who was familiar with the story, readily responded that it is one of her most favourite stories. She said that she likes it because of its message that happiness is to be shared. Her response encouraged the others also to respond. Alfiya suggested that she found the mother to be sad because her child was sick. Gadha pointed out that the mother was surprised to find the ruby. Viswas identified the man with the book to be feeling hungry and sad before he got the sapphire. He said that the girl with the matches also felt the same way.

Furthermore, Thejas stated that the villagers were angry that the statue had lost its charm. Deavika said she felt sad when the swallow died and Ajmal said that he felt happy when the heart of the Prince and swallow made it to heaven.

Though the students were introduced to the emotions in the beginning of the exercise, it was difficult to elicit responses from them. The video had to be played twice. They also required assistance in framing the sentences.

They have been asked to come prepared to narrate life incidents in the following class with focussing on one emotion.

During the session on casual talking, the students talked about the Covid protocols they have been following. They actively participated during the session and contributed points regarding personal and social hygiene.



Deavika was attended to during the special class. She said that she was facing issues with her network connection which may be the reason for her delayed response in class. She has been asked to not worry about that and to let me know when there is an interruption in the connection. She has also been asked to try speaking in complete sentences while giving answers in class. A shift to watching videos in English has also been recommended.

DAY 16. DATE: 11/5/2021

DURATION: 1.5 hours

Following the lesson on enabling the students to identify and talk about emotions, today's class focussed on having students to narrate life incidents so as to communicate the associated emotions. I narrated a real-life incident of meeting an old friend of mine after 15 years accidentally to motivate the students to participate in the class. They were asked to identify the emotions dealt with in the narration during the pupil's activity. Gadha suggested happiness and Priya suggested surprise. Later for the teacher's activity, they were asked to point out the conventions followed while I was narrating. The points were consolidated using a mind map.

Diya suggested that emotions should be expressed well to ensure that the narration is engaging. Aksa added that it should follow a time-line i.e., from past to present and not to mix it up. All students were given 10-minutes to prepare for the assessment component in which each student was to narrate a life incident sticking to the points discussed using the mind map.

Although they required assistance in translating certain terms to English, they were able to structure their thoughts well. The following are the incidents discussed in class:

N o.	Student	Life incident narrated	Emotion
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1.	Priya	Parents gifting her a kitten	Surprise
2.	Gadha	Grandmother's demise	Sad
3.	Diya	Playing with her dog	Excitement
4.	Thejas	Leaving toys at relative's house	Sad
5.	Viswas	Playing with his dog	Happy
6.	Sibin	Learning to ride a bicycle	Excitement

During the general discussion, the students talked about the difficulties they faced with regards to the online class system. They raised issues concerning network problems and access to devices. They required prompting to a certain level and I had to open the discussion by stating my issues with attending online class. Taking cues from my talk, they raised their concerns.

Viswas volunteered to attend the special class. He said that he faced issues with constructing sentences so as to give answers/respond in complete sentences as he is expected to do. He also added that he has contact with English during the class hours. He has been asked to start conversing with his friends and siblings in English.

DAY 17. DATE: 12/5/2021

DURATION: 1.5 hours

In order to enable students to respond in English without inhibitions, the children's movie *Richie Rich* (1994) was screened. Only the first half of the movie could be screened in class today due to time constraints. The students thoroughly enjoyed the movie and watched it attentively. The screening was followed by a discussion on the issues they felt was bothering Richie. Thejas pointed out that Lawrence's greed for money was one such issue. Yet another issue as pointed out by Gadha is that Richie lacked friends. Priya said that she was impressed by the love that Richie has for his dog Dollar. The students also agreed that it is a sad



state of affairs that Richie is not allowed to play with others of his age. Very minimal prompting was required to elicit responses from students. There was genuine pressure to ensure that they responded in complete sentences.

DAY 18 DATE: 13/5/2021

DURATION: 1.5 hours

The class started with continuing to screen the rest of *Richie Rich*. The students watched the movie in much excitement to find out what happens to Richie in the end. Later they were asked to talk about their favourite characters. Taking cues from the previous day's class Priya said that she liked Dollar (Richie's dog) the best. Gadha identified Cadbury to be caring, though she was unsure of what the butler system really was. The students were then given a short introduction to the butler system. Then they were asked why Richs stored the things that Richie used as a baby in the family vault. Most students readily agreed that they did so because they considered those objects to be more precious than money. Similar to the previous day, only very minimal prompting was required to elicit responses from students. They thoroughly enjoyed the session.

DAY 19 DATE: 14/5/2021

DURATION: 1.5 hours

To enable students to communicate without any inhibitions, the objective of today's class was to make them summarise YouTube videos of famous children's stories. A short video adaptation of "The Ugly Duckling" was screened to motivate them. During the pupil's activity, they were asked to summarise the narrative one-by-one taking turns to complete it. Only minimal prompting was required to elicit responses. The students were continually encouraged as they gave their responses which in turn made them participate in the session actively. The students were asked to find the videos that they wanted to work on individually during the teacher's activity. A list of the stories were made so as to avoid repetition. Later, they were asked to prepare for their presentation which would constitute the assessment. They were given 12-minutes to prepare for their



presentation. The stories summarised are as follows:

No	Student	Story
1	Thejas	The Frog King
2	Viswas	The Lion and the Mouse
3	Gadha	Dove and Ant
4	Priya	Elephant and Friends
5	Alfiya	Who is Happy
6	Ajmal	The Greedy King (King Midas)
7	Athulya	The Selfish Giant
9	Diya	Cinderella

The students required minimal prompting in the exercise. They needed assistance with translating certain words into English, yet they were able to present it fairly well.

During the session on casual talking, the students were briefed about the interview that is scheduled for the following day. The students asked their doubts about tomorrow's session and it was cleared.

Athulya was attended to during the special class. She is a student who has been able to give answers in a well structured manner. She said that she enjoys watching English movies and has been doing so along with her older sister. He has been asked to continue to engage with the language while at home.

DAY 20 DATE : 15/5/2021

DURATION: 1.5 hours

Being the last day of the twenty-day session on Spoken English, an interview was conducted for the students in which they were all asked to introduce themselves before asking other questions related to the topics covered so far. The students introduced themselves confidently and clearly. Later, they were given tasks such as is given below:

The students actively participated in the session. Their presentations were

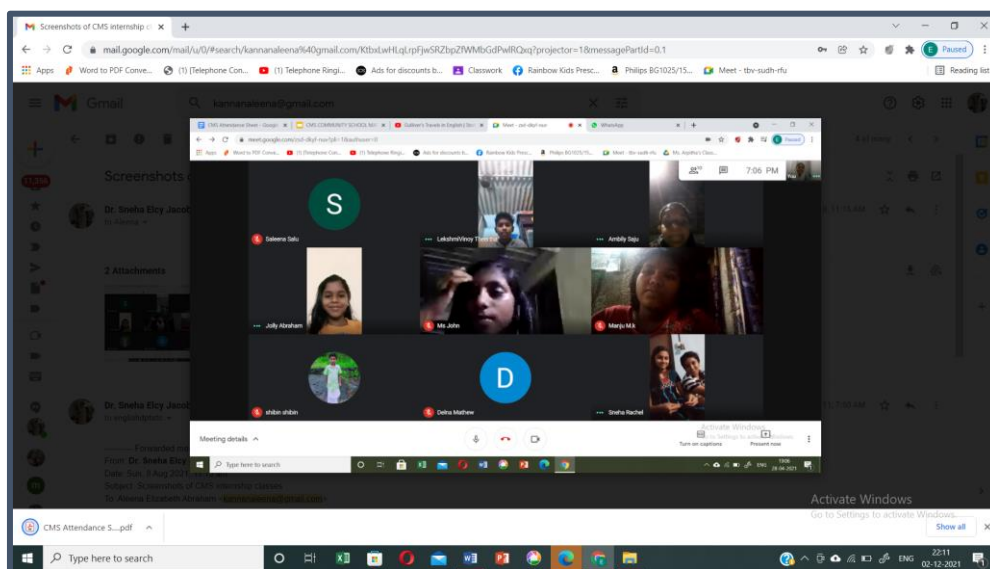


ST. THOMAS COLLEGE, RANNI

accompanied by a screen display of relevant images. The presentation included images of Diya's chapathi, Thejas' water bottle etc... which acted as a positive reinforcement.

N o.	Student	Task
1.	Diya	Cooking process- making chapathi
2.	Viswas	Describing game- Temple Run
3.	Athulya	Describing person- actor Mohanlal
4.	Alfiya	Describing places using map- Thiruvananthapuram-Chennai-Pondicherry
5.	Priya	Booking ticket at a travel agency
6.	Ajmal	Explanation of his paintings
7.	Gadha	Booking appointments in hospitals
9.	Thejas	Describing object- water bottle

The session was followed by a farewell speech from my end. Mrs. Suja Mercy Varghese monitored the class and concluded it with her warm words. A class photo was also capture





ST. THOMAS COLLEGE, RANNI



DEPARTMENT OF ENGLISH
ST. THOMAS COLLEGE

PAZHAVANGADI P.O., RANNI, KERALA

No

Date : 05/04/2021

The Headmistress,
CMS UP Community School,
Ranni

Respected Teacher,

In continuation of the English Language training classes conducted in your school by the staff and students of my department for the past few years, I would like to arrange a 30 hour spoken English class for your students during this academic year, 2020-21.

In the present pandemic situation, we could not arrange any class early this year. Upon my request Ms. Aileen Elizabeth Abraham, a first-year MA English student of Stella Maris College, Chennai has consented to join us in the venture. She has completed her internship in English Language Teaching with "Teach for India" and has also previously led sessions on EHT in my department for UG students.

Our final year students Bibin T. Biji, Fathima Ahmed and Grace Ann Johnson will also participate by sharing their inputs in lesson plan preparation. We plan to start the classes by the third week of April 2021.

Now I humbly request you to grant permission. Hope you would do the needful.

Thanky' You
Yours sincerely

HEAD

DEPARTMENT OF ENGLISH
ST. THOMAS COLLEGE



Permission
SILVIA MERCY VARGHESE
Headmistress
CMS Community UP
Ranni



ST. THOMAS COLLEGE, RANNI

ATTENDANCE REGISTER

Sl. No.	Name	22/4	23/4	26/4	27/4	28/4	29/4	30/4	01/5	03/5	04/5	05/5	06/5	07/5	08/5	09/5
1.	Adarsh Manoj	0	0	0					0							
2.	Amalmon Aji	0	0	0					0							
3.	Ashlin Shinu	1	0	1		1	1	1	0	1		1	1	1	1	
4.	Deavika Vinayan	1	1	1		1	1	1	0	1	1	1			1	1
5.	Gadha Sajjan	1	1	0		1	1	1	0	1	1	1	1	1	1	1
6.	Priya Biju	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7.	Jefi Jis	1	1	1					0							
8.	Jorfi Jis	1	1	1					0							
9.	Aksa P. M.	1	0	0			1	1	0		1	1				
10.	Alfiya T.S.	1	1	1	1	1	1	1	1	1	1			1	1	1
11.	Dona Peter	0	0	0												
12.	Thejas R.	0	1	1	1	1	1	1	1	1	1	1		1	1	1
13.	Boby Bijoy Thomas	1	0	0							1	1	1		1	1
14.	Diya Aneesh	0	0	1	1	1	1	1	0	1		1	1		1	1
15.	Maya Manoj	0	1	0												
16.	Sreya Susan Biju	0	1	0	1	1										
17.	Subeesh Suku	0	1	0												
18.	Shibin Mathew	0	0	0		1					1	1	1			
19.	Renson Sam Thomas	0	0	0												
20.	Sonu C Vijayan	0	0	0												
21.	Sona C Vijayan	0	0	0												
22.	Sabin P Shaji	1	1	1	1		1									
23.	Akashmon	0	0	0							1	1	1			



ST. THOMAS COLLEGE, RANNI

24.	Alex Anish	0	0	0														
25.	Shawn Biju	0	1	0		1	1											
26.	Athulya M. J.	1	1	1	1	1	1	1	1	1			1	1	1	1		
27.	Ashbin	0	0	0														
28.	Abiya	0	0	0														
29.	Adithya Anil	0	0	0														
30.	Bhagya	0	0	0														
31.	Ajmal P. A.	1	1	1	1	1	1	1	1	1	1			1	1	1		
32.	Viswas						1	1	1	1	1	1		1	1	1		

Sl. No.	Name	11/5	12/5	13/5	14/5	15/5												
1.	Adarsh Manoj																	
2.	Amalmon Aji																	
3.	Ashlin Shinu																	
4.	Deavika Vinayan		1															
5.	Gadha Sajan	1	1	1	1													
6.	Priya Biju	1	1	1	1													
7.	Jefi Jis																	
8.	Indira																	

14.	Diya Aneesh	1	1	1														
15.	Maya Manoj																	
16.	Sreya Susan Biju																	
17.	Subeesh Suku																	
18.	Shibin Mathew																	
19.	Renson Sam Thomas																	
20.	Sonu C Vijayan																	
21.	Sona C Vijayan																	
22.	Sibin P Shaji	1																
23.	Akashmon																	
24.	Alex Anish																	
25.	Shawn Biju																	
26.	Athulya M. J.	1																
27.	Ashbin																	
28.	Abiya																	
29.	Adithya Anil																	
30.	Bhagya																	
31.	Ajmal P. A.	1																
32.	Viswas	1	1															



ST. THOMAS COLLEGE, RANNI

UNNATH BHARATH ABHIYAN

St Thomas college, Ranni has been selected as a participating institute under UBA (unnath Bharath Abhiyan), a flagship programme of Ministry of Human Resource Development. Dr. Ansu Jacob, HoD, Department of chemistry has been selected as the coordinator of the program. The objective of the program is to engage reputed higher educational institutions to understand and work in rural areas. Under this programme five villages from ranny taluk has been adopted-Angadi, Pazhavangadi, Chethakkal, Vadasserikara and Athikayam. The mission aims at bringing about transformational change in rural development process. In order to understand the living conditions in the adopted villages and to access the local problems and needs. Surveys are conducted and also meetings with elected public representatives of villages are conducted as a part of development process, planning and implementation.

UBA ACTIVITIES

DISTRIBUTION OF HAND SANITIZERS AND MASKS

Due to COVID 19 outbreak widespread scarcity for masks and sanitizers were reported. To make these basic facilities available among rural people distribution of hand sanitizers and masks and training for the preparation for same were initiated with the help and guidance of Dr. M.M.Shambu, Hospital superintendent, Ranni Taluk Hospital in collaboration with the Department of Chemistry, St. Thomas College, Ranni.

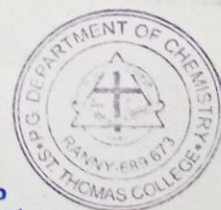
SETTING UP OF ISOLATION WARDS IN RANNI TALUK HOSPITAL.

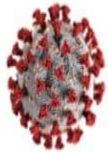
In the wake of COVID 19 pandemic, enhancement of basic facilities of all hospitals in the area were necessitated. In this scenario we were able to make considerable contributions in setting up isolation wards in the Ranni Taluk Hospital.

SETTING UP OF BANNERS ABOUT COVID 19

Sudden outbreak of the pandemic created confusion and panic among people. To create awareness among people about various preventive measures detailed banners with illustrations were set at various parts of villages.

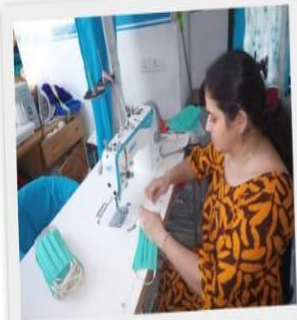
Dr. Ansu Jacob
Head of the Department
Department of Chemistry
St. Thomas College
Ranny - 689 673





INFECTION CONTROL & SAFE GUARD PROGRAMME

St:Thomas College Ranni(Unnat Bharat Abhiyan)



റാന്നി ഡെന്റ് താലൂക്ക് കോളേജ് വെള്ളം, തിരിച്ചു നൽകിയ സാമൂഹിക സൗകര്യം, മാർക്കറ്റിൽ പ്രദർശിപ്പിച്ചു. ഈ മാർക്കറ്റിൽ വെള്ളം താലൂക്ക് സൗകര്യം ലഭ്യമാക്കുന്നു.

താലൂക്ക് ആരോഗ്യപ്രതിരോധ സാമൂഹിക സൗകര്യം മാർക്കറ്റിൽ

റാന്നി • ഡെന്റ് താലൂക്ക് കോളേജ് വെള്ളം, തിരിച്ചു നൽകിയ സാമൂഹിക സൗകര്യം, മാർക്കറ്റിൽ പ്രദർശിപ്പിച്ചു. ഈ മാർക്കറ്റിൽ വെള്ളം താലൂക്ക് സൗകര്യം ലഭ്യമാക്കുന്നു.



Activities of UBA during covid Pandemic Period 2020-21