

Kerala University Curriculum Fair 2018

*A PLATFORM TO SHOW- CASE
INNOVATIONS IN CURRICULUM
PRACTICES*



Organized jointly by

**Curriculum Development Centre, Dept. of Education,
IQAC & FLAIR, GoK**

Date: March 16-18, 2018

**Venue: Student's Amenity Centre,
University of Kerala Office Campus, Palayam
Thiruvananthapuram**

**Report of Kerala University Curriculum Fair 2018
&**

Exhibition

(March 16-18, 2018 from 10 a.m. to 5 p.m.)

Jointly organized by Curriculum Development Centre, UoK in
collaboration with
IQAC, UoK & FLAIR, GoK



“Kerala University Curriculum Fair 2018” was organized under the joint auspices of the Curriculum Development Centre (CDC), University of Kerala, IQAC, University of Kerala and FLAIR, Govt. of Kerala. There were 62 posters were presented in the Fair-2018. Many of the posters articulated curriculum innovations, which showed clear roadmap to encourage educators to challenge the conventional norms and think out of box to emulate ways for reaching all types of learners with individualized styles. The Curriculum Fair-2018 was successfully coordinated by Dr. Asha J.V, Hon. Director, Curriculum Development Centre by collaborating with the Internal Quality Assurance Cell (IQAC) of the University and Fostering Linkages in Academic Innovation and Research (FLAIR), Govt.

of Kerala. This report compiles the proceedings, participants list and the posters. It is expected that the report would trigger wider participation in coming years.

The posters presented in the Curriculum Fair-2018 generally provided strong support for students' social development. The entries in the Fair-2018 depicted blueprints of opportunities to work collaboratively, in pairs and in groups, and to develop the skills of teamwork and leadership. They also had rich opportunities for discussion and debate, often with representatives from the wider community and business. This was more than an academic exercise, since many of the posters illustrated ways to tackle real issues with real people. The Fair-2018 witnessed pockets of innovation sprouting up across the educational landscape. But our universities continue to keep at arm's length in democratizing imperative of "giving voice" to the innovative ideas.

The Curriculum Fair-2018 was in letter and spirit a platform for showcasing the reality that curriculum implementation is the reaction between the teachers, learners and other stakeholders in education geared towards achieving the objectives of education. The posters exhibited displayed the relevance of the present rhetoric of learning as distinct from earlier concepts of education. There were posters exploring the successful practices in Curriculum and its transaction, those which depicting the Innovation in the classroom, in the curriculum and thereby fostering innovative application and execution of skills for continuous improvement. Some of the posters tried to bring out the genuine learning environment prevalent in learner-centred approaches, which triggered continuous learning processes and some others were depicting how to facilitate learning in real-life situations and providing guidelines to promote experiential learning. The variety and novelty of ideas was the hallmark of every poster entered in the Fair.

The Fair-2018 was also a platform, which corroborated the academic insight and strength of the faculty of Kerala University departments like Institute of English, Dept. of Commerce, Dept. of Archeology etc. to translate their ideas into workable blueprints and to develop program for its successful implementation. The Curriculum Fair was designed for six days. Posters representing innovative ideas were invited from Teachers of Universities, Colleges and teacher education institutions sufficiently early. Sixty-four entries in the form of Posters were received for the Fair. All the posters were arranged on the Students Amenity Centre, University of Kerala, Palayam in a systematic way.

The inauguration of the Fair had been done in an informal way but with eminent persons gathered together for visiting the Fair. The Session was blessed by the presence of honourable Vice Chancellor of the University of Kerala, Prof. (Dr.) Gopinath Ravindran. After a brief welcome address delivered by Dr. Asha J.V., the Hon. Director of the Curriculum Development Centre, Prof. Gopinath inaugurated the Fair and had a quick view of all the displayed posters. It was followed by a keynote address by Prof. Theresa Susan, Head, Dept. of Education, who chaired the session. The Inaugural function was graced by the team of experts, Prof. A.R. Rajan, Prof V.Reghu, Prof. Celine Pereira, Dr Jaikiran K.P., Prof. Sabu S. Padmakumar and a few Syndicate members.



It was very much encouraging that the Hon.VC found time to step in to view the posters and interact with the presenters. There was an evaluation using a tool developed for the purpose. Teams of student teachers from different teacher education colleges along with their Teachers visited the Fair. Besides, teachers, Research Scholars, NGOs, teachers and students from Arts and Science Colleges and University Departments viewed the exhibited posters. The exhibition lasted till 5.00 pm in the evening on 22nd March, 2018. The closing of the Fair- 2018 was with the Valedictory session conducted at Dept. of Education Seminar Hall. Prof. Simon Thattil, Director, IQAC made the presidential Address and distributed certificates to the participants and trophies to 10 top rated entries of the Fair-2018. Prof. Theresa Susan, and the Faculty members and students of the Dept. of Education graced the occasion by their presence. All the visitors appreciated the conduct of the Fair. Local hospitality was provided to the participants and volunteers of the Fair.

Dr Asha J.V., Hon. Director,
Curriculum Development Centre, University of Kerala

FORMAL INAUGURATION OF CURRICULUM FAIR-2018



Hon.V.C. and Syndicate Members viewing the posters



Team of Experts with Convener- Prof. A.R.Rajan, Dr. Asha J.V.,
Prof. Sabu S. Padmakumar & Dr. Jaikiran



Brochure of Curriculum Fair-2018

Display at the venue

The posters shall be put up at the fair venue and an evaluation will be done by an expert team. The best posters will be awarded with a cash prize and memento. Teachers and Teacher Education students shall be invited to view the posters and interact with the poster presenters. Certificate of participation shall be issued to all participants. The exhibition of posters will last till 18th March, 2018.

Participants

Teachers of different Universities, affiliated colleges, DIETs and TTIs, Researchers and Student teachers can also participate with the authentication of their supervising teachers.

Important Dates

Registration: 10am, March 1, 2018
Last date of entries: 5pm, March 09, 2018
Display at venue: 2pm, March 15, 2018
Presentation by participants in the Curriculum Fair: 10am to 5 pm, March 16, 2018
Exhibition of entries: 10am to 5 pm, March 16-18, 2018

To the Principals of Teacher Education Colleges ...

Dear Sir/ Madam

The Curriculum Fair and exhibition during March 16-18, 2018 will feature presentation of model curricula in the form of posters. This will be a space for educators and students to connect and exchange, learn from each other and take new ideas back to their classrooms. So please encourage your faculty and students to participate in the Fair and the Exhibition. It will be convenient if you reserve your priorities and ensure the convenient time in advance for your students viewing the exhibition. Kindly ensure at least two entries from your faculties at the Fair. Please do book in advance the time for your students' visit to the Fair exhibition. Kindly communicate the information about Curriculum Fair-2018 to other academic communities.

Thank you

Organising Team



**CURRICULUM FAIR 2018
&
EXHIBITION**

March 16-18, 2018

Student Amenity Centre
Karala University Office Campus
Palayam, TVM

**Format of the
REGISTRATION SLIP**

Name of participant/s: Ms/Mr/Dr.

Designation and Institution:

Address for Communication:

Telephone Numbers:

Mobile:!

Email ID:!

Title of the Poster:

Signature:

Date:

(you may register online by sending an e-mail)

Kerala University

Curriculum Fair 2018

*A PLATFORM TO SHOW-CASE
INNOVATIONS IN CURRICULUM
PRACTICES*



Organized jointly by

Curriculum Development Centre, Dept. of
Education, IQAC & FLAIR, GoK

Date:

March 16-18, 2018

Venue:

Students' Amenity Centre, University of
Kerala, Office Campus, Palayam
Thiruvananthapuram

Organizing Committee:

Chief Patron

Hon. Vice-Chancellor
University of Kerala.

Chairperson

Dean, Faculty of Education
University of Kerala.

Organizing Secretary

Hon. Director

Curriculum Development Centre

Members

Team, IQAC

Director, FLAIR, GoK

Faculty members, Dept. of Education

The Third Annual Curriculum Fair and Exhibition will be held during March 16-18, 2018 from 10 a.m. to 5 p.m. This is an innovative approach to display the curricular changes modelled in unique fashions. This event will provide the academic community with an intellectually stimulating and collaborating experience to pool their expertise. It is hoped that this will be a platform for pulling together enthusiastic teachers of Universities, affiliated colleges, DIETs and TTIs to display the best curricular practices and cross curricular ideas for the appreciation and consideration of the wider academic community.

Those who are interested to take part may prepare posters of maximum size 90cmX90cm depicting the unique curricular practices along with pictures. The posters shall engage students in real problem solving scenario. The entries for the Fair should ideally involve:

A new area of study



An Innovation (in the classroom, in the curriculum, innovative application and execution skills, Continuous improvement)

A display of a successful unique practice in classroom learning (Genuine learning environment/Learner-centered approach/ Continuous learning process/Learning in real-life situations)



A greater in-depth presentation of student engagement in something with contemporary relevance (Students' academic engagement/ commitment to ethical values/ self-development and development of the affective domain/ enhancement of thinking skills/Faculty engagement and dissemination of knowledge/ Responsiveness, accountability and commitment to the community and region)



All submission and enquires shall be made to :

E-mail address: cdccok2009@gmail.com! or
WhatsApp: 9497641380
Phone No. 0471 2304718 Mob. 9447043489
Contact: Hon. Director,
Curriculum Development Centre
Dept. of Education, Thycand,
Thiruvananthapuram

Concept Note

The UGC National Curriculum Development Centre of the University of Kerala is a study centre of the University functioning at the Department of Education to carry out innovative measures in the lines of enhancing scholarship, progressing research and encouraging extension activities in the field of curricular interventions. The Centre, along with the Department of Education, IQAC and FLAIR put their resources together and organised a maiden venture in the form of the 'Curriculum Fair-2016 & 2017' for teachers and students of colleges and higher secondary schools with the intention of providing basic awareness in curricular innovations. It is understood then that a Fair like this would be a sincere effort to familiarize and equip practising teachers and student teachers to think in novel ways and put forward fresh ideas to refresh our curriculum, its transaction and knowledge generation.

The posters exhibited should display the relevance of the present rhetoric of learning as distinct from earlier concepts of education. They should also:

- explore the successful practices in Curriculum and its transaction depict the Innovation in the classroom, in the curriculum innovative application and execution of skills for continuous improvement.
- bring out the genuine learning environment prevalent in learner-centred approaches which triggers continuous learning process
- facilitate learning in real-life situations
- provide ways to promote experiential learning

Any area of learning presented in a novel way to facilitate curricular innovation can be the theme of the poster, provided it should be a testimony to the capability and potentiality of today's knowledge society. Also the posters must depict how academic engagement can help students fashion their self-development, especially the development of the affective domain, enhancement of thinking skills and dissemination of knowledge.

Specifications of the Poster

- Those who wish to present posters must prepare it with a maximum size 90cm x 90cm depicting the unique curricular practices along with pictures. The

viewer should walk away remembering you and your work, not the way the poster looked. Your poster should include the following elements:

- Title
- Contributor's address with affiliations and email

Text Size and Font choice

- The body of your poster should have a minimum 2 point font. Viewers should be able to read your smallest text from a few feet away.
- The title of your poster should have a 50+ font size depending on the size of your poster and the length of the title.
- Avoid elaborate, difficult-to-read, or cartoon-like fonts

Images - Best Practices

Be careful to check your images to make sure that the resolution is appropriate for your large format poster. Sometimes images that look great on the web are much too small to print at 90cmx90cm. Use the Zoom button (in the View tab) to look at your poster at 100% scale. Do your images still look good?

Final Checklist

- Can you read the title from several feet away?
- Did you include all relevant sections?
- Are authors listed? With contact information?
- Double check your images at 100% resolution
- Double check the labels on your figures and tables
- Did you save your poster as a XPS/PDF/ODT?
-

When You Are Ready to Print...

The posters are to be printed adhering to the Green Charter of the University. So Mail the soft copy to the Organisers by 9th March, 2018 to get it printed for you. You may have to pay a processing fee of Rs 200 for each entry. Multiple entries are permissible with prior sanction from organisers. However, you will have to make a brief presentation of your entry during the evaluation and assessment of the posters which will be done on 16th and 17th March 2018. The time of the presentation will be communicated to you in due course. Remember, it's a good idea to get your file to the printer a week in advance.

Programme Schedule



Kerala University Curriculum Fair -2018

A Platform to Show-case Innovations in Curriculum Practices

Programme Schedule

DAY 1: 16-03-2018

Time: 2.00 p.m

Prayer:

Welcome: Prof Theresa Susan A. , Prof. & Head, Dept. of Education

About the programme: Dr Asha J.V., Hon.Director, CDC, UoK

Presidential Address: Prof. Simon Thattil, Director, IQAC

Inauguration: Prof. Gopinath Ravindran, Hon. VC, University of Kerala

Felicitations: Adv. K. H. Babujan, Member, Syndicate, UoK

Dr. K. Manickaraj, Member, Syndicate, UoK

Dr. R. Lathadevi, Member, Syndicate, UoK

Dr Bindu R.L, Associate Professor, Dept. of Education

Dr. Geetha Janet Vitus, Hon.Director, CLDD, UoK

Expert Validation & Comments:

Dr. Jai Kiran S., Director, FLAIR, GoK

Prof. A.R. Rajan, Director, State Institute of Encyclopaedic Publications

Dr. V. Reghu, Faculty Head, Rajiv Gandhi National Institute of Youth Development (RGNIYD), Sriperumbudur, Chennai

Prof. Celine Pereira, Formerly Director , SPS, MG Universty, Kottayam & Member Assessor, NAAC

Vote of thanks: Dr. Sameer Babu M., Assistant Professor, Dept. of Edn.

National Anthem



Kerala University Curriculum Fair -2018

A Platform to Show-case Innovations in Curriculum Practices

Programme Schedule

DAY 2: 17-03-2018

Time: 2.00 p.m

Prayer:

Welcome: Dr Asha J.V., Hon.Director, CDC, UoK

General Comments on the Fair: Prof K.R. Sivadasan, Formerly Dean, Faculty of Education, University of Kerala

Dr Bindu D., Assistant Professor, Dept. of Education

Expert Validation & Comments

**Dr. K.Y. Benedict, Principal, MTTC,
Nalanchira, Tvm**

**Dr Santhosh Kumar, Principal (Rtd.)
GCTE, Tvm**

**Dr Madhubala Jayachandran,
Principal, UCTE, Kariavattom**

Feedback: Experts & Participants

Vote of thanks: Dr. Sindhya V., Assistant Professor, Dept. of Education

National Anthem



Kerala University Curriculum Fair -201

A Platform to Show-case Innovations in Curriculum Practices

Programme Schedule

DAYS 2-7: 17-22, March,-2018

Exhibition of Posters

Valedictory Session

22-03-2018: 3.00 pm

Feedback from visitors and volunteers

Distribution of Prizes to Best Poster Presenters

Distribution of Certificates to the participants & Volunteers

LIST OF PARTICIPANTS

Sl No.	Name & Designation Of Participants	Institution Of Affiliation	E-Mail & Phone No.	Title of Presentation	Signature
1	Bismi Sainudeen, Research Scholar (UGC-JRF)	GCTE, Thycaud	Bismisain2014@Gmail.Com	Innovative Strategies for Inclusion of Introverts in English Language Classrooms	
2	Dr. Smitha S. Assistant Professor	SNTC, Nedunganda	Smithakailas2@Gmail.Com	Futurology of Education	
3	Liby Cherian & Sreekala A.S., Research Scholar	Department of Education, University of Kerala		Employability Skills	
4	Ligi B, Research Scholar & Dr.B. William Dharmaraja, Professor & Head	Department of Education, Manonmaniyam Sundarnar University, TN		Flip Teaching	
5	Nevin Paul Ninan, M.Ed Student	NSS Training College, Pandalam		Blended Learning: Benefits, Practices and Suggestions	
6	Rajeswari V.S., Research Scholar (UGC-JRF)	Department of Education, University of Kerala	rajeswariprasad27@gmail.com 9605011739	Innovative Methods and Pedagogic Modalities for Celebrations in Science Classrooms : A Participant Analysis	
7	Sajith S.L., M.Ed Student	Department of Education, University of Kerala		Social Science Curriculum	
8	Shamna Rani A., Research Scholar (UGC-JRF)	Department of Education, University of Kerala	shamnaranja@gmail.com 9048215978	Infographics for Effective Learning	

9	Sini A.O., Research Scholar	CMR University, Bangalore	siniaotvm@gmail.com	Inclusive Classroom : Managing Dyslexia	
10	Dr. Abhayan G.S. & Dr. Rajesh S.V., Assistant Professors	Department of Archaeology, University of Kerala, Kariavattom	9846276539, 9497078573 abhayangs@gmail.com ; rajeshkeraliyan@yahoo.co.in	Identification of Taxa of Fish Otoliths from Navinal, a Harappan Settlement in Kachchh District, Gujarat	
11	Kamaludheen KT, Research Scholar, & Prof. (Dr.) Theresa Susan A, Head & Dean	Department of Education, University of Kerala		Development of an Alternative Teacher Education Model	
12	Dr. Rajeswari K., Assistant Professor	GCTE, Kozhicode		Classroom, A Learning Centre for Internalising Life Skills	
13	Ronald Rose S L, Research Scholar	MTTC, Nalanchira		Digital Collaborative Text Book: Perception of Prospective Teachers in Teacher Education Programme	
14	Drisy G Nair, M.Ed Student	Department of Education, University of Kerala		Positive School Climate	
15	Dr. Ayona Jayadev, Assistant Professor	Department of Environmental Sciences, All Saints' College, Tvm		Shifting Teaching-Learning Process to Learner Centric Approach	
16	Sarath Chandran R. , M.Phil Scholar	Department of Education, University of Kerala		Integration of Livelihood Practices into the General Education Curriculum	
17	Manju M S, Assistant Professor in English & Ashmi K Raj & Jincy J, B.Ed Students	Holy Trinity College of Education, Melpalai, TN		Don't Run Away You Can.....	

18	Dr. Mini K S, HoD, M.Ed Department	Fathima Memorial Training College, Kollam		Study Circle on Unique Practice in Classroom Learning	
19	Subha Prabha S Research Scholar,	Department of Education, University of Kerala		Socio Scientific Issues	
20	T Yuvraj, V Selva Meenakshi, S. S. Srinithi, Assistant Professors	Department of Psychology, Manonmaniam Sundarnar University		Psychology for 'U'	
21	Preetha Lali Y.M.	Asst. Professor KUCTE, Kollam		Jurisprudential	
22	Geethu Dinesh	Department of Education, University of Kerala			
23	Deena V. M.	Department of Education, University of Kerala			
24	Dr. Vijayakumari C N	Department of Sanskrit University of Kerala		Glory of Sanskrit	
25	Devidarsana	Department of Education, University of Kerala			
26	Mridula K.	Asst. Professor, NSS Training College, Ottappalam			
27	Prof. B.S.Jamuna	Institute of English, University of Kerala			

28	Dr Maya Pillai	Associate Professor in Education, P.K.M. College of Education, Madapam – 670631.			
29	Ann Mary Alexander &Nayana Prabhash	Dept. of Commerce, University of Kerala		Learning IPO	
30	Keerthi	Dept. of Education, University of Kerala		MITOSIS	

A few Posters displayed

EXTENSION CELL- Reaching the Unreached
DR.SITHARA BALAN V; DEPARTMENT OF HOME SCIENCE
GOVT COLLEGE FOR WOMEN, TVPM



Thrust areas:

- ✓ Focused Community Interventions
 - ✓ Slum Adoption
 - ✓ Social Mapping
 - ✓ Community Diet Surveys
- ✓ Nutrition Education
- ✓ Life Skill education
 - ✓ Awareness programmes for children and vulnerable groups
- ✓ Go green initiatives
- ✓ Livelihood trainings
- ✓ Waste Management
- ✓ Field trips and Collaborative Research
- ✓ Consultancy

Activities



Target groups

- Children
- Adolescents
- Tribal population
- Fisher folk women
- Women in unorganised sector
- Elderly
- Trans genders
- Rural women
- Migrant laborers
- Rural and urban home makers
- Working Professionals





Using 'MY NASA DATA' for Inquiry Based Learning in Energy and Earth Science



Chandrasenan, Divya, Fulbright-Nehru Visiting Scholar
National Space Science Technology Centre, University of Alabama in Huntsville, USA

Abstract

The present poster is trying to introduce an educational tool publicized globally by The National Aeronautics and Space Administration (NASA) for educators to use it at different levels of education. Through the use of MND's Live Access Server (LAS) data viewer, you can create a variety of charts, plots, and graphs to explore the Earth system and answer research questions. MY NASA DATA is ideal for the classroom, offering a large number of lesson plans, tools, and resources.



Introduction

MY NASA DATA (MND)'s tools allow anyone to access real-time Earth science data. Through the use of MND's Live Access Server (LAS) data viewer, you can create a variety of charts, plots, and graphs to explore the Earth system and answer research questions. MY NASA DATA is also ideal for the classroom, offering a large number of lesson plans, tools, and resources. Here is a sample lesson for the Elementary School students provided by the MyNASAData which could be practiced by following an Inquiry Project Method. Similar lesson plans could be browsed.



MY NASA DATA Lesson

Investigating Nitrogen Dioxide

Purpose:
Students will investigate Nitrogen Dioxide levels in the atmosphere during a one year time span.

Grade Level: K – 2
Estimated Time for Completing Activity: One 30-minute class period.

Lesson Links:
Live Access Server (Advanced Edition)

Learning Outcomes:

Students will observe Monthly Tropospheric Total Column NO₂ data
Students will evaluate changes in the tropospheric NO₂ levels
Students will draw conclusions about what factors around the world effect NO₂ levels (season, population, industry, etc)
Students will infer specific causes for changes in NO₂ level
Students will manipulate data sets from MyNASAData website

Prerequisite

Knowledge of longitude and latitude
Knowledge of basic directional words
Knowledge of continent names and basic location

Background:

Humans can have a huge impact on air quality. Nitrogen Dioxide is created and emitted into the atmosphere by products such as: automobiles, outdated gas stoves and heaters, fires, and tobacco smoke. These are not the only sources, but are major contributors.

Carbon Monoxide is a harmful gas with reddish-brown color and sharp odor. It is harmful if inhaled because it irritates eyes, nose, throat, and lungs. High exposure may cause chronic bronchitis or asthma and increased risk of respiratory infection.

Procedure:

- To gain Access the Live Access Server (Advanced Edition) click on the link found in the lesson links section above.
- If you are not automatically prompted with parameter choices click on, Atmosphere, Air Quality, and then select select Monthly Tropospheric Total Column NO₂ (OMI).
- Above the Navigation map to the left of the screen, click on the double downward arrows and select a region of interest.
- Change the date range to Jan 2008.
- Be sure to click on the radio button next to 'Update Plot' to see your changes made.
- Click on the button from the top menu that says 'Compare' and a window will appear with 4 possible maps.
- You will now be able to view January, April, July, and October on separate maps.
- Keep the first map with the date of 2008 Jan.
- Click on the date change menus beneath each following map and choose the next month from the menu. Keep the year 2008 the same for all 4 maps.
- You should now have 4 maps within 2008 from different months.
- Respond to the prompts under the Questions section.

Questions:

- Determine the regions with highest NO₂ values for each month.
 - Determine the regions with lowest NO₂ values for each month.
 - Determine the regions with consistent NO₂ values throughout the year.
- Extensions:**
Brainstorm ideas about why certain areas may have higher NO₂ concentration than others.
2. What areas have the biggest change in concentration? What might cause the sudden change?

Conclusion

Earth Science, Energy, Climate Change Science etc should be learned through experiential inquiry learning approaches. The purpose of a NASA's Educational resources is to help teachers learn about and use NASA's educational resources in their teaching learning process. Our students can be transformed into scientists, by enabling the use of educational resources in our classrooms. Also the data collected by the students can be used for basic research. Educators should equip themselves using such educational tools for creating future scientists.

Contact

Dr.Divya C.Senan
Fulbright-Nehru Visiting Scholar
National Space Science Technology Centre
University of Alabama in Huntsville, USA
mail2divyacsenan@gmail.com

References

- <https://mynasadata.larc.nasa.gov/>
- <https://mynasadata.larc.nasa.gov/interact.html>
- <https://mynasadata.larc.nasa.gov/interact.html>
- <https://mynasadata.larc.nasa.gov/interact.html>
- <https://mynasadata.larc.nasa.gov/interact.html>

Initial Public Offering-IPO

Initial public offering is the process by which a private company can go public by sale of its stocks to general public.

CLASSIFICATION OF CAPITAL MARKET



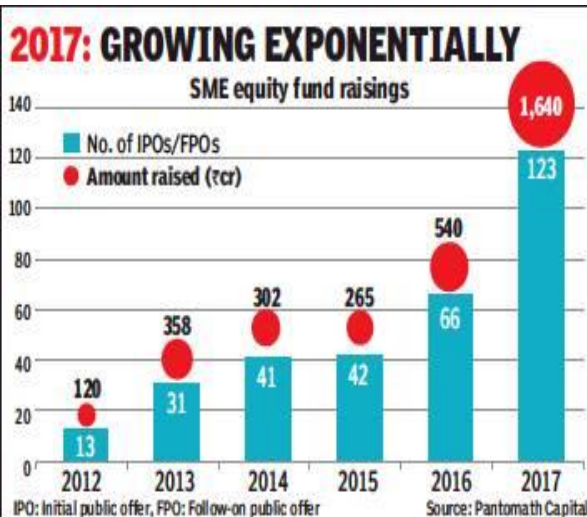
CONCEPTS ABOUT AN IPO

PRICE BAND

ISSUE PRICE

BOOK-BUILDING

UNDERWRITING



More than half the Ipos this year give handsome returns



Rewarding believers (return till Oct 31, from date of listing)

Company name	Return %	Year	Company name	Return %	Year
Avenue Supermarts	289.67	Mar 21	Pratap Snacks	22.8	Oct 5
Shankara Building Products	223.4	April 5	Music Broadcast	14.71	March 17
Solstar Techno Engineering	171.62	July 25	ICICI Lombard General Insurance Company	2.28	Sept 27
Central Depository Services (India)	149.63	June 30	India Grid Trust	-2.17	June 6
Apna Frozen Foods	137.8	Sept 4	ERIS Lifesciences	-3.8	June 29
PSP Projects	103.52	May 29	Security & Intelligence Services India	-4.15	Aug 10
AU Small Finance Bank	62.42	July 10	General Insurance Corporation of India	-5.52	Oct 25
Dixon Technologies (India)	55.19	Sept 18	SBI Life Insurance Company	-5.59	Oct 3
Housing & Urban Development Corporation	43.42	May 19	Indian Energy Exchange	-5.99	Oct 23
MAS Financial Services	39.07	Oct 18	IRB InvIT Fund	-8.04	May 18
Cochin Shipyard	34.32	Aug 11	Memorony.com	-10.52	Sept 21
Capcity's Infraprojects	34.28	Sept 25	Bharat Road Network	-13	Sept 18
Tejas Networks	26.69	June 27	GTPIL Hathway	-13.88	July 4
Godrej Agrovet	25.15	Oct 16	S Chand & Company	-28.19	May 9
BSE	22.88	Feb 3	CL Educat	-34.16	Mar 21

IT HAS been a good year for the primary market. The initial public offerings that were priced right have rendered handsome returns to the subscribers, with Avenue Supermarts, PNB Housing, Sheila Foam, Varun Beverages, ICICI Lombard and Shankara Building Products doing extremely well. Among a total of 30 IPOs that have listed on the main board of BSE and NSE in this calendar year, 18 IPOs have given positive returns of between 15 per cent and 280 per cent, even

Ann Mary Alexander & Nayana Prabhakar, IM, Phil Scholars, Department of Commerce, University of Kerala

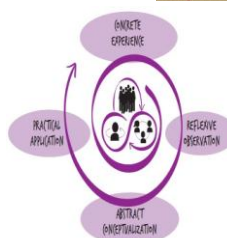
EXPERIENTIAL LEARNING – Understanding & analysing Disability through experience



AIM
To experience disability and understand the importance of barrier free design, in everyday spaces

OBJECTIVES
To experience disability
To understand the term barrier free design & its importance in daily used spaces

SCOPE
The concept of barrier free design & accessibility planning is rapidly growing its importance in the present scenario. The better understanding of its use in daily used spaces, have huge potential in making the human a social being.



FEELINGS/ EMOTIONS / CONFUSIONS !!

- Constant Stairs -> WHY ??
- Can I ??
- Painful journey ...
- Vulnerable ...
- No fair treatment

MAC - Irregular surface of ramp makes it difficult to use. Hand rail with top & gap

MAC - Glass door to CARE COFFEE BAR, cannot open and use

MAC - CC0 - Bill payment counter and Dual bin are kept an uncomfortable height for some access and use

MAC - Non-flipped table - locked always ??

MAC - PNB ATM counter with PDSN door, reach consideration for PDSN

MAC - PNB ATM machine also kept at a comfortable height for all users

MAC - In front of NII building, the pavement is of 2 different levels difficult to traverse

MAC - Irregular road - getting help from unknown person ...

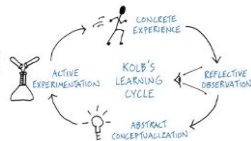
MAC - Crowded bus stop, without any seats ...

MAC - Way back to hostel - STAIRS again !! COMMENTS again ?? - Are those in wheelchairs bound to take the bus to Hostel 1988

MAC - Wheelchair access to the road, after the vehicle off coming from different angles

MAC - Crowded Street - without any proper segregations for vehicle, pedestrian, cycle and disabled

How Experiential Learning?



Why Experiential Learning?

THE BENEFITS OF EXPERIENTIAL LEARNING

DEEPER INSIGHTS

LONG-LASTING LEARNING



Karthik Mohan

FLAIR International Intern 2013-14

Assistant Professor
Department of Architecture
College of Engineering, Trivandrum





Reprogramming the self through NLP Perceptual Positions : A Creative Constructive Approach

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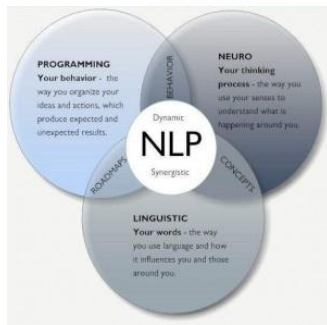
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Introduction

We are living in a world of violent extremism; terrorism and related humanitarian crisis. These are the challenges which countries worldwide face today. The blooming buds of the nations are to be pruned to possess values and life skills along with their pedagogic knowledge and skills. The affective domain has to be addressed with due importance as that of cognitive domain. It has become the need of the hour of any nation to nurture a generation upholding humanitarian values. This is possible only through incorporating reflective practices in education.

NCF-2005 and KCF-2007 advocates incorporating reflective practices in classroom teaching and learning and linking classroom activities with real life situations. From early childhood itself children need to be encouraged to engage in reflective practices to reprogramme themselves.

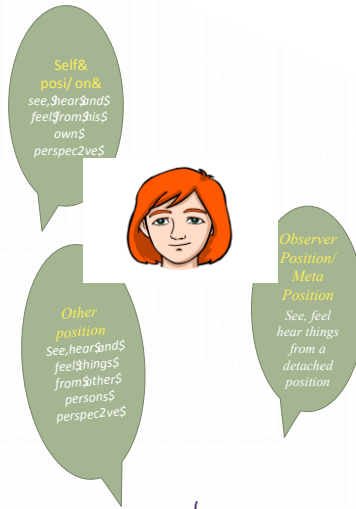
Among the many strategies and methods for nurturing reflective thinking Neuro-linguistic programming (NLP) has profound implications in teaching and learning (Kudliskis, Voldis, 2014).



NLP Perceptual Positions

Perception is the organization, identification and interpretation of sensory information in order to represent and understand the environment. Perceptual Positions or Triple description in Neuro-linguistic Programming (NLP) refers to the ability to see, to hear and to feel relationships through the eyes, ears and emotions of the other person as well as a neutral observer which broadens ones perceptions in relationships. They are First (The self), Second (The other), and Third (The observer) Perceptual Positions. It improves ones understanding of other people, think more creatively and flexibly and to stand back and look into incidents dispassionately. Any individual can practice perceptual positions and discover Nlp presuppositions without much effort. Just as he upholds his needs and wants he becomes flexible to accept and appreciate his fellow beings.

Adopting(Perceptual position to Reprogramme the self

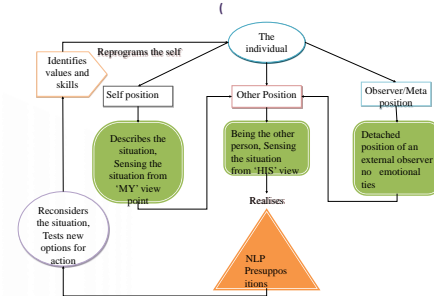


NLP Presuppositions

NLP presuppositions are the principles which form the foundation of NLP. Practicing perceptual positioning helps one to identify these presuppositions and have a broader outlook about the world around.

1. The map is not the territory.
2. Having choice is better than not having choice.
3. Have respect for the other persons map of the world.
4. Every behaviour has a positive intention.
5. The meaning of the communication is the response you get.
6. We already have all the resources we need or we can create them.
7. Mind and body form a system. They are different expressions of the same person.
8. We process all information through our senses.
9. Modeling successful performance leads to excellence.
10. If you want to understand – Act.
11. Genuine understanding comes from experiencing.
12. There is no failure, only feedback.
13. We are always communicating.

A Model on Reprogramming the self through NLP Perceptual Positions



Perceptual Positions and Education

Teachers can identify the areas in course books were the learners can be given chances 'to be in the shoe of someone or something'. Simple situations can be provided in the earlier stages. Practicing perceptual positions enable the learners to go through the process without much conscious effort later as they will be tuned to it. This helps them to identify presuppositions, which will refine their cognitive (head), and affective (heart) domains which in turn develop values, virtues and standards in life. Subsequently, this influence the psycho-motor domain, the reflections of which could be visualized in their deeds. Perceptual positioning promotes reflective thinking which facilitates introspection and reprogramming the self.

Being in the first position is almost like a SWOT analysis. It provides the opportunity to better understand oneself, his strengths, weakness opportunities and threats in proceeding further. It helps him to restructure and reprogram himself in a better fashion. Being in the second position, enables one to empathize, the feelings and emotions of others. Thinking and viewing things in the second persons perspective makes one flexible, adapt to situations, and to respect and consider his fellow beings. The information one gathers while experiencing the first and the second position is the 'real knowledge'. Being in the third position, 'the meta' position, the individual develops a sense of purpose, refines his logical levels, views thing in a multidimensional way, and the gained knowledge turns to 'wisdom'.

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