Sarada Vilas Teachers College
K.M. Puram, Mysore-04

1.2.2 QNM DE
3. Brochure and Course content

Sarada Vilas Teachers College
K M Puram Mysore -04

IQAC Initiatives

Value Added Course (VAC)
Social Media for Educational Purposes

Course Module, Semester-II
Year-2018-19

Dr. P S Suresh
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Introduction

In the contemporary digital age, social media has revolutionized the way we communicate, breaking down barriers and connecting people across the globe. This transformation extends into the realm of education, where social media platforms provide unique opportunities for enhanced learning experiences. By leveraging these digital tools, educators can create dynamic, interactive, and collaborative learning environments that engage students in ways traditional methods often cannot.

Social media's integration into educational settings offers numerous benefits, including increased accessibility to information, the ability to connect with experts and peers worldwide, and the promotion of active learning through multimedia content. Platforms like Twitter, Facebook, LinkedIn, and YouTube enable educators to share resources, conduct live discussions, and create communities of practice where knowledge and experiences are exchanged freely.

However, the incorporation of social media in education also presents challenges, particularly regarding ethical considerations and best practices. Issues such as privacy, security, digital citizenship, and the management of digital footprints are critical to ensuring a safe and respectful online learning environment.

This course aims to explore these aspects comprehensively, equipping educators and students with the knowledge and skills to use social media effectively and ethically. Participants will learn how to harness the power of social media to enhance educational outcomes, foster collaborative learning, and promote critical thinking. Through a combination of theoretical frameworks and practical applications, this course will prepare individuals to navigate the complexities of social media in education, ensuring they can leverage its full potential while adhering to ethical standards and promoting a positive digital culture.

Understanding the Impact of Social Media in Education

Enhancing Engagement: Social media platforms can increase student engagement by providing interactive and dynamic learning environments.

Facilitating Collaboration: Tools such as discussion forums, group chats, and social media networks foster collaboration among students and educators.

Ethical Considerations in Social Media Use

Privacy and Security: Protecting student data and ensuring safe online interactions within educational contexts.

Digital Footprint: Understanding and managing the long-term impact of digital footprints created through social media activities.

Promoting Responsible Social Media Use

Digital Citizenship: Educating students on responsible behavior, digital etiquette, and positive online interactions.

Critical Evaluation: Teaching students to critically evaluate information and sources encountered on social media.

Course Learning Objectives

1. **Raise Awareness:** Educate students about the benefits and risks associated with social media use in education.
2. **Promote Critical Thinking:** Encourage students to analyze and evaluate the credibility of information on social media.
3. **Develop Digital Literacy:** Equip students with skills to use social media responsibly and effectively in educational contexts.
4. **Foster Digital Citizenship:** Teach students to engage respectfully and ethically in online communities.
5. **Address Privacy and Security:** Highlight the importance of protecting personal information and understanding privacy settings.
6. **Encourage Collaboration:** Promote the use of social media for collaborative learning and peer interaction.
7. **Support Professional Integrity:** Emphasize ethical practices in digital communications and content sharing.
8. **Empower Advocacy:** Inspire students to advocate for ethical use of social media and challenge inappropriate practices.

Benefits

- **Promotes Digital Literacy:** Students gain skills to navigate social media responsibly, understanding privacy, security, and digital citizenship.
- **Enhances Engagement:** Interactive and collaborative tools increase student participation and interest in learning activities.
- **Prepares Students for the Future:** Knowledge of social media use in professional and educational contexts prepares students for future careers.
- **Supports Ethical Behavior:** Education on social media ethics fosters respectful and responsible online interactions.
- **Encourages Critical Thinking:** Students learn to assess the credibility and reliability of information on social media.

Curriculum: Social Media for Education Programs (30 Hours)

Module 1: Introduction to Social Media in Education

Session 1: Understanding Social Media (2 hours)

- Overview of social media platforms and their use in education.
- Importance and impact of social media in modern education.

Session 2: Ethical Frameworks (2 hours)

- Introduction to ethical frameworks relevant to social media use.
- Application of ethical principles in online interactions.

Module 2: Privacy, Security, and Digital Citizenship

Session 3: Privacy and Data Protection (3 hours)

- Understanding privacy rights and issues on social media.
- Strategies for protecting personal data and digital identity.

Session 4: Cybersecurity and Threats (3 hours)

- Introduction to cybersecurity principles.
- Case studies on cybersecurity breaches involving social media.

Session 5: Digital Citizenship (2 hours)

- Roles and responsibilities of digital citizens.
- Ethical use of social media resources and respectful online behavior.

Module 3: Equity, Access, and Digital Divide

Session 6: Digital Divide and Equity (3 hours)

- Understanding the digital divide and its impact on education.
- Initiatives for promoting equitable access to social media tools.

Session 7: Inclusivity in Digital Learning (2 hours)

- Strategies for creating inclusive digital learning environments.
- Case studies on bridging the digital divide with social media.

Module 4: Ethical Issues in Social Media Use

Session 8: Ethical Considerations in Social Media (3 hours)

- Ethical issues in social media use for education.
- Guidelines and best practices for ethical social media engagement.

Module 5: Academic Integrity and Content Creation

Session 9: Academic Integrity (2 hours)

- Understanding academic integrity and plagiarism in social media content.
- Ethical guidelines for creating and sharing digital content.

Session 10: Ethics in Research and Content Sharing (2 hours)

- Ethical considerations in conducting research using social media.
- Best practices for sharing content ethically.

Module 6: Ethical Leadership and Advocacy

Session 11: Ethical Leadership in Social Media (2 hours)

- Role of ethical leadership in promoting responsible social media use.
- Ethical decision-making in social media strategies.

Session 12: Advocacy for Social Media Ethics (2 hours)

- Strategies for advocating ethical use of social media.
- Developing a personal advocacy plan for social media ethics.

Method and Strategies

- Discussion
- Lecture
- Seminar
- Online Teaching
- Brainstorming
- Question and Answer

Assessment and Evaluation

1. Oral and Written tests
2. Objective Tests
3. Questionnaires

Certification:

Students who attend a minimum of 80% of the total sessions will be eligible for final assessment and certification. An authenticated certificate indicating the obtained grade will be awarded.

The grades will be awarded as per the following criterion,

S/N	Range of % of marks	Grade
1	91%-100%	A++
2	81%-90%	A+
3	71%-80%	A
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C

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Sarada Vilas Teachers College

K M Puram Mysore -04

IQAC Initiatives

Value Added Course (VAC)

Technology Ethics in Education

Course Module

III Semester

Year- 2019-20

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Introduction: In an era defined by rapid technological advancement, the integration of technology in education brings both opportunities and challenges. As educators, it is crucial to navigate this landscape with a keen awareness of ethical considerations to ensure that technology enhances learning without compromising values.

Understanding the Impact of Technology

Enhancing Accessibility: Technology can bridge gaps in access to education, offering learning opportunities to diverse populations worldwide.

Facilitating Collaboration: Tools such as online platforms and virtual classrooms foster collaboration among students and educators beyond geographical boundaries.

Ethical Considerations in Educational Technology

Privacy Concerns: Safeguarding student data and respecting privacy rights amidst digital learning environments.

Digital Divide: Addressing disparities in access to technology to ensure equitable educational opportunities for all students.

Promoting Responsible Technology Use

Digital Citizenship: Educating students on responsible use of technology, including digital etiquette, online behavior, and critical thinking.

Ethical Coding: Teaching students about ethical considerations in software development and use of AI in educational tools.

Objectives

Raise Awareness: Educate students about ethical considerations related to technology use, including privacy, security, digital rights, and responsibilities.

Promote Critical Thinking: Encourage students to critically analyze the ethical implications of technological advancements, digital tools, and online interactions.

Develop Ethical Decision-Making Skills: Equip students with the skills to make ethical decisions when using technology, considering the impact on themselves and others.

Foster Digital Citizenship: Teach students to be responsible digital citizens by respecting intellectual property, practicing digital etiquette, and engaging positively in online communities.

Address Equity and Access: Advocate for equitable access to technology and digital resources, and raise awareness about the digital divide.

Encourage Ethical Coding Practices: Introduce students to ethical considerations in software development, artificial intelligence (AI), and algorithmic decision-making.

Support Professional and Academic Integrity: Promote integrity in academic work, including proper citation, avoiding plagiarism, and ethical use of information and technology resources.

Empower Advocacy and Social Responsibility: Inspire students to advocate for ethical use of technology, challenge unethical practices, and contribute positively to digital and global communities.

Enhance Collaboration and Communication: Foster collaborative skills and effective communication in digital environments, emphasizing respectful and ethical interactions.

Prepare for Future Careers: Prepare students for future careers by equipping them with skills in ethical technology use and understanding the societal impact of technological innovations.

These objectives aim to empower students with the knowledge, skills, and attitudes needed to navigate the ethical complexities of the digital age responsibly and ethically.

Benefits

- Promotes Responsible Digital Citizenship: Students learn to navigate digital platforms responsibly, understanding issues like digital footprint management, online privacy, and cybersecurity practices.

- Enhances Critical Thinking Skills: Students analyse ethical dilemmas arising from technology use, such as the implications of AI algorithms or social media influence, fostering critical evaluation of information sources and technological impacts.

- Prepares Students for Future Careers: Understanding technology ethics prepares students for careers in fields where ethical decision-making regarding data privacy, AI development, and digital innovation is crucial, enhancing employability and adaptability in rapidly evolving tech industries.

- Fosters Ethical Leadership: Education in technology ethics cultivates leaders who can guide ethical technology adoption and development in organizations, advocating for fairness, transparency, and accountability in technological implementations.

- Supports Academic Integrity: Students learn the ethical use of digital tools for research, ensuring proper citation, respecting intellectual property, and avoiding plagiarism in digital environments.

- Empowers Advocacy and Social Responsibility : Understanding technology ethics empowers students to advocate for digital rights, data privacy protections, and equitable access to technology resources, fostering a sense of social responsibility and engagement in digital communities.

- Encourages Innovation with Ethics in Mind: Integrating ethics into technology education inspires students to innovate responsibly, developing technologies that prioritize societal benefits, ethical considerations, and sustainable practices.

- Addresses Digital Divide and Promotes Equity: By discussing the digital divide, educators can advocate for equitable access to technology

resources and empower students to develop solutions that bridge technological disparities, promoting inclusivity and equal opportunities for all learners.

> Builds Trust and Respect: Teaching technology ethics fosters a culture of trust and respect in digital interactions, promoting ethical behavior, transparency, and accountability in online communications and collaborative projects.

> Prevents Misuse of Technology: Educating students about technology ethics helps prevent misuse of digital tools and platforms, such as cyberbullying, misinformation spreading, and unauthorized data access, promoting safe and responsible digital practices.

By integrating these technology aspects into the benefits of technology ethics education, schools can effectively prepare students to navigate ethical challenges in the digital age, fostering responsible citizenship, critical thinking, and ethical leadership essential for personal, academic, and professional success.

Curriculum : Technology Ethics in Education   30 Hours

Module 1: Introduction to Technology Ethics

Session 1: Understanding Technology Ethics (2 hours)
Introduction to ethics and its relevance in technological contexts
Importance of ethical considerations in education and daily life

Session 2: Ethical Frameworks (2 hours)
Overview of major ethical frameworks (e.g., utilitarianism, deontology)
Application of ethical frameworks to technology use

Module 2: Privacy, Security, and Digital Citizenship

Session 3: Privacy and Data Protection (3 hours)

Understanding privacy rights and issues in digital environments
Strategies for protecting personal data and digital identity
Session 4: Cybersecurity and Threats (3 hours)

Introduction to cybersecurity principles and threats
Case studies on cybersecurity breaches and their impact in education
Session 5: Digital Citizenship (2 hours)

Roles and responsibilities of digital citizens
Ethical use of digital resources, respectful online behavior

Module 3: Equity, Access, and Digital Divide
Session 6: Digital Divide and Equity (3 hours)
Understanding the digital divide and its impact on education
Initiatives for promoting equitable access to technology
Session 7: Inclusivity in Digital Learning (2 hours)
Strategies for creating inclusive digital learning environments
Case studies on innovative solutions to bridge the digital divide

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Module 4: Ethical Issues in Technology Development
Session 8: Ethical Considerations in Software Development (3 hours)
Ethical issues in software design, development, and deployment
Ethical guidelines and best practices for software developers
Session 9: Ethics of Artificial Intelligence (AI) (3 hours)

Introduction to ethical concerns in AI and machine learning
Bias in algorithms, ethical AI design principles

Module 5: Academic Integrity and Ethical Use of Information
Session 10: Academic Integrity (2 hours)
Understanding academic integrity, plagiarism, and citation practices
Ethical use of information and intellectual property rights
Session 11: Ethics in Research and Digital Content (2 hours)
Ethical considerations in conducting research online
Ethical guidelines for creating and sharing digital content

Module 6: Ethical Leadership and Advocacy
Session 12: Ethical Leadership in Educational Technology (2 hours)
Role of ethical leadership in promoting responsible technology use

Ethical decision-making in educational technology leadership roles

Session 13: Advocacy for Technology Ethics (2 hours)

Strategies for advocating for ethical use of technology in educational settings

Developing a personal advocacy plan for technology ethics

Method and Strategies

Discussion

Lecture

Seminar

Online Teaching

Brainstorming

Question and Answer

Assessment and Evaluation

1. Oral and Written test

2. Objective Test

3. Questionnaires

Certification:

Those student-teachers who participate or attend a minimum of 80% of the total number of sessions will be allowed for final assessment and certification. An authenticated certificate indicating the obtained grade shall be awarded.

The grades will be awarded as per the following criterion.

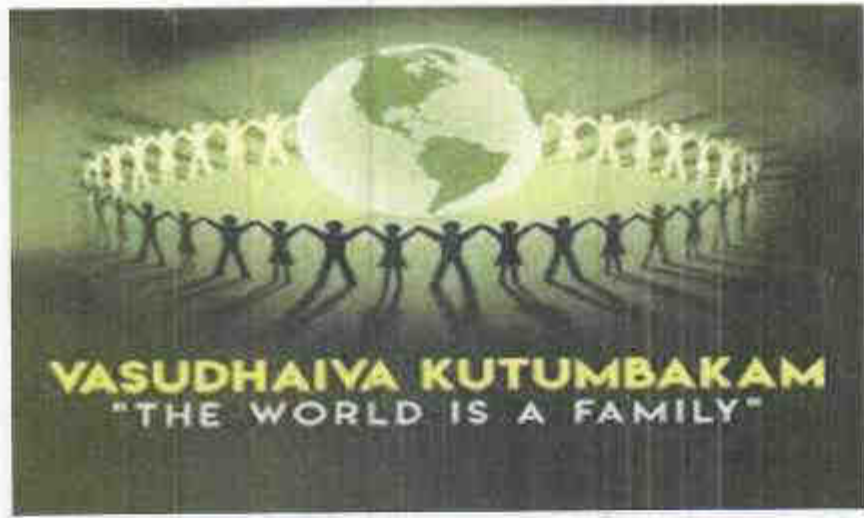| S/N	Range of % of marks	Grade
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3	71%-80%	A
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C

Principal
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SARADA VILAS TEACHERS COLLEGE, MYSURU

NAAC INITIATIVE

VALUE ADDED COURSE (VAC)

Education for Environmental Sustainability (EES)

VASUDHAIVA KUTUMBAKAM
"THE WORLD IS A FAMILY"

COURSE MODULE

II Year students (2019-20)

Course Coordinator

Dr. H N VISHWANATH

Asst. Professor

Course Director

Dr. K S LEELA

Principal

SARADA VILAS TEACHERS COLLEGE, MYSURU

SARADA VILAS TEACHERS COLEGE, MYSORE
VALUE ADDED COURSE (VAC)
EDUCATION FOR ENVIRONMENTAL SUSTAINABILITY (EES)
I Year-2019

Sl. No.	Description	Page no.
1.	Course Content Frame	
2.	Committee Formation	
3.	Entry-Level Meeting	
4.	List of Topics & Staff	
5.	Program Execution Schedule	
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7.	Students Registration Form / Consent Form	
8.	Inauguration	
9.	Course Contents & Transaction Plan	
10.	Test-Question Papers	
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12.	Valedictory Program	
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18.	Pictures / Photos / Videos	Bal

Course Content Frame

What is Environmental Sustainability?

Sustainability can be defined as: "the ability of something to continue overtime for the benefit of humanity" [12]. In this connection, environmental sustainability is referred to: the quality of causing little or no damage to the environment and, therefore, able to continue for a long time Environmental Sustainability is meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves making life choices that ensure an equal, if not better, way of life for future generations. It aims to improve the quality of human life without putting unnecessary strain on the earth's supporting ecosystems. It's about creating equilibrium between consumerist human culture and the living world. We can do this by living in a way that doesn't waste or unnecessarily deplete natural resources.

In simple terms, environmental sustainability is the practice of interacting with the planet responsibly. We do it to avoid depleting natural resources and compromising the future generation's ability to meet their daily needs. Environmental sustainability defines a boundary for us to satisfy our current needs without anyway compromising the quality of environment/ecosystem so that it remains equally capable of supporting the future generations too. Environmental sustainability focuses on the state of the planet. It encourages individuals to live in a way that creates minimal waste and even regenerates some of the resources we use every day.

Sustainable Development is the development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. Education for Sustainable Development (ESD) provides opportunities for learners to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

Why is Environmental Sustainability important?

Environmental sustainability is important because of how much energy, food, and human-made resources we use every day. Rapid population growth has resulted in increased farming and manufacturing, leading to more greenhouse gas emissions, unsustainable energy use, and deforestation.

In other words, we need more energy and materials than ever before. Despite this, our planet can only provide so many resources before they begin to deplete. For this reason, businesses must step in and do their part. They have more power than any group of individuals, and they can help secure a livable future by investing in sustainable and responsible practices like reducing waste, using commercial clean energy, and paying fair wages.

"Education for Sustainable Development empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity." (UNESCO)

What is Sustainability Education? / Education for Environmental Sustainability?
(*Sustainability Education is often referred to as Education for Sustainable Development (ESD))

"Sustainability Education," or Education for Sustainable Development, is an exciting new field that blends a range of pedagogical techniques to promote an understanding of the connections among the environment, the economy and society. A still-evolving field, sustainability education has the primary goal of harnessing the power of education to advance environmental literacy and civic engagement that prepares students for jobs that contribute to a more equitable and sustainable future.

Education for Sustainability is defined as a "combination of content, learning methods, and outcomes that helps students develop a knowledge base about the environment, the economy, and society, in addition to helping them learn skills, perspectives, and values that guide and motivate them to seek sustainable livelihoods, participate in a democratic society, and live in a sustainable manner."

Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption.

It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development.
Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.

"ESD is about the learning needed to maintain and improve our quality of life and the quality of life of generations to come ... ESD enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future."

What is the Need & Importance of ESD?

Education for sustainable development (ESD) gives learners of all ages the knowledge, skills, values and agency to address interconnected global challenges including climate change, loss of biodiversity, unsustainable use of resources, and inequality.

ESD empowers learners of all ages to make informed decisions and take individual and collective action to change society and care for the planet.

ESD is a lifelong learning process and an integral part of quality education. It enhances the cognitive, socio-emotional and behavioral dimensions of learning and encompasses learning content and outcomes, pedagogy and the learning environment itself.

What are the Objectives of ESD?

Students must,

1. Understand and be able to apply the basic concepts and principles of sustainability.
2. Recognize sustainability as an interdependent condition of ecological, economic and social systems.
3. Develop a multidisciplinary approach to learning the knowledge, skills and attitudes necessary to continuously improve the health and well-being of present and future generations.

What are the different &feasible Pedagogical approaches in ESD?

There is no 'most appropriate' pedagogy for sustainability education, but there is a broad consensus that it requires a shift towards active, participative, and experiential learning methods that engage the learner and make a real difference to their understanding, thinking and ability to act.

By and large, eight pedagogic elements that cover a host of pedagogical approaches or methods that teacher can employ to bring these elements into the learning environment.

1. Critical reflection – including the more traditional lecture, but also newer approaches such as reflexive accounts, learning journals, and discussion groups.

2. Systemic thinking and analysis – the use of real-world case studies and critical incidents, project-based learning, stimulus activities, and the use of the campus as a learning resource.

3. Participatory learning – with emphasis on group or peer learning, developing dialogue, experiential learning, action research/learning to act, and developing case studies with local community groups and business

4. Thinking creatively for future scenarios – by using role play, real-world inquiry, futures visioning, problem-based learning, and providing space for emergence.

5. Collaborative learning – including contributions from guest speakers, work-based learning, interdisciplinary/ multidisciplinary working, and collaborative learning and co-inquiry.

6. Brain storming – Many minds think on different dimensions of environmental issues to gain a comprehensive insight

7. Group Discussion methods – Groups of students collectively think, discuss and present their ideas on different dimensions of environmental issues

8. Project based Learning – Students take up projects or micro/macro research on selected environmental issues, studying then on field. (Field-based Learning)

9. Role Play and Dramatization – Enactment of Scenarios related to Environmental Issues and remedies.

10. Case Study Analysis- Analysis of cases of environmental problems, consequences and remedial measures

What are the Goals towards Environmental Sustainability?
(Sustainable Development Goals -SDGs)

Goal 1: No Poverty
Economic growth must be inclusive to provide sustainable jobs and promote equality.

Goal 2: Zero Hunger
The food and agriculture sector offers key solutions for development, and is central for hunger and poverty eradication.

Goal 3: Good Health and Well-Being
Ensuring healthy lives and promoting the well-being for all at all ages is essential to sustainable development.

Goal 4: Quality Education
Obtaining a quality education is the foundation to improving people's lives and sustainable development.

Goal 5: Gender Equality
Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.

Goal 6: Clean Water and Sanitation
Clean, accessible water for all is an essential part of the world we want to live in.

Goal 7: Affordable and Clean Energy
Energy is central to nearly every major challenge and opportunity.

Goal 8: Decent Work and Economic Growth
Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.

Goal 9: Industry, Innovation, and Infrastructure
Investments in infrastructure are crucial to achieving sustainable development.

Goal 10: Reduced Inequalities
To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations.

Goal 11: Sustainable Cities and Communities
There needs to be a future in which cities provide opportunities for all, with access to basic services, energy, housing, transportation and more.

Goal 12: Responsible Consumption and Production

Goal 13: Climate Action
Climate change is a global challenge that affects everyone, everywhere.

Goal 14: Life below Water
Careful management of this essential global resource is a key feature of a sustainable future.

Goal 15: Life on Land
Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

Goal 16: Peace, Justice and Strong Institutions
Access to justice for all and building effective, accountable institutions at all levels

Goal 17: Partnerships
Revitalize the global partnership for sustainable development.

Education for Environmental Sustainability – Course Contents

1. Environment and sustainable development;
2. Air Pollution: Global Effects: Greenhouse effect- Acid rain-Ozone depletion;
3. Water pollution
4. Radioactive Pollution
5. Population & Pollution
6. Land pollution,
7. Natural Resource Management
8. Conservation of Biodiversity,
9. Environmental Legislation
10. Energy Resource Management
11. Climate Change and Disaster Management
12. Corporate Social Responsibility in Environmental Protection
13. Role of Teachers in Education for Sustainable Development
14. Waste Management and in the Corporate world
15. Research / Projects in Environmental Sustainability

Course Duration:

It's about five months, spread over programme. Each course component would be discussed with different aforesaid approaches and strategies in one session of 90 to 120 minutes.

Assessment & Evaluation:

A Terminal Comprehensive Objective Test (TCOT) will be administered at the completion of the transaction of the course module. The test will comprise of one hundred Multiple Choice Test Items drawn from all the fifteen content areas with a balanced share approach. Each test item carries one mark. The time limit is 120 minutes.

Certification:

Those student-teachers who participate or attend a minimum of 80% of the total number of sessions will be allowed for final assessment and certification. An authenticated certificate indicating the obtained grade shall be awarded.

The grades will be awarded as per the following criterion.

Sl. No.	Range of % of marks	Grade
1	90% – 100%	A+
2	80% -89%	A
3	70% - 79%	B+
4	60% - 69%	B
5	50% - 59%	C+
6	40% - 49%	C

Course Implementation Process

1. Course Inauguration
2. Orientation to Students and Teachers
3. Course Execution
4. Evaluation – a. Test: 100 marks
5. Course & Teacher Evaluation / Appraisal by students
6. Review / Feedback / Declaration of Results
7. Certification

Dr. H N VISHWANATH
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Sarada Vilas Teachers College

K M Puram Mysore -04

IQAC Initiatives

Value Added Course (VAC)

Positive Behaviour Intervention and Support (PBIS)

<mark>Course Module</mark>

III Semester

Year-2020-21

Dr. K S Leela
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Course Coordinator
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Introduction

Positive Behaviour Intervention and Support (PBIS) is a proactive and systematic approach designed to establish the behavioural supports necessary for students to achieve social, emotional, and academic success. Rooted in the principles of positive reinforcement and preventive strategies, PBIS aims to create an inclusive and positive school climate where all students can thrive. This course is specifically tailored to equip future educators with the comprehensive knowledge and practical skills required to implement PBIS effectively within their classrooms.

PBIS operates on a multi-tiered system of support (MTSS), providing varying levels of intervention based on the individual needs of students. By defining clear behavioural expectations, consistently acknowledging positive behaviours, and addressing negative behaviours constructively, PBIS fosters an environment conducive to learning and personal growth. The approach emphasizes the importance of data-driven decision-making, ensuring that interventions are tailored and effective.

The ultimate goal of PBIS is to reduce behavioural issues, enhance academic engagement, and improve overall school safety and climate. This course will guide educators through the core components of PBIS, including the development of behavioural expectations, implementation of positive reinforcement strategies, and the use of data to monitor and adjust interventions. Additionally, it highlights the significance of family and community involvement and encourages professional collaboration among school staff to sustain PBIS practices.

By the end of this course, educators will be well-prepared to foster a supportive and positive learning environment, address behavioural challenges proactively, and contribute to the holistic development of their students. PBIS not only benefits students by promoting positive behaviours but also supports teachers in creating a more manageable and fulfilling classroom experience.

Understanding PBIS

- **Preventive Approach**: PBIS focuses on proactive strategies for defining, teaching, and supporting appropriate student behaviours to create a positive school environment.
- **Multi-Tiered System**: PBIS employs a multi-tiered system of support (MTSS) to provide different levels of interventions based on student needs.

Key Components of PBIS

- **Clear Expectations**: Defining and teaching clear behavioural expectations.
- **Consistent Responses**: Consistently acknowledging positive behaviours and addressing negative behaviours.
- **Data-Driven Decision Making**: Using data to guide decisions and monitor student progress.

Objectives

1. **Promote Positive School Climate**: Foster a positive school climate by implementing PBIS strategies that encourage respectful and responsible behaviour among students.
2. **Enhance Student Behaviour**: Improve student behaviour through proactive interventions and consistent support.
3. **Support Academic Success**: Create an environment conducive to learning by minimizing behavioural disruptions.
4. **Data Utilization**: Utilize data to monitor progress, make informed decisions, and adjust interventions as needed.
5. **Family and Community Involvement**: Engage families and the community in supporting positive student behaviour.
6. **Professional Collaboration**: Encourage collaboration among educators, administrators, and support staff to ensure the effective implementation of PBIS.

Benefits

- **Improved Student Behaviour**: Reduction in behavioural problems and increased engagement in the classroom.
- **Positive School Environment**: A safer and more positive school climate where students feel supported.
- **Academic Achievement**: Enhanced academic performance due to fewer disruptions and a focus on learning.
- **Teacher Satisfaction**: Increased teacher satisfaction and retention as a result of a more positive and manageable classroom environment.
- **Equity in Education**: Ensures all students receive the support they need to succeed, addressing behavioural issues fairly and effectively.

Curriculum: Positive Behaviour Intervention and Support (30 Hours)

Module 1: Introduction to PBIS

- **Session 1: Understanding PBIS (2 hours)**
  - Introduction to PBIS and its importance in education
  - Historical context and development of PBIS
- **Session 2: PBIS Framework (2 hours)**
  - Overview of the multi-tiered system of support (MTSS)
  - Key components and principles of PBIS

Module 2: Establishing Behavioural Expectations

- **Session 3: Defining Expectations (3 hours)**
  - Developing and teaching clear behavioural expectations
  - Involving students in the process of setting expectations
- **Session 4: Classroom Management Strategies (3 hours)**
  - Effective classroom management techniques
  - Strategies for maintaining a positive classroom environment

Module 3: Positive Reinforcement and Consequences

- **Session 5: Positive Reinforcement (3 hours)**
  - Techniques for acknowledging and rewarding positive behavior
  - Creating a reinforcement system that motivates students
- **Session 6: Consistent Consequences (3 hours)**
  - Addressing negative behaviours with consistent and fair consequences
  - Developing a continuum of consequences to support behaviour change

Module 4: Data-Driven Decision Making

- **Session 7: Using Data in PBIS (3 hours)**
  - Collecting and analyzing behavioural data
  - Utilizing data to make informed decisions and adjust interventions
- **Session 8: Progress Monitoring (3 hours)**
  - Tools and methods for monitoring student progress
  - Strategies for effective data collection and analysis

Module 5: Family and Community Involvement

- **Session 9: Engaging Families (3 hours)**
  - Strategies for involving families in PBIS initiatives
  - Communicating effectively with families about behaviour expectations and progress
- **Session 10: Community Partnerships (2 hours)**
  - Building partnerships with community organizations
  - Leveraging community resources to support positive behaviour

Module 6: Professional Collaboration and Support

- **Session 11: Collaboration Among Educators (2 hours)**
  - Encouraging collaboration and teamwork among school staff
  - Professional development and on-going support for PBIS implementation
- **Session 12: Sustainability and Scaling Up (2 hours)**
  - Strategies for sustaining PBIS practices over time
  - Scaling up PBIS initiatives to the whole school or district level

Method and Strategies

- Discussion
- Lecture
- Seminar
- Online Teaching
- Brainstorming
- Question and Answer

Assessment and Evaluation

1. Oral and Written test
2. Objective Test
3. Questionnaires

Certification:

Those student-teachers who participate or attend a minimum of 80% of the total number of sessions will be allowed for final assessment and certification. An authenticated certificate indicating the obtained grade shall be awarded.

The grades will be awarded as per the following criterion,
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S/N	Range of % of marks	Grade
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4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C

Loola YKS
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SARADA VILAS TEACHERS COLLEGE

K M PURAM, MYSORE-04

IQAC INITIATIVE

VALUE ADDED COURSE (VAC)

HEALTH AND WELLNESS EDUCATION (HWE)

COURSE   MODULE   FOR   1 YEAR

II SEMESTER

Dr. K S LEELA
Principal
Sarada Vilas Teachers
College, Mysore -04

Dr. ZONIA ABRAHAM
Course Coordinator
Sarada Vilas Teachers
College, Mysore-04

Your health is an investment not an expense

SARADA VILAS TEACHERS COLLEGE
K M PURAM, MYSORE-04

IQAC INITIATIVE

VALUE ADDED COURSE (VAC)

HEALTH AND WELLNESS EDUCATION

A Good Health is the Best Wealth.

Leela K S
Principal
Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 004

Dr. K S LEELA	DR. ZONIA ABRAHAM
PRINCIPAL	COURSE COORDINATOR
SARADA VILAS TEACHERS COLLEGE	SARADA VILAS TEACHERS COLLEGE
K M PURAM, MYSORE	K M PURAM, MYSORE

Introduction

Health and wellness education refers to a comprehensive approach to teaching and learning about Physical, Mental and Social well-being. Its primary goal is to provide individuals with the knowledge, Skills and attitudes necessary to make informed decisions about their health and lifestyle. The education promotes healthy behaviors, prevents disease and enhances the quality of Life.

The Key elements of Health and Wellness Education

1. Knowledge acquisition:

To provide factual information about health related topics such as nutrition, exercise, mental health and disease prevention. Understanding the human body and how lifestyle choices impact health.

2. Skill Development:

Teaching practical skills such as healthy cooking, stress management techniques and effective communication. To encourage self-care practices and the ability to navigate health care systems.

3. Attitude Formation:

Shaping positive attitudes towards health and well-being among the learner and encouraging a proactive approach to personal and community health.

4. Behavioral change:

Promoting behavior modification strategies to adopt healthier habits and to reduce the risk behaviors related to substance abuse, unsafe sex and sedentary lifestyle.

5. Critical Thinking:

To enhance the ability to critically evaluate health information and sources and empowering individuals to make informed decisions about health care and life style choices.

6. Community Engagement:

Encourage students to have active participation in community health initiatives and to build a supportive environment for health promotion and disease prevention.

Objectives

The objectives of health and wellness education are designed to promote a holistic understanding and approach to health aiming to improve individual and community well-being. It aims to enhancestudents overall health and the quality of life through various objectives. here are some key objectives

1. Increase Health Knowledge:

To provide accurate information on a wide range of health topics including nutrition, physical activity, mental health, substance abuse, sexual health and chronic diseases.

2. Promote Healthy behaviors:

Encourage the adoption of healthy life style habits such as regular exercise, balanced eating, adequate sleep and stress management techniques.

3. Develop critical thinking skills:

Teach individuals to critically evaluate health information recognize credible sources and make informed decisions about their health.

4. Enhance Self -Efficacy:

Empower individuals to take control of their health by developing confidence and skills needed to implement and maintain healthy behaviors.

5. Reduce Health risks:

Educate about the risk factors and prevention strategies for common health issues including smoking, alcohol and drug use, unsafe sexual practices and sedentary life style.

6. Encourage regular health screenings and check-ups:

Promote the importance of preventive health care measures including regular medical check-ups, vaccinations and screenings.

7. Foster Mental and Emotional Well-being:

Address the importance of mental health teach coping strategies for manging stress and emotions and reduce the stigma associated with mental health issues.

8. Improve Communication Skills:

Teach effective communication skills for discussing health concerns with health care providers, family and peers.

9. Build Community Awareness and Engagement:

Encourage participation in community health initiatives and create a supportive environment that promotes health and well-being.

10. Promote Environmental Health Awareness:

Educate about the impact of the environment on health and encourage practices that contribute to a healthy and sustainable environment.

11. Support Disease Management:

Provide information and resources for managing chronic conditions and improving quality of life for individuals with ongoing health issues.

12. Cultivate Lifelong Learning:

Instill the importance of continuous education and staying informed about health and wellness throughout one's life.

10. Promote Environmental Health Awareness:

Educate about the impact of the environment on health and encourage practices that contribute to a healthy and sustainable environment.

11. Support Disease Management:

Disease management is a proactive, multidisciplinary, systematic approach to health care delivery that includes all members with a chronic disease. It optimizes patient care through prevention and proactive interventions based on evidence based guidelines.

12. Physical Fitness:

Improves physical health, strength, flexibility, endurance and overall fitness levels.

13. Motor Skill Development:

Enhance coordination, balance and control through activities that develop motor skills.

14. Healthy Habits:

Promote lifelong healthy behaviors, including regular physical activity and balances nutrition.

15. Mental Health:

Support mental and emotional well-being by reducing stress, anxiety and depression through physical activity and mindfulness practices.

16. Social Skills:

Foster teamwork, cooperation and communication skills through group activities and sports.

17. Self- Esteem and confidence:

Build self- confidence and a positive self-image through physical achievements and personal progress.

18. Knowledge and Awareness:

Educate students about the benefits of physical activity, proper nutrition and the importance of maintaining a healthy lifestyle.

19. Safety and Prevention:

Teach students about injury prevention, safe practices during physical activities and the importance of personal and community safety.

20. Inclusivity and Accessibility:

Ensure that health and wellbeing education is accessible to all students regardless of ability to promote inclusivity and equal opportunities for participation.

By achieving these objectives, health and wellness education aims to foster a culture of health empowering individuals to make informed choices adopt healthy behaviors and contribute to the overall health of the communities. This collectively aim to foster a holistic approach to health encouraging students to adopt a balanced and active lifestyle that benefits their physical, mental and social well-being.

Benefits of Health and Wellness Education

1. Improves Quality of Life:

Educated individuals are more likely to make healthier choices, leading to improved physical and mental health.

2. Prevents Disease:

By understanding and implementing preventive measures, individuals can reduce the incidence of chronic diseases and infections.

3. Reduces Health care costs:

Preventive health practices and early intervention can lower the need for medical treatments and reduce health care expenses.

4. Promotes Longevity:

Healthy Lifestyle choices contribute to a longer, more active life.

5. Empowers Individuals:

Knowledge and skills related to health and wellness empower people to take control of their health and well-being.

In essence health and wellness education is a vital component of public health that equips individuals with the tools they need to lead healthier, happier lives and contribute to the overall health of their communities.

CURRICULUM: HEALTH AND WELLNESS EDUCATION (30 HRS)

Module 1: Introduction to Health and Wellness (2Hours)

Session 1:

a) Definition and Importance: Overview of health and wellness, including physical, mental and social health.

Session 2:

b) Holistic Health: Understanding the interconnectedness of different aspects of health.

Module 2: Nutrition and Healthy Eating (2 Hours)

Session 3

a) **Balanced Diet:** Components of a balanced diet and the role of macronutrients and micronutrients.

b) **Reading Food Labels:** How to understand and interpret food labels.

Session 4

c) **Meal Planning:** Tips for planning and preparing healthy meals.

d) **Special Diets:** Information on Vegetarian, Vegan, Gluten-free and other special diets.

Module 3: Physical Activity and Fitness (3 Hours)

Session 5

a) **Benefits of exercise:** Physical, Mental and Emotional benefits of regular physical activity.

b) **Types of Exercise:** Aerobics, Strength training, flexibility and balance exercises.

Session 6

c) **Creating a Fitness Plan:** How to set realistic fitness goals and develop a personalized exercise routine.

d) **Overcoming Barriers:** Strategies to overcome common obstacles to regular exercise.

Module 4: Mental Health and Emotional Well-Being(3 Hours)
Session 7

a) **Understanding Mental Health**: Basics of mental health and common mental health disorders.

b) **Stress Management:** Techniques for managing stress such as mindfulness, meditation and relaxation exercises.

Session 8

c) **Emotional Resilience:** Building emotional resilience and coping stratergies.

d) **Seeking Help:** When and how to seek professional help for mental health issues.

Module 5: Substance Abuse Prevention(3 Hours)
Session 9

a) **Risks and Consequences**: Information on the risks and consequences of alcohol, tobacco and drug use.

b) **Prevention Strategies:** Tips for avoiding substance abuse and peer pressure.

c) **Resources for help:** Information on resources and support for substance abuse issues.

Module 6: Sexual Health and Reproductive Education(3 Hours)
Session 10

a) **Anatomy and Physiology**: Basics of sexual and reproductive anatomy and physiology.

b) **Safe Sex Practices:** Information on contraception, preventing sexually transmitted infections (STIs) and healthy relationships.

c) **Consent and Communication:** Importance of consent and effective communication in sexual relationships.

Module 7: Chronic Disease Prevention Management(3 Hours)
Session 11

a) **Common Chronic Diseases:** Information on common chronic diseases such as diabetes, hypertension and heart disease.

b) **Risk Factors:** Understanding risk factors and how to reduce them.

c) **Management Strategies:** Tips for managing chronic diseases and improving quality of life.

Module 8: Health Screenings and Preventive Care(2 Hours)
Session 12

a) **Importance of screenings:** Recommend health screenings for different age groups.

b) **Vaccinations:** Information on the importance of vaccinations and recommended vaccination schedules.

c) **Preventive Health care:** Benefits of regular check-ups and preventive health care practices

Module 9: Environmental Health (2 Hours)
Session 13

a) **Impact of Environment on Health:** How environmental factors affect health.

b) **Reducing Exposure:** Strategies to reduce exposure to environmental pollutants.

c) **Sustainable Practices:** Promoting environmental friendly practices to support health.

Module 10: Personal Safety and First Aid (2 Hours)
Session 14

a) **Basic First Aid:** Basic First aid skills and emergency response.

b) **Safety at home and work:** Tips for preventing injuries and accidents.

c) **CPR Training:** Basic CPR techniques and when to use them.

Module 11: Health Literacy and Advocacy (2 Hours)
Session 15
a) Evaluating Health Information: How to find and evaluate reliable health information.

b) Communication Skills: Effective communication with health care providers.

c) Advocacy: How to advocate for personal and community health.

Module 12: Lifelong Health and Wellness (3 Hours)
Session 16
a) Continuous Learning: Importance of lifelong learning and staying informed about health and wellness.

b) Healthy aging: Tips for maintaining health and wellness throughout life stages.

c) Community Resources: Utilizing community resources for ongoing health and wellness support.

These modules provide a structured approach to health and wellness education covering essential topics to promote a well-rounded understanding of health and empower individuals to make informed choice.

Methods and Strategies Adopted

- Discussion
- Interaction
- Brainstorming
- Showing Videos
- Use of TLM's
- Use of A-V Aids

Assessment and Evaluation

The student who fulfills the minimum criteria of having 80% of attendance in Health and Wellness Education in Value Added Course shall be eligible in fulfilling the assessment criteria and evaluation through attending the Multiple Choice Based Questions and getting through it.

The MCQ has 100 questions which may take around 120 min in marking the right response in the OMR sheet. Each question carries one mark each. Those students who clears the assessment and the evaluation criteria is eligible for certification.

Eligibility Criteria for Certification

Those students who participate or attend should have a minimum of 80% of attendance in Health & Wellness Education (HWE) will be eligible for attending final assessment and to obtain the certificate. An authenticated certificate indicating the grade shall be issued to all students who are eligible

The grades will be awarded as per the following criterion

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Principal
Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 0..

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SARADA VILAS TEACHERS COLLEGE, MYSORE
IQAC/NAAC INITIATIVE

VALUE ADDED COURSE (2021-22)

Mindfulness and Emotional Intelligence in Education(MEIE)

Course Director: Dr. K S LEELA. Principal SVTC
Course Coordinator: Karthik P.S . Asst. Professor, SVTC

(March- July, 2022)

Principal
Sarada Vilas Teachers College,
K.M.Pyram, Mysore - 570 004

SARADA VILAS TEACHERS COLLEGE K.M PURAM MYSORE-4
IQAC Initiatives
Value Added Course

Mindfulness and Emotional Intelligence in Education(MEIE)
Course Module
II Year , 3rd Semester

Committee for VAC-2021-22

Date of Committee Constitution: 10.03.2022

Committee:

Sl. No	Designation	Names	Signature
1.	Course Director	Dr. K S Leela, Principal	
2.	Course Coordinator	Karthik P.S	
3.	Asst. Coordinator	Smt Zonia Abraham	
4.	Student member (Female)	Spandana M	
5.	Student member (Female)	Namratha N	
6.	Student member (Female)	Divya S	
7.	Student member (Male)	Chikka swamy	
8.	Student member (Male)	Bharath	

Signature of the Course Coordinators:

1. Karthik P.S :

2. Smt Zonia Abraham :

Signature of the Principal

SARADA VILAS TEACHERS COLLEGE, MYSURU

NAAC INITIATIVE

VALUE ADDED COURSE (VAC)
MINDFULLNESS AND EMOTIONAL INTELLIGENCE
IN EDUCATION
(MEIE)

COURSE MODULE

II Year students / III Semester
(2021-22)

Course Coordinator

KARTHIK P S
Assistant Professor

SARADA VILAS TEACHERS COLLEGE, MYSURU

Dr. K. S Leela
   Principal
   Saradavilas Teachers College,
   Mysore.

Karthik P S
   Course Coordinator
   Saradavilas Teachers College,
   Mysore

Introduction:

Mindfulness also involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there's a "right" or "wrong" way to think or feel in a given moment. When we practice mindfulness, our thoughts tune into what we're sensing in the present moment rather than rehashing the past or imagining the future.

Though it has its roots in Buddhist meditation, a secular practice of mindfulness has entered the American mainstream in recent years, in part through the work of Jon Kabat-Zinn and his Mindfulness-Based Stress Reduction (MBSR) program, which he launched at the University of Massachusetts Medical School in 1979. Since that time, thousands of studies have documented the physical and mental health benefits of mindfulness in general and MBSR in particular, inspiring countless programs to adapt the MBSR model for schools, prisons, hospitals, veteranscenters, and beyond.

Emotional intelligence is important for students because it helps them care for themselves and others. Through the strengthening of these skills, learners can better assess their own needs, care for others, and demonstrate respect for peers and elders, limiting conflict and miscommunication in the learning environment. Emotional Intelligence is the ability to acknowledge, understand, and control our emotions, and to acknowledge, understand, and interact with the emotions of other people. This is an essential skill at all stages of life, fostering success in both personal and professional contexts. The utilization and teaching of emotional intelligence in schools has gained traction in the public sphere, as

awareness has increased regarding the importance of emotional intelligence in promoting overall quality of life.

Understanding MEIE.

- Emotion Vocabulary game:Play the alphabet game with emotions.
- As a class, come up with different emotions for each letter of the alphabet.
- Discuss the differences between emotions, their triggers, and appropriate responses.

- Modelling self awareness:During feedback sessions, teachers should be aware of the emotions they convey.
- Reflect on their performance levels and consider their impact on students.
- Demonstrating self-awareness helps students learn emotional regulation

Key components of MEIE

Attention: The act or state of applying the mind to something.

Awareness: The ability to perceive, to feel, or to be conscious of events, objects, thoughts, emotions, or sensory patterns. In this level of consciousness, sense data can be confirmed by an observer without necessarily implying understanding. More broadly, it is the state or quality of being aware of something.

Attitude:a feeling or opinion about something or someone, or a way of behaving that is caused by this: It's often very difficult to change people's attitudes. take the attitude that She takes the attitude that children should be allowed to learn at their own pace.5 days ago

- Self-awareness: Understanding your own emotions, strengths, weaknesses, and values, and how they affect others. This helps you regulate your emotions and respond to situations more calmly.

  - Self-awareness: Understanding your own emotions, strengths, weaknesses, and values, and how they affect others. This helps you regulate your emotions and respond to situations more calmly.

- Self-regulation: Controlling or redirecting disruptive impulses and moods, and thinking before acting. This helps you manage your emotions in the moment so they help you make decisions or complete tasks, rather than getting in the way.

- Empathy: Understanding other people's feelings and seeing things from their perspective. This allows you to understand what others are feeling and why, even if they have different backgrounds and experiences than you.

- Motivation: A component of EI.

- Social skills: Also known as effective communication

Objectives:

The goal of mindfulness is to focus on the present moment without judgment. It's not about trying to quiet the mind or achieve a state of calm, but rather about being an impartial witness to your own experience.

Some say that mindfulness can help you feel more calm and secure, and can be a key element in reducing stress and increasing happiness. It can also help you develop better focus and self-awareness, and can be beneficial for children.

Here are some other objectives of mindfulness:

- Improve cognitive ability

  Mindfulness can help improve working memory and attention capacities, which can contribute to effective emotion-regulation strategies.

- Slow brain aging

  A 2019 study found that first-time meditators who practiced mindfulness meditation for 40 days had significant changes in brain structure, including increased gray matter volume and cortical thickness.

- Reduce symptoms of depression, anxiety, and stress

  Mindfulness can help decrease rumination and disengagement from cognitive activities that can lead to depression.

- Increase a sense of well-being

  Mindfulness can help you learn to stay centered and keep inner peace, which can benefit your emotional well-being and overall health.

Some other attitudes that are important for mindfulness include patience, a beginner's mind, trust, non-striving, acceptance, and letting go

1. To define emotions and Emotional Intelligence (EI)
2. To distinguish emotional intelligence from other forms of intelligences
3. To list the criticality of emotional intelligence in work, life and relationships
4. To raise personal awareness
5. To positively reframe our perspective of people and situations in order to operate and adapt more positively
6. To recover from negative experiences with people and situations quicker
7. To increase awareness of others and social situations
8. To enhance working and personal relationships with others
9. To build a mental mechanism of success in work, life and relationships for the future

Benefits:

- Helps Students to Move to the Next Level.
- Reduces Stress. ...
- Teaches Employees How to React to Constructive Criticism. ...
- Helps Students Conquer Their Fears, Doubts, and Insecurities. ...
- Improves Communication Skills.
- Enhances Social Skills. ...
- Creates a Positive Environment.

Curriculum: Mindfulness and Emotional Intelligence in Education.(30 hours)

Module 1: Introduction to MEIE

Session 1: Acquire knowledge and understanding MEIE (2hours)

Important to know and understanding MEIE in schools and colleges and Studies suggest that mindfulness practices may help students to manage stress, cope better with serious illness and reduce anxiety and depression. Many students who practice mindfulness report an increased ability to relax, a greater enthusiasm for life and improved self-esteem.

Session 2: Understanding components MEIE (2hours)

The role of mindfulness in education benefits the teachers and the students. In the classrooms, teachers can use mindfulness-based techniques to increase responsiveness to students' needs, support stress management, and enhances classroom climate. Emotional intelligence is important for students because it helps them care for themselves and others. Through the strengthening of these skills, learners can better assess their own needs, care for others, and demonstrate respect for peers and elders, limiting conflict and miscommunication in the learning environment Emotional intelligence is important for students because it helps them care for themselves and others. Through the strengthening of these skills, learners can better assess their own needs, care for others, and demonstrate respect for peers and elders, limiting conflict and miscommunication in the learning environment.

Module2: Why is emotional intelligence important for students?

Emotional intelligence is important for students because it helps them care for themselves and others. Through the strengthening of these skills, learners can better assess their own needs, care for others, and demonstrate respect for peers and elders, limiting conflict and miscommunication in the learning environment.

Session 1: The benefits of emotional intelligence Among students(2hours) Emotional

intelligence is important for students because it helps them care for themselves and others. Through the strengthening of these skills, learners can better assess their own needs, care for others, and demonstrate respect for peers and elders, limiting conflict and miscommunication in the learning environment.

Module 3: Components of Emotional Intelligence.

Session 1: Understanding self motivation to be specific(2hours) - self-motivation is the

internal drive that leads us to take action towards a goal. It keeps us moving forward, even when we don't want to. An example of this is when you're going for a run.

Module 4: Components of Emotional Intelligence.

Session 1: To understanding on Empathy(2hours): The term "empathy" is used to

describe a wide range of experiences. Emotion researchers generally define empathy as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling.

Module 5 : Personality Awareness

Session 1 :To understanding self Awareness(2hours): Self-awareness is your ability to perceive and understand the things that make you who you are as an individual, including your personality, actions, values, beliefs, emotions, and thoughts.

Session 2 : Self regulation(2hours) - Self-regulation is the ability to understand and manage your own behavior and reactions. It's a vital skill that can help people in many ways, including:

Social interactions

Module 6 : Important Component of Emotional Intelligence

Session 1(2hours) :

Self-regulation can help people be good group members by allowing them to change or stop behaviors that could lead to exclusion. It can also help people get along with others, take turns, and express emotions appropriately. Self-regulation can help students learn more effectively by helping them set goals, monitor their progress, and plan how to reach their goals. It can also help students feel more in control of their performance and less negatively affected by exams.

Module: 7 How do we practice mindfulness and meditation

Session 1(2hours): Mindfulness is available to us in every moment, whether through meditations and body scans, or mindful moment practices like taking time to pause and breathe when the phone rings instead of rushing to answer it.

Within that concept, there are three components of mindfulness:

- Intention - choosing to cultivate your awareness.
- Attention - to the present moment, sensations, and thoughts.
- Attitude - being kind, curious, and non-judgmental.

When these three characteristics of mindful behaviour intertwine, how we relate and respond to events is transformed, creating a more spacious way of being that is gentler and more peaceful.

Module 8 : Research on how mindfulnes changes the Brain

Session 1(2hours) : Let's think about how mindfulness and meditation link, and explore how these practices build upon the three pillars to create meaningful lifestyle changes.

Module 9: Importance and Benefits of yoga andf Meditation

Session1(2hours): yoga and meditation can both improve your mental and physical health in many ways. They can help you achieve balance and inner peace, and can be practiced together or separately:

Yoga

Can improve your fitness, flexibility, and strength. Yoga poses can strengthen your core and lower back muscles, which can help you do daily tasks more easily. Yoga can also boost your metabolism, and breathing deeply during yoga increases circulation. According to the National Institutes of Health, yoga can also help with stress management, mindfulness, healthy eating, weight loss, and sleep.

Meditation

Can help you improve your mental health, self-awareness, and concentration. Meditation can also help reduce stress and anxiety, improve your sleep, and reduce memory loss. Some types of meditation include mindfulness meditation, loving-kindness meditation, and transcendental meditation

Method and Strategies:

- Discussion
- Interaction
- Tutorials
- Lecture method
- Role play
- Online
- Brain storming technique

Assessment and evaluation

a) Objective types of questions
b) Oral and written exam
c) Multiple choice

Certification: Those Student teachers who participated or attended 80% of the total numbers of sessions will be allowed for final assessment and certification. An authenticated certificate indicating the obtained grade shall be awarded.

S/N	Range of% of marks	Grade
1	191%-100%	A++
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6	40%-50%	C

Principal
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Sarada Vilas Teachers College

K M Puram Mysore -04

IQAC Initiatives

Value Added Course (VAC)

Topic: Community-Based Learning

Course Module

II Semester

Year -2021-22

Dr. K S Leela
Principal
Sarada Vilas Teachers College,
Mysore

Dr K C Gayathri
Course Coordinator
Sarada Vilas Teachers College
Mysore

Introduction

In an educational landscape that increasingly values holistic development, community-based learning (CBL) emerges as a transformative approach, bridging academic knowledge with real-world experiences. CBL places students in direct contact with local communities, enabling them to apply theoretical concepts to practical scenarios. This method enriches traditional education by fostering hands-on learning, critical thinking, and problem-solving skills. Through CBL, students not only grasp academic subjects more deeply but also develop a keen sense of social responsibility and civic engagement.

By engaging with diverse communities, students encounter real-world challenges and opportunities, prompting them to think creatively and act ethically. This interaction cultivates empathy, cultural awareness, and a commitment to social justice. For instance, working on community projects such as environmental conservation, public health campaigns, or educational outreach programs allows students to witness the impact of their efforts firsthand. These experiences nurture a sense of purpose and motivation, as students see the tangible benefits of their contributions.

Moreover, CBL promotes mutual learning and respect between students and community members. This reciprocal relationship ensures that educational initiatives are relevant and beneficial to both parties, fostering sustainable community development. Students learn to navigate complex social dynamics, collaborate effectively, and lead initiatives that address local needs.

In summary, community-based learning is a powerful educational strategy that enhances academic learning while fostering social consciousness and responsibility. It prepares students to be informed, engaged, and ethical citizens, capable of contributing positively to society. By integrating classroom learning with community engagement, CBL offers a holistic approach to education that is both meaningful and impactful.

Understanding Community-Based Learning

Enhancing Student Engagement

- CBL actively involves students in meaningful service to their communities, enriching their educational experience and fostering a sense of civic responsibility.

Bridging Theory and Practice

- CBL allows students to apply theoretical knowledge to real-life situations, enhancing their problem-solving skills and understanding of academic concepts.

Ethical Considerations in Community-Based Learning

Respect for Community Partners

- Ensuring mutual respect and understanding between students and community members, recognizing the value each brings to the learning experience.

Sustainable Engagement

Promoting Effective Community-Based Learning

Collaborative Planning

- Involving community members in the planning process to ensure that projects meet local needs and are culturally sensitive.

Reflective Practice

- Encouraging students to reflect on their experiences, helping them to connect academic learning with community engagement and personal growth.

Objectives

Raise Awareness

- Educate students about the importance of community involvement and the benefits of learning through service.

Promote Critical Thinking

- Encourage students to analyze community issues critically and develop solutions through collaborative efforts.

Develop Civic Responsibility

- Instill a sense of civic duty and responsibility, preparing students to become active and informed citizens.

Foster Community Engagement

- Teach students to engage respectfully and effectively with diverse communities, promoting mutual learning and understanding.

Address Social Equity

- Advocate for equitable solutions to community issues, raising awareness about social disparities and working towards inclusivity.

Encourage Reflective Learning

- Promote reflective practices that help students integrate their community experiences with academic learning.

Support Ethical Leadership

- Cultivate ethical leaders who can guide community-based initiatives with integrity and respect for all stakeholders.

Benefits

Promotes Active Citizenship

- Students learn to actively participate in their communities, understanding the importance of civic engagement and social responsibility.

Enhances Critical Thinking Skills

- Students analyze real-world problems, developing critical thinking and problem-solving skills essential for their academic and professional lives.

Prepares Students for Future Careers

- Practical experiences in community settings prepare students for careers in various fields, emphasizing the value of social responsibility and community engagement.

Fosters Ethical Leadership

- Education in community-based learning cultivates leaders who can promote ethical and effective community initiatives, advocating for fairness and social justice.

Supports Academic Integrity

- Students learn the importance of integrity in academic and community work, ensuring responsible and ethical behavior in all aspects of their lives.

Empowers Social Advocacy

- Understanding community dynamics empowers students to advocate for social change, addressing issues such as inequality and injustice.

Encourages Innovation with Social Impact

- Integrating community needs into educational projects inspires students to develop innovative solutions that benefit society.

Builds Trust and Respect

- Teaching community engagement fosters a culture of trust and respect, promoting positive interactions and collaborations.

Enhances Learning through Experience

- Students gain valuable insights and practical knowledge through direct engagement with communities, enhancing their overall educational experience.

Curriculum: Community-Based Learning (30 Hours)

Module 1: Introduction to Community-Based Learning

Session 1: Understanding Community-Based Learning (2 hours)
Introduction to CBL and its significance in education
Importance of community engagement in personal and academic growth

Session 2: Ethical Considerations in CBL (2 hours)
Respect for community partners and sustainable engagement
Ethical issues and best practices in community projects

Module 2: Planning and Implementation

Session 3: Collaborative Planning (3 hours)
Involving community members in project planning
Developing culturally sensitive and relevant projects

Session 4: Project Implementation (3 hours)
Steps for effective project implementation
Case studies on successful community-based projects

Module 3: Reflection and Evaluation

Session 5: Reflective Practice (2 hours)
Techniques for reflective learning and connecting experiences with academic content
Tools for self-assessment and continuous improvement

Session 6: Evaluation of Community Projects (2 hours)
Methods for evaluating the impact of community projects
Feedback mechanisms and continuous improvement

Module 4: Social Equity and Civic Responsibility

Session 7: Addressing Social Equity (3 hours)
Understanding social disparities and promoting inclusivity
Strategies for equitable community engagement

Session 8: Civic Responsibility (3 hours)
Developing a sense of civic duty and responsibility
Encouraging active participation in community affairs

Module 5: Leadership and Advocacy

Session 9: Ethical Leadership (2 hours)
Role of ethical leadership in community-based initiatives
Decision-making and problem-solving in community contexts

Session 10: Advocacy and Social Change (2 hours)
Strategies for effective advocacy and promoting social change

Module 6: Community Impact and Sustainability

Session 11: Measuring Community Impact (3 hours)
Techniques for assessing the impact of community projects
Ensuring long-term sustainability and positive outcomes

Session 12: Case Studies and Best Practices (2 hours)
Review of successful community-based projects
Learning from best practices and implementing successful strategies

Method and Strategies

- **Discussion**
- **Lecture**
- **Seminar**
- **Online Teaching**
- **Brainstorming**
- **Question and Answer**

Assessment and Evaluation

- **Oral and Written Test**
- **Objective Test**
- **Questionnaires**

Certification

Students who attend a minimum of 80% of the sessions will be eligible for final assessment and certification. An authenticated certificate indicating the obtained grade will be awarded.

Grading Criteria

S/N	Range of % of Marks	Grade
1	91%-100%	A++
2	81%-90%	A+
3	71%-80%	A
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C

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IQAC Initiatives

VALUE ADDED COURSE (VAC)

TOPIC : GIFTED EDUCATION AND ENRICHMENT STRATEGIES

Course Module
III Semester
Year- 2022-23

Dr. K S Leela
Principal
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Introduction:

Education for gifted students necessitates tailored approaches to cultivate their exceptional abilities and talents. These students possess intellectual, creative, or artistic capabilities that set them apart from their peers, requiring educational strategies that go beyond the traditional classroom framework. Enrichment strategies play a pivotal role in this context by offering these students opportunities that are challenging, stimulating, and aligned with their advanced learning needs.

Gifted students often exhibit a deep curiosity and a rapid pace of learning, which standard educational practices may not always cater to adequately. Hence, enrichment strategies are designed to foster their intellectual growth and provide them with opportunities for exploration, creativity, and deeper understanding in areas where they excel. These strategies can include specialized courses, advanced placement programs, mentorship opportunities with experts, independent research projects, or participation in competitions and academic clubs.

Moreover, enrichment strategies aim not only to accelerate learning but also to nurture critical thinking, problem-solving skills, and creativity among gifted students. They are structured to encourage exploration beyond the confines of the regular curriculum, allowing students to delve into subjects of interest and passion. By engaging in these enriching experiences, gifted students can further develop their talents, gain confidence in their abilities, and potentially make significant contributions in their fields of expertise in the future.

Understanding Gifted Education

- **Characteristics of Gifted Learners:** Identifying traits such as high intellectual ability, creativity, and task commitment.
- **Educational Needs:** Addressing the need for differentiated instruction and accelerated learning opportunities.

Enrichment Strategies

- **Curriculum Compacting:** Adjusting the curriculum to accommodate faster learners, allowing them to skip mastered content.
- **Acceleration:** Advancing gifted students through grades or subjects at a faster pace to match their learning speed.
- **Depth and Complexity:** Providing in-depth study and exploration of topics to foster critical thinking and problem-solving skills.

Differentiated Instruction

- **Flexible Grouping:** Forming groups based on readiness and interest to provide appropriate challenge levels.
- **Tiered Assignments:** Offering assignments with varying complexity levels based on students' readiness and abilities.
- **Independent Study:** Allowing gifted students to pursue topics of personal interest independently under guidance.

Social and Emotional Needs

- **Peer Mentoring:** Pairing gifted students with peers for collaborative learning and social interaction.
- **Counseling Support:** Addressing social-emotional needs and challenges related to being gifted.

Course Learning Objectives (CLOs)

- **Enhance Intellectual Growth:** Enrichment strategies aim to provide gifted students with intellectually stimulating experiences that go beyond the standard curriculum. By offering advanced coursework, research opportunities, and challenging projects, these strategies foster deep engagement and exploration in areas where students demonstrate exceptional aptitude. This objective ensures that gifted students are continually challenged and motivated to achieve their full academic potential.
- **Develop Critical Thinking Skills:** A core objective of enrichment strategies is to cultivate advanced problem-solving abilities and promote creative thinking among gifted students. Through activities such as debates, case studies, and interdisciplinary projects, students are encouraged to analyze complex issues, evaluate evidence, and propose innovative solutions. These experiences not only enhance their cognitive skills but also prepare them to tackle real-world challenges with confidence and creativity.
- **Support Social and Emotional Well-being:** Gifted students often face unique social and emotional challenges due to their heightened intellectual abilities. Enrichment strategies aim to address these needs by fostering a supportive learning environment that acknowledges their emotional sensitivity, perfectionism, and peer relationships. By providing opportunities for collaboration, peer mentorship, and emotional support, these strategies ensure holistic development and positive well-being among gifted students.
- **Promote Self-directed Learning:** Enrichment strategies empower gifted students to take ownership of their learning by encouraging independence, initiative, and self-motivation. Through personalized learning plans, research projects, and individualized study opportunities, students develop the skills and habits necessary for lifelong learning. This objective ensures that gifted students are equipped not only with academic knowledge but also with the

self-discipline and resilience needed to pursue their academic interests and goals effectively.

Benefits

- **Academic Excellence:** Gifted education enhances academic performance and achievement.
- **Personalized Learning:** Tailored educational experiences cater to individual learning needs and preferences.
- **Career Readiness:** Preparation for future academic and professional challenges through advanced learning experiences.
- **Social and Emotional Growth:** Supportive environments that nurture both cognitive and emotional development.

Curriculum Outline: Enrichment Program for Gifted Students - 30 hours

Module 1: Advanced Problem-Solving and Critical Thinking Skills

- **Session 1:** Introduction to Advanced Problem-Solving (2 hours)
    - Overview of problem-solving strategies
    - Application exercises and group discussions
- **Session 2:** Critical Thinking Development (3 hours)
    - Understanding critical thinking concepts
    - Analyzing case studies and real-world scenarios
- **Session 3:** Creative Thinking Techniques (2 hours)
    - Techniques for fostering creativity
    - Brainstorming and ideation exercises

Module 2: In-Depth Exploration in STEM (Science, Technology, Engineering, Mathematics)

- **Session 4:** Exploring Advanced Mathematics (3 hours)
    - Topics beyond the standard curriculum
    - Problem-solving challenges and mathematical proofs
- **Session 5:** Introduction to Engineering Principles (2 hours)
    - Hands-on activities in engineering design
    - Building prototypes and testing concepts
- **Session 6:** Introduction to Scientific Research (3 hours)
    - Basics of scientific inquiry and experimental design
    - Conducting controlled experiments and data analysis

Module 3: Humanities and Social Sciences Exploration

- **Session 7:** Advanced Literature and Writing (2 hours)

- o Analysis of complex literary texts
  - o Creative writing exercises and peer reviews
- **Session 8:** Historical Analysis and Research (3 hours)
  - o Research methodologies in history
  - o Examining primary and secondary sources
- **Session 9:** Ethics and Philosophy Discussion (2 hours)
  - o Ethical dilemmas and philosophical debates
  - o Application of ethical theories to contemporary issues

Module 4: Arts and Creative Expression

- **Session 10:** Visual Arts Exploration (3 hours)
  - o Techniques in drawing, painting, and sculpture
  - o Portfolio development and critique
- **Session 11:** Performing Arts Workshop (2 hours)
  - o Introduction to theater and acting techniques
  - o Improvisation exercises and performance critique
- **Session 12:** Digital Media and Design (2 hours)
  - o Basics of digital storytelling and multimedia production
  - o Hands-on projects in digital design and editing

Module 5: Personal Development and Leadership

- **Session 13:** Personal Goal Setting (2 hours)
  - o Setting academic and personal goals
  - o Action planning for achieving goals
- **Session 14:** Leadership and Teamwork (2 hours)
  - o Leadership styles and qualities
  - o Team-building activities and collaborative projects

Module 6: Culminating Project and Presentation

- **Session 15:** Project Development (3 hours)
  - o Choosing a topic and project outline
  - o Research methodology and data collection
- **Session 16:** Project Presentation (2 hours)
  - o Presentation skills and effective communication
  - o Peer evaluation and feedback

Methodology and Assessment

- **Teaching Methods:** Lecture, hands-on activities, discussions and group projects
- **Assessment:** Continuous assessment through quizzes, project reports, presentations, and peer evaluations.
- **Certification:** Completion certificate based on attendance and successful completion of assessments.

Certification:

Those student-teachers who participate or attend a minimum of 80% of the total number of sessions will be allowed for final assessment and certification. An authenticated certificate indicating the obtained grade shall be awarded.

The grades will be awarded as per the following criterion,

S/N	Range of % of marks	Grade
1	91%-100%	A++
2	81%-90%	A+
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SARADA VILAS TEACHERS COLLEGE, MYSURU

NAAC INITIATIVE

VALUE ADDED COURSE (VAC)
LIFE SKILLS DEVELOPMENT (LSD)
COURSE MODULE

II Year students / III Semester (2022-23)

Course Coordinator

Dr. H N VISHWANATH

Asst. Professor

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Life Skills

"Life skills" is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

(WHO) defines Life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Life skill has been classified into three broad categories:

• Thinking Skills: Thinking skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities.

• Social Skills: Social skills include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, etc.

• Emotional Skills: Emotional skills, involves, knowing and being comfortable with oneself. Thus, self– management, including managing/coping with feelings, emotions, stress and resisting peer and family pressure.

However, in 1999, the World Health Organization identified six key areas of life skills:

✓ Communication and interpersonal skills. This broadly describes the skills needed to get on and work with other people, and particularly to transfer and receive messages either in writing or verbally.

✓ Decision-making and problem-solving. This describes the skills required to understand problems, find solutions to them, alone or with others, and then take action to address them.

✓ Creative Thinking and Critical Thinking. This describes the ability to think in different and unusual ways about problems, and find new solutions, or generate new ideas, coupled with the ability to access information carefully and understand its relevance.

- ✓ Self-awareness and Empathy, which are two key parts of Emotional Intelligence. They describe understanding yourself and being able to feel for other people as if their experiences were happening to you.
- ✓ Assertiveness and Equanimity, or Self-Control. These describe the skills needed to stand up for yourself and other people, and remain calm even in the face of considerable provocation.
- ✓ Resilience and Ability to Cope with Problems, which describes the ability to recover from setbacks, and treat them as opportunities to learn, or simply experiences.

Life Skills Education

LIFE SKILL EDUCATION According to UNICEF, Life Skills Education is a behavior development approach designed to address balance of three areas: Knowledge, Attitude and Skills.

Life Skills-Based Education (LSBE) is a form of education that focuses on cultivating personal life skills such as self-reflection, critical thinking, problem solving and interpersonal skills. In 1986, the Ottawa Charter for Health Promotion recognized life skills in terms of making better health choices.

Objectives of Life Skills Education

Life skills' training equips people with the social and interpersonal skills that enable them to cope with the demands of everyday life. The objectives of this training are to build self-confidence, encourage critical thinking, foster independence and help people to communicate more effectively.

Confidence

A primary objective of life skills training that focus on personal development is to promote confidence and well-being in young people and adults. It helps participants become more assertive, communicate effectively with others by developing good listening skills and learn to handle stress and deal with disappointments and setbacks. Such classes help people to explore their beliefs and attitudes through group discussions and confidence building techniques such as

positive visualization. They encourage people to play to their strengths by engaging in creative activities and following a healthy lifestyle.

Independence

Life skills enable people to be more independent. For example, someone who brushes up on math at an adult numeracy class doesn't have to depend on other people to help her manage household accounts or run a business. She might, for example, learn how to do her own spreadsheets and fill in tax returns. Someone who learns to read and write doesn't need to depend on others to perform basic tasks like writing letters or filling in forms.

Communication

Life skills training helps people to communicate with the outside world and to enjoy a better relationship with family and friends. Computer literacy, for example, is viewed as a life skill because information technology is an important part of daily living. People use computers to shop online, communicate with friends and coworkers, search for jobs and complete work-related tasks using computer software like documents and spreadsheets. Parenting classes or classes to help people deal with caring for elderly relatives focus on communication skills.

Healthy Living

People are less likely to be exploited by others if they are physically and emotionally self-reliant. Teenagers, for example, are less likely to be influenced by peer pressure to experiment with drugs. Someone who is assertive and confident is more likely to enjoy nurturing relationships by being able to express his feelings and negotiate successfully with others. He is better equipped to make rational decisions that will benefit him and others.

Importance of Life Skill Education

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years

have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

The nation needs active, informed and responsible citizens, who are willing and able to take responsibility for themselves and their communities and contribute to the nation building process. It needs youth who are'

> aware of their rights and responsibilities as citizens
> informed about social and political issues
> concerned about the welfare of others
> able to clearly articulate their opinions and arguments
> capable of having an influence on the world
> active in their communities
> responsible in how they act as citizens.

These capacities do not develop unaided; they have to be learnt and/or acquired. While certain life skills may be acquired through our everyday experience at home or at work, they are not sufficient to adequately equip citizens for the active role required of them in today's complex and diverse society.

LSD- Benefits

a. For the Youth:

> Develop self-confidence and successfully deal with significant life changes and challenges.
> Voice at institution, in their community and in society at large.
> Make a positive contribution by developing the expertise and experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life.

b. For the Individual

> Find new ways of thinking and problem solving

> Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others

> Build confidence both in spoken skills and for group collaboration and cooperation

> Analyze options, make decisions and understand why they make certain choices outside the classroom

> Develop a greater sense of self-awareness and appreciation for others

c. For Employment

> Develop ability to self-manage, solve problems and understand the business environment

> Work well as part of a team and develop potential to lead by influence

> Develop ability to manage Time and People

> Develop adaptability to different roles and varied working environments

d. For the Society

The more one develops life skills individually, the more these affect and benefit the world in which one lives:

> Recognizing cultural awareness and citizenship makes international cooperation easier

> Respecting diversity allows creativity and imagination to flourish developing a more tolerant society

> Developing negotiation skills, the ability to network and empathize can help to build resolutions rather than resentments.

Curriculum: The course includes twenty two interactive sessions with participatory approach on the following most often required and chosen twenty life skills.

1. Effective Communication
2. Study Skills
3. Self Awareness
4. Understanding Others
5. Interpersonal Relationship

6. Time Management
7. Critical Thinking
8. Creative Thinking
9. Impression Management
10. Negotiation Skills
11. Decision Making
12. Goal Setting
13. Problem Solving
14. Coping with Emotions
15. Stress Management
16. Assertiveness
17. Employability Skills
18. Leadership Skills
19. Event Management
20. 21st Century Skills(4Cs)
21. Managing Parents – Art of Parenting

Methods and Strategies of life skill education

The following are suggested methods that could be used in Life Skills Development Course:

> Discussion.
> Debate.
> Role Play.
> Brainstorm.
> Story telling.
> Songs and dances.
> Case studies.
> Miming.
> Poetry and recitals
> Question and answer

Course Duration: Its about four months, spread over programme. Each individual life skill would be discussed with different aforesaid approaches and strategies in one session of 90 minutes.

Assessment & Evaluation:

The following techniques and tools are employed in the evaluation of the students' performance. Its both Continuous and Comprehensive with both Formative and Summative strategies.

- ➤ Oral and written tests
- ➤ Quiz
- ➤ Case study analysis
- ➤ Observation
- ➤ Objective tests
- ➤ Project Assignments
- ➤ Questionnaires

Certification:

Those student-teachers who participate or attend a minimum of 80% of the total number of sessions will be allowed for final assessment and certification. An authenticated certificate indicating the obtained grade shall be awarded.

The grades will be awarded as per the following criterion,

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