



STELLA MATUTINA COLLEGE OF EDUCATION (AUTONOMOUS)

Re-Accredited (4th Cycle) by NAAC at 'A' Grade

Ashok Nagar, Chennai – 600 083

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2.3.7. Documentary Evidence in Support of the Claim

Case I: Scholastic Activities

Creativity and Critical Thinking

Perspectives in Education

Different approaches are nurtured in the student teachers in order to build innovative practices that produces creative and critical thinking teachers for the society. Preparing students with course such as Education in Contemporary India and Environmental Education enable and nurtures student teachers' creativity and critical thinking.

Poster making on Environmental Awareness



Knowledge and Curriculum - Villu Pattu



Education in Contemporary India - Interview on NEP 2020 among Student Teachers





Pedagogy Courses

Creative learning is a fundamental element in a creative pedagogy framework, the notion of creative learning of teachers is largely overlooked in discourses of teachers' professional learning. Through the preparation of teaching aids, the student teachers are provided exposure to various activities to improve their knowledge and teaching skills by various strategies of teaching pedagogical courses and preparation of teaching aids.

Pedagogy of Tamil – Puppet Show

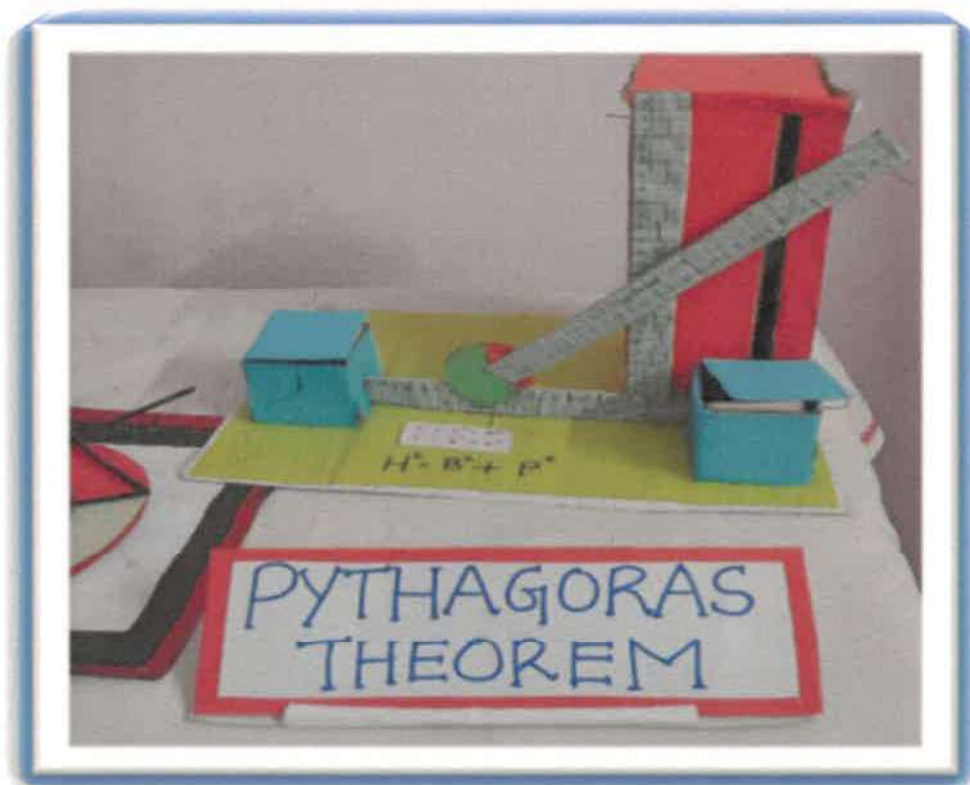
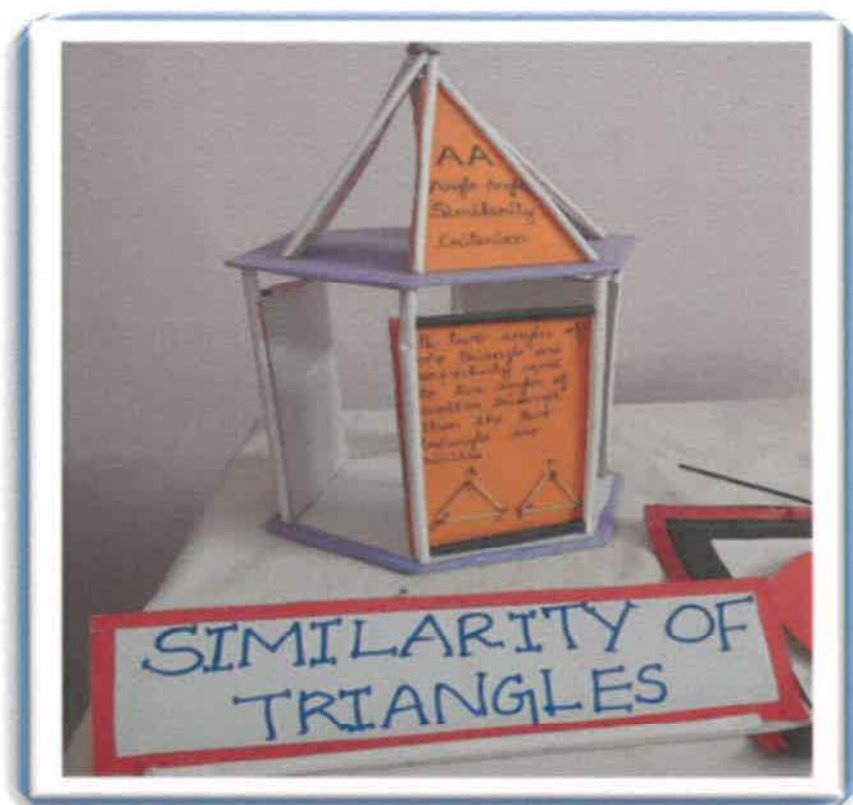


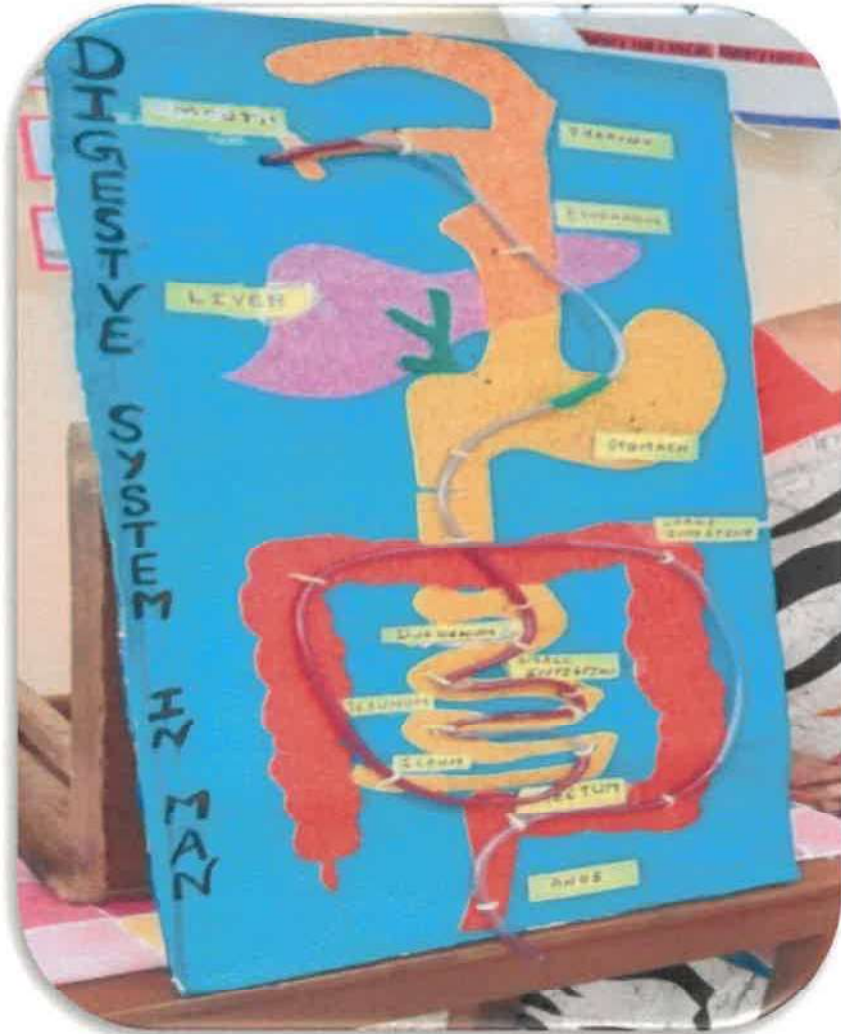
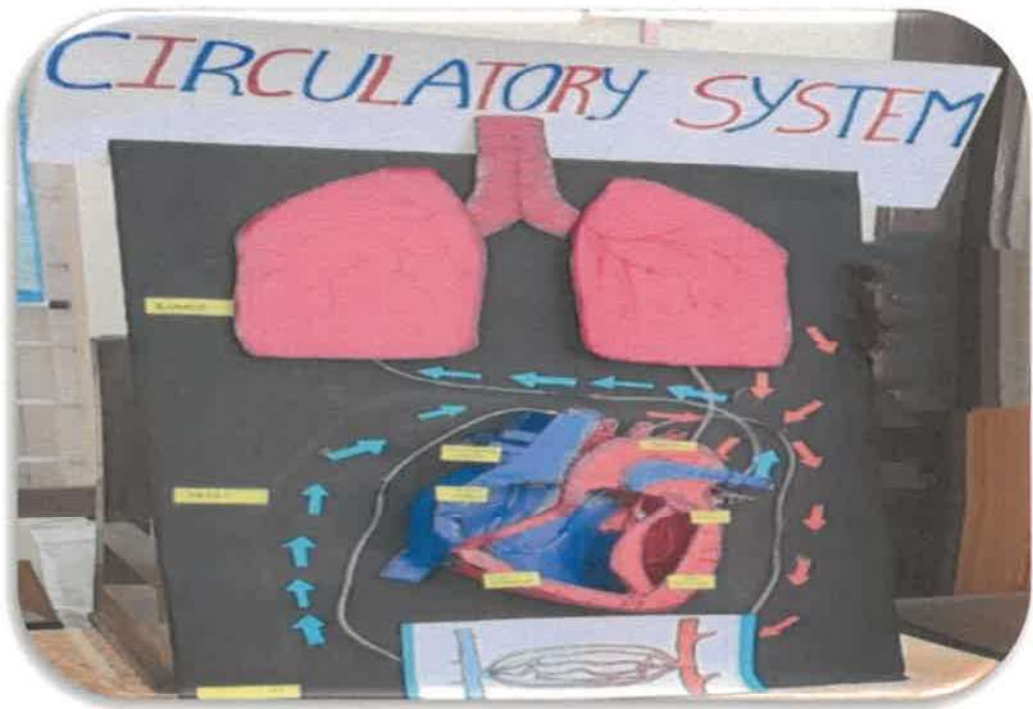


Pedagogy of History – Shadow Photography



Preparation of Teaching Aids





Enhancing Professional Capacities

Enhancing Professional Capacities is given in order to nurture their creative potential. The student teachers are trained to integrate dance, drama, puppet show, villu pattu and other visual and performing arts to teach the concepts in their subjects during teaching learning process. They are equipped to devise their own strategies for teaching their subjects during their school internship through activities based on Art Integrated Education to engage the learners and acquire better learning experience.

Art Integrated Learning



Value Added Course

Intellectual and Thinking Skills

The inclusion of Intellectual and Thinking Skills can be incorporated into every aspect of course. Teaching methods are now being designed to transform the student teachers into well-pronounced thinkers and problem solvers. It is important to note that all subject areas benefit by applying Intellectual and Thinking Skills.

Perspectives in Education

Education in Contemporary India – Assignment

NAME : KARTHIKEYANI.V

REGISTER NO: BED2123174

TOPIC :

**CRITICAL ANALYSES
THE IMPLEMENTATION
OF
RTE ACT 2009**

INTRODUCTION:

The parliament of India enacted the Right to Education Act 2009 to grapple with the downward spiral of the education system and poor learning outcomes. The act aims towards providing free and compulsory elementary education to Klds between the age group of 6 years to 14 years. The Indian government wants every Indian child to get a quality education, irrespective of gender, caste, creed and family income. The RTE Act was enacted on 4 August 2009, and since its inception, we have seen a lot of changes in the enrolment levels, equitable access, literacy rates of states and education standards.

WHAT IS RTE ACT 2009?

The enactment of the Right to Education Act under Article 21A of the Indian Constitution was a major move to change the failing landscape of education in India. Education is one of the most powerful tools to uplift a nation and equip children with essential skills. According to a report

IMPORTANCE OF RTE:

→ Education provides opportunities for career development and stability in life.

→ A college degree and knowledge of your subjects increase your chances of getting higher-paying jobs resulting in financial security.

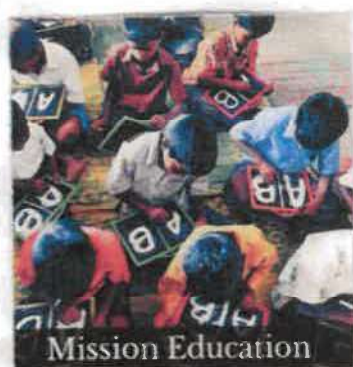
→ Education reduces crime and makes our society more peaceful as educated individuals are less likely to participate in criminal activities.

→ Education improves critical thinking and analytical skills.



CRITICISM OF THE RTE ACT 2009:

- Students have a hard time blending in with other students.
- Lack of confidence in government schools.
- Private schools deny admissions as they do not get reimbursed on time.
- Some parents were asked to pay for the application or donate money for the admissions.
- Delays in the admissions process result in students dropping out of the program or not getting admission on time.



Childhood and Growing Up – Preparation of an Album

COGNITIVE DEVELOPMENT

PIAGET:

Jean Piaget is the most needed theorist when it comes to children's cognitive development. He believed that children's cognition develops in stages. He explained this growth in the following stages:

- * SENSORY MOTOR STAGE (BIRTH → 2 YRS OLD)
- * PREOPERATIONAL STAGE (2-7 YRS OLD)
- * CONCRETE OPERATIONAL STAGE (7-11 YEARS OLD)
- * FORMAL OPERATIONAL STAGE (12 YRS OLD - ADULTHOOD)

PIAGET AND SENSORIMOTOR INTELLIGENCE

* Piaget describes intelligence in infancy as sensorimotor or based on direct, physical contact.

* Infants, taste, feel, pound, push, hear and move in order to experience the world.

* Let's explore the transition infants from responding to the external world reflexively as new borns to solving

problem using mental strategies as two years old



Language & Communication

By the end of infancy, children are beginning to attempt words. They add to these first efforts slowly for a while but during their second year they enter a period that some developmental psychologists call the naming

Explosion.

During this time vocabulary increases rapidly, with children adding between eight and forty new words to their productive lexicon each month.

To put in perspective imagine you were to take a class in Russian and your instructor expected to hear you using around 40 new words each month over the next year. Then remember that the infant does not have your advantage of already knowing at least one language and being able to use explicit tools. You would be surprised to see 18 month old sitting beside you in the language laboratory.



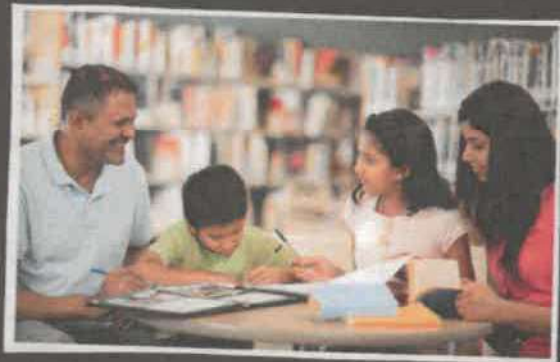
SOCIAL AND EMOTIONAL DEVELOP

Social emotional milestones:

Since these skills develop together, this area of development is referred to as social emotional development. Social & emotional milestones focus on children's developing abilities to regulate their attention, emotions & behavior & to form positive relationships with adults and peers.

Eg of Socioemotional development:

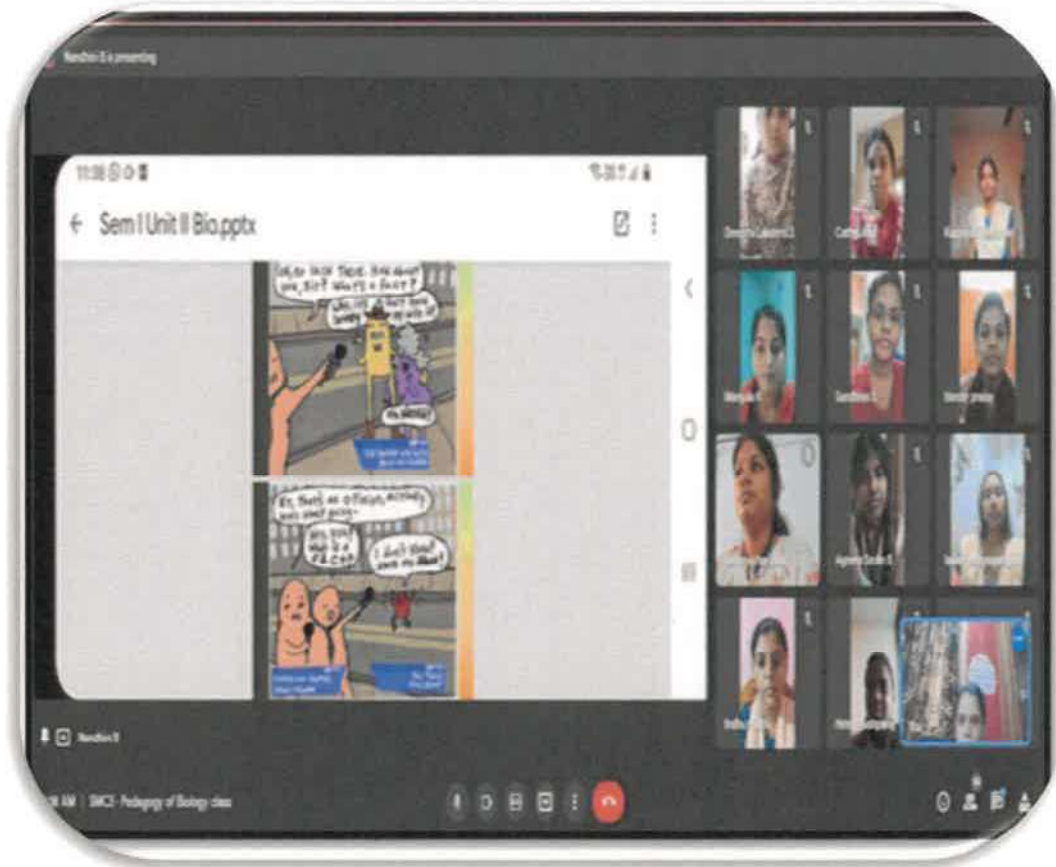
- Establish friendship with other children their age.
- develop stronger speech and problem solving skills.
- follow rules at home and at school.
- Concentrate and work through a challenge.
- Have Confidence to try new things.



5



Digital Story Board



Enhancing Professional Capacities

DIGITAL PEDAGOGY

B222EDP

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the student teacher will be able to;

- i) get acquainted with the basic knowledge about computer and operating system
- ii) comprehend and using Microsoft office
- iii) appreciate the multiple use of ICT in Education
- iv) find required digital resources, organize and integrate in teaching-learning process
- v) use ICT enabled assessment in teaching-learning process.

UNIT I: Knowing Computer and Operating System

[10 hrs]

Computer: Basic Applications of Computer, Components of Computer System, Concept of Hardware and Software and Concept of Computing, Data and Information - Operating System: Basics of Operating System, The User Interface, Simple Setting in Operating System, File and Directory Management and Common utilities.

UNIT II: Understanding Microsoft Office

[15 hrs]

Microsoft Word: Word Processing Basics, Opening and closing Documents, Text Creation and manipulation, Formatting the Text and Table Manipulation – Microsoft Excel: Elements of Electronic Spread Sheet, Manipulation of Cell, Formula and Function – Microsoft PowerPoint Presentations: Basics, Creation of Presentation, Preparation and Presentation of Slides.

UNIT III: ICT in Education

[10 hrs]

ICT: Concept, Characteristics and Importance – Aims and objectives of National Policy on ICT in School Education in India - E-learning: Concept, Characteristics, Advantages and Potential Drawbacks of E-learning - Approaches to E-learning - E-learning Tools and Technologies: Communication Tools, Collaboration Tools, Content-Creation Tools, Delivery and Distribution Tools - Learning Management Systems (LMS) – Integration of ICT in Teaching and Learning.

UNIT IV: ICT for Pedagogical Innovations

[15 hrs]

Approaches to integrating ICT in Teaching and Learning: Techno Pedagogical Content Knowledge (TPCK) - Web 2.0 Tools and Technologies: Wiki, Blog, Podcasts, Social Network and Social Bookmark - Constructivist Learning and ICT: UADDIE, Project Based Learning, Web Quest and Virtual Field Trip - Open Educational Resources: Concept and Significance.

UNIT V: ICT for Assessment

[10 hrs]

Role of ICT in Assessment: Computer Assisted Assessment, Computer Adaptive Testing-Assessment: Digital Tools and Options - E-portfolio: Tools for Creating e-portfolio and Advantages of e-portfolio - Digital Rubrics: Tools for Creating Digital Rubrics - Digital

Assessment Alternatives: Online Assessment, ICT for Self and Peer Assessment, Mobile Apps for Assessment - ICT applications for CCE - Trends in Technology Based Assessment.

Text Books

Arulsamy, S. (2009). Application of ICT in Education. NeelKamal Publication.

Agarwal, J.C. (2020). Educational Technology and School Management. Shri Vinod Pustak Mandir.

Sharma, R. A. (1996). Educational Technology. Loyal Book Depot.

Singh., & Sharma. (2005). E-Learning New Trends and Innovations. Deep & Deep Publications.

References

Ahuja, M. & Bhushan, A. (2012). Educational Technology: Theory and Practice Teaching Learning Process. Bawa Publications.

David, M. (2009). Project Based Learning- Using Information Technology. Viva Books.

Kochar, S.K. (1985). Methods and Techniques of Teaching. Sterling Publishers.

Kumar, P. (2011). Web Resources in Pedagogy. Apple Academics.

Mehra, V. (2010). A Textbook of Educational Technology. Sanjay Prakashan Publishers.

Paily, M.U. (2010). Instructional Design in E-Learning. IGNOU.

Sachdeva, M.S. (2006). Essentials of Educational Technology and Management. Twenty First Century Publications.

Sachedeva, M.S. (2013). A New Approach to Teaching Learning, Process and Evaluation. Tandon Publications.

Web Resources

Knowing Computer and Operating System

<https://bit.ly/3sUNRS9>

<https://bit.ly/3eQUAnN>

Understanding Microsoft Office

<https://bit.ly/3zowUkg>

ICT in Education

<https://bit.ly/3FZeUiL>

ICT for Pedagogical Innovations

<https://bit.ly/34p9Nur>

ICT for Assessment

<https://bit.ly/3pUUd21>

<https://bit.ly/330tjMV>

Value Added Course

B211VEPS

ENGLISH PROFICIENCY SKILLS

Marks: 30

Credits: 2

Course Objectives

At the end of the course, the student teacher will be able to;

- i) acquire competency over grammatical structure and skills
- ii) able to read with correct pronunciation and diction
- iii) imbibes accuracy on writing skills with correct spelling and meaningful grammatical structure.
- iv) apply the learnt communication skills during interviews
- v) hold relevant discussion and conversation appropriately.

UNIT I: Grammatical Usage

[7 hrs]

Introduction to the Grammatical Usage: Pronouns, Determiners, Articles, Adjectives, Prepositions, Adverbs Verbs, Relative pronouns, Phrase & Clause - The Expression of Present, Past and Future Time – Modals - Time and Tense - Question tags - Phrasal verbs –Voice& Transformation of Sentence.

UNIT II: Vocabulary

[7 hrs]

Synonyms – Antonyms - Odd Word -Single Word - Jumbled letters – Homophones Spelling Word Formation - Contextual Meaning –Analogy.

UNIT III: Reading Skills

[6 hrs]

Introduction to Critical Reading– Skimming, Scanning, and Reading and Listening for Gist and for Detail - Informative Texts: Facts, Dates, and graphs - Academic Texts: Authorship, Citation and Sources.

UNIT IV: Conversation

[5 hrs]

Greetings - Presentation – Introduction – Request, Invitation– Refusal – leave Taking - Interrogation - Reply.

UNITV: Communication

[5 hrs]

Accept and Decline Invitations - Commands - Directions - Communication Skills - Interview Skills

Text Books

Anand, S. (2006). *English Word Roots*.CBH Publishers.

Balasubramanian, T. (2002). *A Textbook of English Phonetics for Indian Students*. Macmillan Publication.

Shastri, K. & Rajee, R. (2007). *Understanding Idioms*. Alpha Land Books

Yule, G. (2002). *The Study of Language*. Cambridge University Press.

References

Cambridge English: Proficiency Handbook for Teachers.

CIEFL. (2006). *Methods of Teaching English: developing integrated skills and the elements of language, Block-IV, PGCTE Course*, Central Institute of English and Foreign Languages, Hyderabad.

Chandra Sekhar, C. R. (2015). *The Intelligibility of English Sounds: A study of phonetics*. www.esp-world.info, JOUR. Issue 46.

Neha, K. (2021). *Polish Your English Language Skills*. <https://www.collegedekho.com/study-abroad/articles/best-books-to-polish-english-language-skills>

Web Resources

<http://www.aspiringminds.com/research-reports>

<http://www.brookings.edu/research/reports2/2014/09/english-skills#/M10580>

<http://www.collinsdictionary.com/>

<http://www.merriam-webster.com/>

<http://www.oxforddictionaries.com/>

<https://www.pearson.com/news/announcements/2015/december/businesses-need-to-invest-in-employees-english-skills-to-avoid-p.html>

<http://trak.in/tags/business/2015/08/11/reality-indian-engineers-97-cant-speak-english/>

<http://www.yementimes.com/en/1624/report/1607/Lack-of-English-language-skills-burden-job-seekers.htm>

Empathy

Perspectives in Education

Learning and Teaching – Visit to Special School



Diagonistic Test

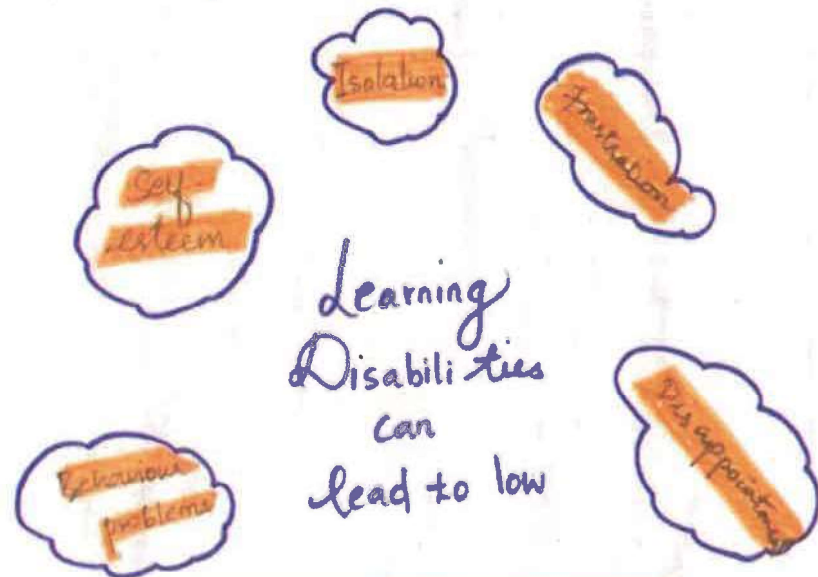
When it comes to learning disabilities, it is not always easy to know what to do and where to find help. You will also want to work with child's school to get specialized academic help.

Learn the specifics about your child's learning disability. Read and learn about your child's type of learning disability. Find out how the disability affects the learning process and what cognitive skills are involved. It is easier to evaluate learning techniques if you understand how the disability affects the child.

Research treatments and new theories. Educate yourself about the most effective treatment options available. This can help to advocate the child at school and pursue treatment.

Pursue treatment and Nurture child's strengths.

Even though children with learning disabilities struggle in one area of learning, they may excel in another. Pay attention to your child's interests. Helping children with learning disorders develop their strengths will help them with the areas of difficulty as well.



You can counter these things by creating a strong support system for children with learning disabilities and helping them learn to express themselves, deal with frustration, and work through challenges.

Questions

The test was standardized on a sample of three children with the age range of 6-12 years.

Student - 1

Name : R. Vedeesh
 Class : III Std
 Age : 8 years old.
 Subject : English (Memory Poem)

Student - 2

Name : R. Angel Monika
 Class : VI Std.
 Age : 11 years old
 Subject : English (Grammar)

Student - 3

Name : N. Iniya
 Class : I Std.
 Age : 6 years old.
 Subject : English (Singular Plural)

The questions were given in a descriptive, short and precise to test their memory power and the skill of understanding ability. It varies according to the age group level.

Pretest

A Pre-test was conducted for the students to find out their learning difficulties and capabilities to take a remedy. It is to be individually administered on different age group children. A deficit in any of the area or areas or a combination of any, would lead to a learning problem.

Through Pretest we can assess children's

- Eye-hand Co-ordination
- Figure Ground Perception
- Position-in-Space
- Auditory Perception
- Memory
- Cognitive Abilities
- Receptive Language
- Expressive Language.

Remedial Instructions.

After recognising the learning difficulties like dysgraphia, dyslexia, etc., the teacher as a guide or a facilitator lists out the remedial measures or the instructions to break down the learning difficulties such as,

- Repetition or Drill
- Special education classes
- resource assistance
- Specialised tutoring,
- accomodation on provincial examination.

After Drilling process, Vedeesh corrects his spelling mistakes and disabled his learning difficulty called dysgraphia. He also undergone dyslexia (learning difficulty on reading) and less capability in understanding the sentences or words in the memory poem. Some of the remedial instructions destroyed his poor memory or forgetfulness.

Creating an Inclusive School – Assignment on Assistive Technology

ASSISTIVE TECHNOLOGY

The Technology Related Assistance to Individuals with Disabilities Act to 1998 described an assistive technology device as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individual with disabilities."

- Assistive technologies can be "high tech" and "low tech": from canes and lever door knobs to voice recognition software and augmentative communication devices (speech generating devices).

- Assistive technology (AT) is any item piece of equipment, software program or

product system that is used to increase maintain or improve the functional capabilities of person with disabilities.

- Assistive technology help people who have difficulty speaking, typing, writing, remembering, pointing, seeing, hearing, learning and walking... etc.

- The definition of Assistive technology devices and services were added to the Idea by the education of the handicapped act amendment of 1990.

ASSISTIVE DEVICES

(Augmentative and Alternative Communication Devices) (AAC)

(i) Unaided communication system:-

Rely on the user's body to convey messages. Examples include gestures, body language, and/or sign language. One advantage of unaided communication system is that it does not require any technology beyond the person's body.

(ii) Low-tech AAC:-

Any type of aid that does not require batteries or electricity. This includes things like a simple pen and paper to write messages on, as well as pictures boards, that can be carried to aid communication.

(iii) High-tech AAC:-

→ Any aid that requires electricity or batteries. This includes specialized devices, software, smartphone applications, electronic communication boards, and keyboards.

→ Many high-tech AAC devices are speech generating devices, which means they can produce digitized speech when the user either types a message or presses on images, words, or letters.

(Electronic Fluency devices)

There are two main types of Electronic Fluency devices:-

- Delayed Auditory Feedback (DAF)
- Frequency Altered Feedback (FAF)



(ii) Locomotor Disability

The term locomotor is derived from the Latin words loco- "from a place" and motus "causing motion". So locomotor means movement from one place to another.

- And thus locomotor disability hampers movement from one place to another.

- Locomotor disability is also known as mobility disability. In Hindi language it could be understood as "chalne ki mehn akamartata".

Examples

- Amputation
- cerebral palsy
- Muscular dystrophy
- Short stature
- Neurological conditions.

Assistive Devices

(i) Mouth stick:-

Someone with no use of the hand can use of the hands can use a mouth stick to interact with a keyboard - and perhaps a trackball mouse, depending on the amount of control (and patience) the person has with the device.

(ii) Head wand:-

Head wand are similar to mouth sticks, except they are worn with headband. A person moves the head to interact with the keyboard. Fatigue can be an issue when a task requires many key strokes.

(a)



(b)



(c)



(d)





PROBLEMS ASSOCIATED
WITH TRANSGENDER
PERSONS IN INDIA

WO 'MAN'



FOR
TRANSMEN

They undergo the following changes

medically:

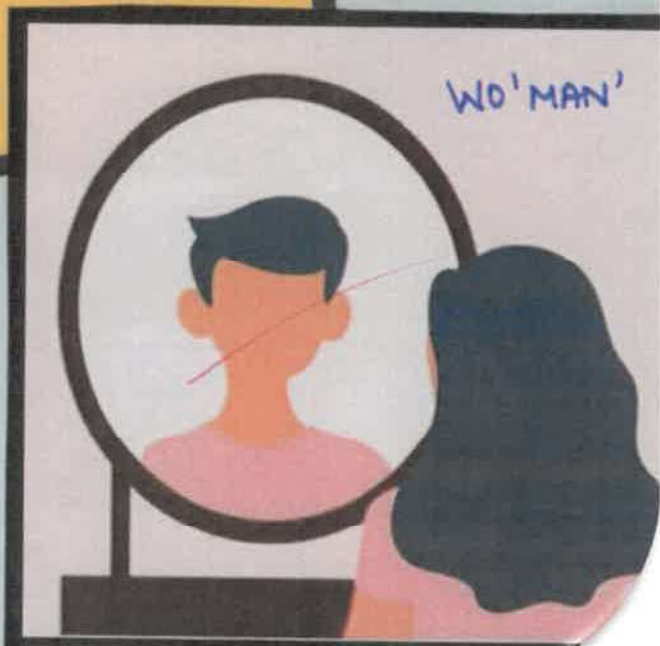
- Hormone Therapy
- Male chest construction
- Hysterectomy
- phalloplasty
- Metoidioplasty - a hormone treatment to make one's clitoris grow larger.

FOR TRANSWOMEN:

- Hormone Therapy
- Breast augmentations
- Removal of Testes
- Laser Hair Removal.
- Tracheal Shave.
- Facial Feminization Surgery.
- Penile Inversion Vaginoplasty.

* Such transitions take place medically.

TRANSFORMATION
INTO TRANS
WOMEN





THE PROBLEMS ASSOCIATED WITH TRANSGENDER PERSONS IN INDIA INCLUDE:

- Discrimination
- Ostracization
- Poverty
- Education and Employment
- Health - Physical and Mental Health
- Access to public spaces, shelter.
- Civil Status and Gender based violence

PROBLEMS FACED



* Remains one of the most marginalized groups.

* Sexuality or gender identity often makes transgender a victim of stigmatization and exclusion by the society.



* Even their own families exclude them.

* Lack education and employment opportunities.

GUIDANCE AND COUNSELLING SKILLS

Marks: 30

Credits: 2

Course Objectives

At the end of the course, the student teacher will be able to;

- i) appreciate the significance and scope of guidance and counseling
- ii) provide scope on the importance of Guidance in educational setting
- iii) examine the theories of vocational guidance
- iv) analyse various approaches for counseling Process
- v) examine the various process of counseling

UNIT I: Nature and Scope of Guidance

[6 hrs]

Meaning, Nature, Need of Guidance, Functions of Guidance - Types of Guidance - Guidance towards Life Goals - Areas of Guidance - Group Guidance: Principles - Group Guidance Activities: Orientation to the Students, Career Conferences, Class Talks, Career Talks, Field Trips - Group Dynamics - Aids to Guidance in Group Situations; Problems in Organising Group Guidance Activities; Limitations of Group Guidance Activities.

UNIT II: Guidance in the Educational Setting

[7 hrs]

Purpose of Educational Guidance - Factors Contributing to Educational Problems - Guidance at Primary, Elementary and Secondary Levels - Guidance of the differently Abled Students: Gifted, Slow Learners, Learning Disabilities: Dyslexia, Dysgraphia, Dyscalculia - Identification: Mainstreaming and providing support services - Monitoring and Evaluation of a Comprehensive Guidance Programme in Educational Settings.

UNIT III: Vocational Guidance and Counseling

[5 hrs]

Concept of Vocational Guidance - Nature and Need for Vocational Guidance - Socio-economic and Cultural Contexts - Factors Contributing to Vocational Guidance - Theories of Vocational Guidance: Donald Super's Self-actualization, Ginzberg's Occupational choice, Tiedeman and O Haras Career development theory, Anne Roe theory of Career Development-Process of Vocational Counseling-Difference between Vocational Guidance and Vocational counseling.

UNIT IV: Process and Approaches to Counseling

[6 hrs]

Meaning, Definition, Importance, Goals of Counselling-Counselling Process: Counseling Preparation, relationship, Content and Process-Variables affecting the counseling Process-Counselling skills - Counselee factors -Approaches: Directive, Humanistic, Rogers self theory, Behavioristic-Stages in Counseling Process

UNIT V: Evaluation of Counseling

[6 hrs]

Problems of Evaluation-Approaches to Evaluation: Survey, Case Study, Experimental-Benefits of Counselling-Criteria for Evaluation- Control of Extraneous Variance-Phases of the

Counselling Process: Assessment, Intervention, and Termination –Counselling at Elementary school -Counselling at High school-Studies of Counselling Effectiveness in Educational Setting.

Text Books

Narayana Rao, S. (1999). *Counselling and Guidance*. TataMcgraw – Hill Publishing Company.
Patri.V.R., (2005). *Counselling Psychology*. Author Press.

References

Gibson, R. L. & Mitchell, M. H. (1995). *Introduction to Counselling and Guidance*. Prentice –Hall
Green, A. G., Conley, J. A., & Barnett, K. (2005). *Urban School Counselling: Implications for Practice and Training*. *Professional School Counselling*.
Pandey.V.C. (2005). *Child Counselling*. Isha Book Publishers

Web Resources

Basics of Counselling Skills

<https://bit.ly/334vYW2>

Guidance and Counselling

<https://bit.ly/3EX9EuO>

Types of Counselling

<https://bit.ly/32MqCiC>

Counselling for Teachers

<https://bit.ly/3FY8UXr>

Life Skills

Perspectives in Education

Perspectives in Education is given to students in order to develop the life skills like critical thinking, problem solving skills and decision making. This equips them to find the new ways to solve their problems in their everyday life. It also helps them to understand the significance of values in the society. The activities integrated in the course helps the student teachers to build confidence, assertiveness, tolerance, open mindedness, empathy, non-violence, group collaboration and cooperation.

OPTIONAL: PEACE EDUCATION

B224OPED

Marks:100

Credits: 4

Course Objectives

At the end of the course, the student teacher will be able to;

- i) encourage positive action and non-violent conflict resolution in society.
- ii) introduce students to the culture of peace and its role and responsibilities of the UN.
- iii) become critical learners and reflective peace practitioners.
- iv) enhance students' intellectual flexibility, creativity & problem-solving capacities.
- v) motivate to strong engagement as human beings and global citizens responsible for the world around them, present and future.

UNIT I: Peace Education and Associated Concepts

[11 hrs]

Nature, Concept, Need, Aims and Objectives of Peace Education - Peace as a dynamic social reality - Various personalities in promoting Peace: Mahatma Gandhi, Mother Teresa, Nelson Mandela, Martin Luther King, Dalailama, and Malala Yousafzai.

UNIT II: Understanding Conflicts, Violence and Non-Violence

[13 hrs]

Conflicts: Types of Conflicts, Positive and Negative aspects of Conflicts - Conflict Management - Conflict Resolution and Conflict resolution skills - Relationship between Peace and Violence - Effects of Violence - Exposure to violence through Media – Tolerance: Concept and Need - Non-Violence: Significance and Factors that influence Non-Violence.

UNIT III: Approaches to Peace Education in Schools

[12 hrs]

Teaching Methods: Cooperative learning, Group Discussion, Peer Teaching, Brain Storming, Role Play, Energizes, Storytelling, Peace Pedagogy, Service Learning, Experimental Teaching, Dialogues, Inquiry Based Learning and Teaching - Co Curricular Activities: Assembly, Sports, Debate, Club Activities, Cultural Meet, Uniformed Group, Teaching and Practice of Yoga, Meditation, Anger and Stress Management, Arts, Music, Dance and Drama.

UNIT IV: Empowerment of Self and Promotion of National and World Peace

[13 hrs]

Ecological thinking and respect of life - Tolerance and respect for Human Rights - Life Skills: Self Understanding, Self-Expression, Assertiveness, Active Listening-Guidance and Counseling for Developing Self-Acceptance - Family Culture - Role of World Organization in promoting Peace: UNESCO, UNICEF, WPHO, WHO - Promotion of International Understanding - Non-Aligned Movement: Objectives and Principles.

UNIT V: Orienting Education for Peace Building

[11 hrs]

Evaluation of peace building Processes: Importance of Knowledge, Attitude, Belief, Value of Peace in India - Values that foster inner Peace: Compassion, Cooperation, Love - Constitutional Peace of Justice, Equality, Freedom - Mass Education on Effective Parenting - Role of Mass Media in Popularizing ideas of great crusaders of Peace - Role of Judiciary - Role of Religious Principles - Protection of Environment.

Text Books

- Arulsamy, S. (2013). *Peace and Value Education*. Neelkamal Publication.
- Charles, K., & Arulselvi, V. (2013). *Peace and Value Education*. Neelkamal Publications.
- Charles, K., & Arulselvi, V. (2013). *Peace and Value Education*. Neelkamal Publications.
- Navarro, L., Castro, J.N., & Galace. (2019). *Peace Education: A Pathway to a Culture of Peace*, (3ed.). Published by centre for Peace Education.

References

- Aber, J. L., Brown., & Henrich, C.C. (1999). *Teaching Conflict Resolution: An Effective School-Based Approach to Violence Prevention*. Columbia University, National Centre For Children In Poverty.
- Adams, D. (Ed) (1997). *UNESCO and a Culture of Peace: Promoting A Global Movement*. UNESCO.
- Andrews, M. L. (1992). *Educating for Peacemaking Abilities (Ed.D)*. Harvard University.
- Babu, Muthuja, Usharani, R., & Arun, R. K. (2009). *Peace and Value Education*. Centrum Press.
- Bjerstedt, A. (1994). *Peace Education -How? A Discussion of Steps and Measures to be Taken*. School of Education.
- Bondurant, J. V. (1988). *The Conquest of Violence. The Gandhian Philosophy of Conflict*. Princeton, N. Princeton University Press.
- Bullard, S. (1996). *Teaching Tolerance - Raising Open Minded, Empathic Children*. Seoul. (1982). *Role of Education in Developed and Developing Countries for the International Understanding and Peace*.
- Doubleday. (2000). *Development and Civilization*. Sage Publications.
- Eisler, J. (1994). *Comprehensive Conflict Result Program*. N.Y. City Board Of Education.
- Hopkins, J. (Ed) (2000). *The Art of Peace: Nobel Peace Laureates Discuss Human Rights, Conflict and Reconciliation*. Snow Lion Publications.
- Ian, M., Harris, & Mary Lee Morrison. (2013). *Peace Education (3rd Ed.)*. Mc Far Land Publications, ISBN 978-0-7864-7246-8.
- Patel, R. S. (1956). *Educational Philosophy of Mahatma Gandhi*. Navajivan Trust.

Web Resources

- Peace Report 2006-1 | PDF | Peace | Communication
<https://bit.ly/3eJReDf>
- Past Peace Operations | United Nations Peacekeeping
<https://bit.ly/3491T8e>
- Peace Education
<https://bit.ly/3zpAx9K>
- Education for Peace
<https://bit.ly/3FVWIqc>

Women Education – Interviewing the Women Entrepreneur

The student teachers of women’s education are asked to Interview two women entrepreneurs and know the idea of entrepreneurship, skills to be developed to sustain as entrepreneur. The experience of conducting this interview was very helpful and informative as different life experiences and lessons were noted along with brief guidance about entrepreneurship.



Health and Physical Education - Yogic Practices for Physical and Mental Well Being



Enhancing Professional Capacities

Yoga for Well Being

The students practiced the Jacobson's relaxation technique and asanas for enhancing life skills. The students were advised to practice the methods on a regular basis. It helped in reducing anxiety, life style diseases, stress and providing a healthy life style.

Yogic Asanas for Stress Management



Yogic Asanas for Life Style Disorder Management



Value Added Course

LIFE SKILLS EDUCATION

B224LSE

Marks: 30

Credits: 2

Course Objectives

At the end of the course, the student teacher will be able to;

- i) orient the students towards goal setting in their life
- ii) enable the students to practice emotional intelligence in everyday life
- iii) offer inputs on the importance of communication skills
- iv) identify their potential in socialising with the society
- v) provide exposure on the career skills and team skills towards professional growth

UNIT 1: Introduction to Life Skill and Self-Management [6 hrs]

Life Skill: Introduction and 21stCentury Life Skills of UNESCO - Meaning of Self-management – Relationship between self-management and Goals – Goals: Long term and Short term, purpose of Goals - Qualities for Goal setting and qualities of effective Goals – Different Types of Goals – Action Plan to overcome hurdles and achieve Goals.

UNIT II: Empathy and Emotional Intelligence [6 hrs]

Empathy: Meaning, types and its role in everyday life – Emotions: Meaning and means to control in everyday life – Need for Emotional intelligence - Emotional Quotient and its benefits – Main abilities of Emotional Intelligence.

UNIT III: Communication Skills [6 hrs]

LSRW skills in communication – Digital Literacy – Effective use of social Media – Verbal and Non-Verbal Communication – Body language – Basic workplace Etiquette.

UNIT IV: Inter-Personal Skills [6 hrs]

Inter-PerspnalBehaviour and its types – Need for inter-personal relationship – Barriers to inter-personal behaviour – Developing Trust, Co-operation and Competition – Myer’s Briggs Type Indicator.

UNIT V: Professional Skills [6 hrs]

Career Skills: Resume Skills, Interview Skills, Group Discussion skills and exploring career opportunities – Team Skills: Presentation Skills, Trust and Collaboration, Leadership Skills and Managerial Skills.

References

Prasadsaha,R.. (2021) *Life Skills Education*. Rita Books Agency
Dudhade,B.A. (2021) *Life Skills Education*. Bookman Publishers
Rao, U. (2014). *Life Skills*. Himalaya Publishing House
Verma,S. (2013) *Development of Life Skills and Professional Practice*. Vikas Publishing House

Web Resources

UNESCO's 21st Century Life Skills

<https://bit.ly/33QBnjK>

Self -Management Skills

<https://bit.ly/311K3OI>

Empathy and Emotional Intelligence

<https://bit.ly/3sQORGK>

Communication skills

<https://indeedhi.re/3EPplE8>

Inter-Personal Skills

<https://indeedhi.re/34hKCdf>

Professional Skills

<https://indeedhi.re/3FSMrer>

Case: II Co - Scholastic Activities

Creativity and Innovativeness

Citizenship Training Camp



Internship Activities



Wildlife week Celebration



Talent day



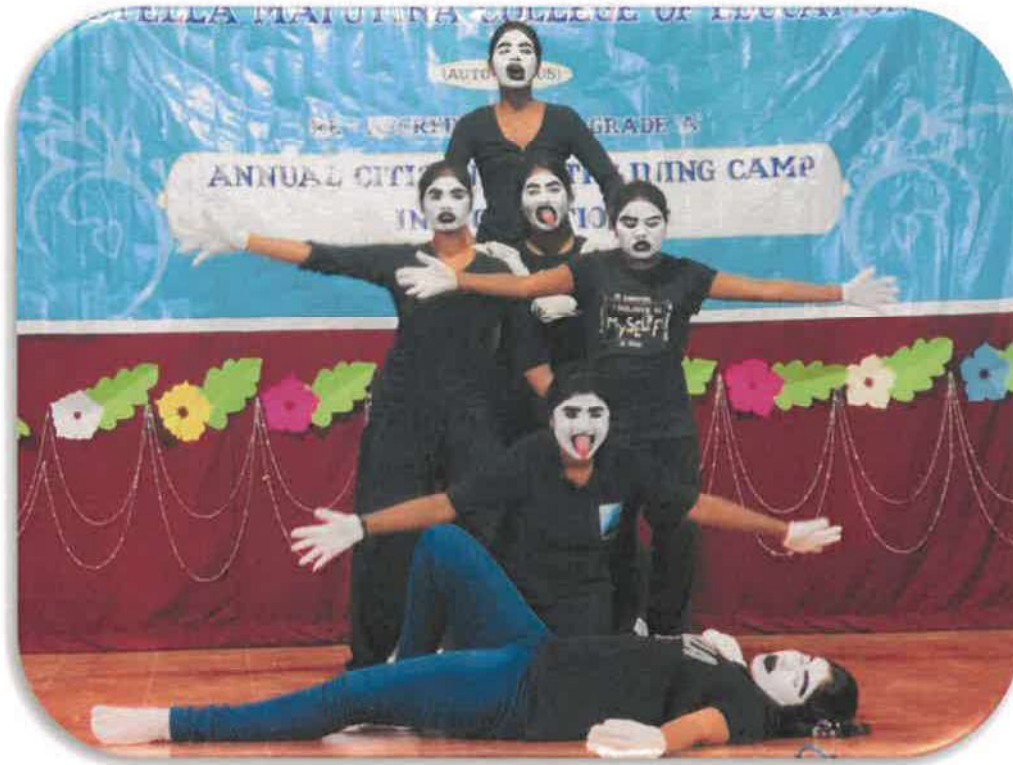


Introduction Day



Intellectual and Thinking Skills

Citizenship Training Camp – Mime on social issues



Debate on Women welfare



Field Trip



Internship Activities



Wildlife week Celebration- Egg Shell Painting



Face Painting Competition



Empathy

Annual Citizenship Camp

Skit Using Sign language



Community Service

Institutional Visit



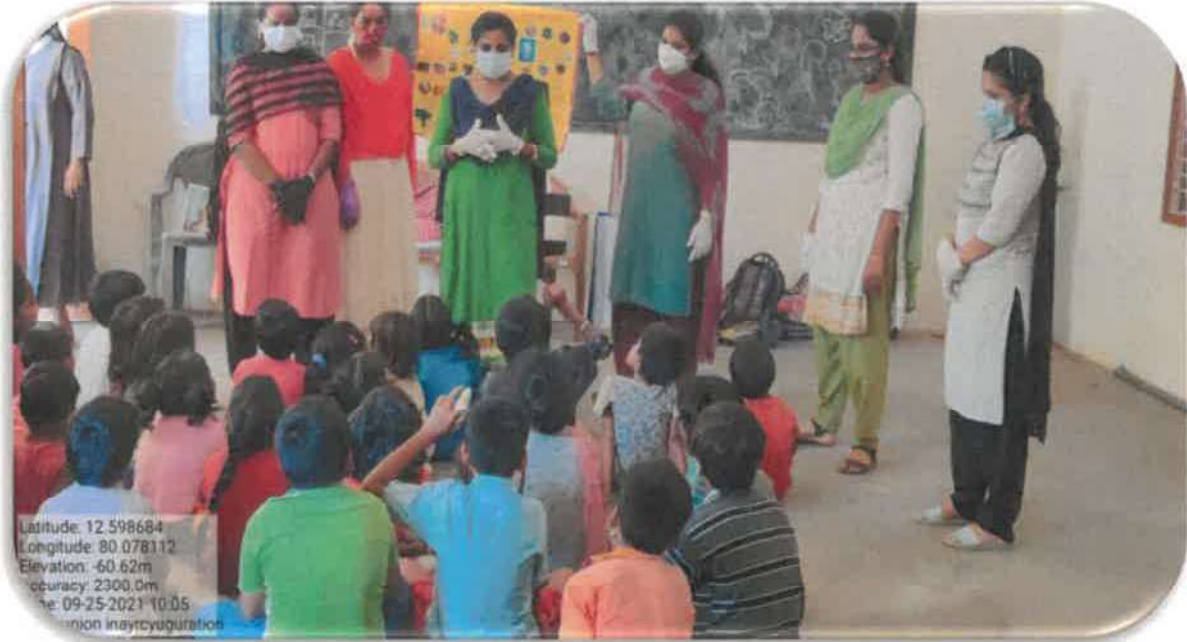
Music Therapy at Cancer Institute - Adayar Chennai



Visit to AIDS Rehabilitation Center



Visit to Gypsy village – Thirukazhukundram



Awareness Rally on COVID-19



Awareness Rally on using plastic



Visit to Orphanage



Visit to Old Age Home



Internship Activities



Skit to Enhance Life Skills



Citizenship Training Camp





Field Trip



Internship Activities



Wildlife week Celebration- Competition on Cooking with Millets



Food Mela





Sports day Celebration





Catherine
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