



National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

KEY INDICATOR

CRITERION 1-CURRICULAR ASPECTS

1.2 ACADEMIC FLEXIBILITY

METRIC: 1.2.3

Percentage of students enrolled in the value-added courses mentioned at 1.2.2 during the last five years

LIST OF THE STUDENTS ENROLLED IN THE VALUE-ADDED COURSE AS DEFINED IN 1.2.2

Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the head of the institution of National College for Teacher Education, Vengola, Ernakulam, Kerala.

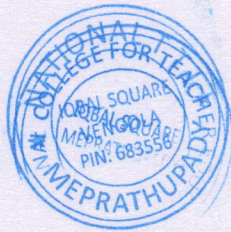
Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAAVOOR - 683 556



Tel : 0484 2522583, 0484 2525603

E-mail : nationalcollege09@gmail.com, Website : www.nationalcollege.edu.in

**LIST OF STUDENTS ENROLLED IN THE VALUE-ADDED
COURSE ACADEMIC YEAR 2023-24**

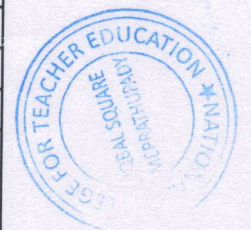


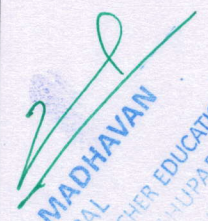

Dr. N. SETHU MADHAVAN
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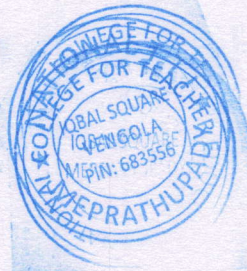
List of Students attended Value added Course Academic Year 2023-24

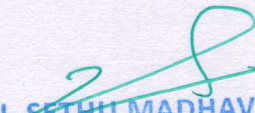
Sl. No.	Name of the students	Optional Subject	Name of the value added course
1	Aiswarya T J	English	Communicative English
2	Amrutha T	English	Communicative English
3	Aysha Sanovar	English	Communicative English
4	Elizabeth Johnson	English	Communicative English
5	Fahmin Abdul Rahman	English	Communicative English
6	Fareeda Parsana	English	Communicative English
7	Farzana Faizal	English	Communicative English
8	Fathima Farhana	English	Communicative English
9	Henna Jaleel	English	Communicative English
10	Jenitta Poulose	English	Communicative English
11	Shija Farvin.H	English	Communicative English
12	Divya CM	Mathematics	Communicative English
13	Ginu George	Mathematics	Communicative English
14	Parvathy Murali	Natural science	Health and Hygiene
15	Adnan A	Social Science	Health and Hygiene
16	Anjaly Sreekumar	Social Science	Health and Hygiene
17	Anu Ashok	Social Science	Health and Hygiene
18	Irfana Shahma E	Social Science	Health and Hygiene
19	Meenakshi Jayachandran	Social Science	Health and Hygiene
20	Sreelakshmi V	Social Science	Health and Hygiene
21	Thaslimol K M	Social Science	Health and Hygiene
22	Vaishakh P	Social Science	Health and Hygiene
23	Akshaya M E	Commerce	Health and Hygiene
24	Amrutha B T	Commerce	Health and Hygiene
25	Aparna Babu	Commerce	Health and Hygiene
26	Drishya K S	Commerce	Health and Hygiene
27	Muhammed Fazal K P	Commerce	Health and Hygiene
28	Nimishamol K	Commerce	Health and Hygiene
29	Thasniya B	Commerce	Health and Hygiene
30	Lakshmi R	Mathematics	Learning Disability
31	Simimol MA	Mathematics	Learning Disability
32	Vandana Rajan	Mathematics	Learning Disability
33	Adeeba M I	Physical science	Learning Disability
34	Ameena PS	Physical science	Learning Disability
35	Anila Sabu	Physical science	Learning Disability
36	Aysha V A	Physical science	Learning Disability
37	Bhavya Haridas	Physical science	Learning Disability
38	Farzana J	Physical science	Learning Disability
39	Gopika Krishnan	Physical science	Learning Disability
40	Saleena P P	Physical science	Learning Disability
41	Sameena K Y	Physical science	Learning Disability
42	Vismaya M V	Physical science	Learning Disability




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 PIN - 583 556

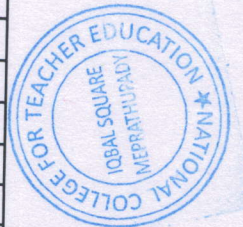
**LIST OF STUDENTS ENROLLED IN THE VALUE-ADDED
COURSE ACADEMIC YEAR 2022-23**




Dr. N. SETHU MADHAVAN
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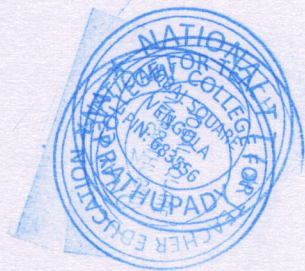
List of Students attended Value added Course Academic Year 2022-23

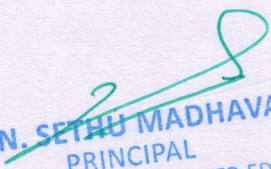
Sl. No.	Name of the students	Optional Subject	Name of the value added course
1	AKSHARA G P	English	Communicative English
2	AKSHAY SATHISH	English	Communicative English
3	ANJU RAJU	English	Communicative English
4	CHINNU P JOSE	English	Communicative English
5	FOUZAN K C	English	Communicative English
6	HAFZA RASHEED	English	Communicative English
7	JENI RAJAN	English	Communicative English
8	JUBNA SHERIN	English	Communicative English
9	AISWARYA	Mathematics	Communicative English
10	AMALU RAJU	Mathematics	Communicative English
11	ANJALY P M	Mathematics	Communicative English
12	ATHIRA GIRIJAN	Mathematics	Communicative English
13	CYARA JUDSON	Mathematics	Communicative English
14	DIVYA RAGHAVAN	Mathematics	Health and Hygiene
15	SHAMILA ABBAS	Mathematics	Health and Hygiene
16	THASNEEM P S	Mathematics	Health and Hygiene
17	AJITHKUMAR M A	Physical Science	Health and Hygiene
18	ANASWRA M	Physical Science	Health and Hygiene
19	ANJANA P	Physical Science	Health and Hygiene
20	BINITHA BENNY	Physical Science	Health and Hygiene
21	JUDITH C RAPHAEL	Physical Science	Health and Hygiene
22	NEETHU K	Physical Science	Health and Hygiene
23	SHARUN P K	Physical Science	Health and Hygiene
24	SHILNA SHARON	Physical Science	Health and Hygiene
25	SREEMOL V U	Physical Science	Health and Hygiene
26	A S MISNA SHAJI	Natural Science	Health and Hygiene
27	ABHARISH C T	Natural Science	Health and Hygiene
28	AGNES LUKOSE	Natural Science	Health and Hygiene
29	AQUIB KABEER	Natural Science	Learning Disability
30	ASHNA ABBAS	Natural Science	Learning Disability
31	P ANUPRIYA	Natural Science	Learning Disability
32	RUKSANA A S	Natural Science	Learning Disability
33	TINCY DOMINIC	Natural Science	Learning Disability
34	ABNA M KARIM	Social Science	Learning Disability
35	AZAD SABU	Social Science	Learning Disability
36	DISHINA LAKSHMI D D	Social Science	Learning Disability
37	KARTHIKA P S	Social Science	Learning Disability
38	KRISHNAPRIYA V S	Social Science	Learning Disability
39	MOHAMMED SWALIH M	Social Science	Learning Disability
40	NEETHU MOHAN	Social Science	Learning Disability
41	VIJI CHERODAN	Social Science	Learning Disability



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 IOBAL SQUARE, MEPRATHUPADY
 PERUMBAVOOR - 683 511

**LIST OF STUDENTS ENROLLED IN THE VALUE-ADDED
COURSE ACADEMIC YEAR 2021-22**




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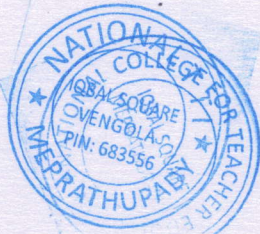
List of Students attended Value added Course Academic Year 2021-22

Sl No.	Name of the Students	Optional Subject	Name of the value added course
1	ELIZABETH JACOB	English	Learning Disability
2	JISMA SHERIN. P	English	Learning Disability
3	LIN SARA SAJEEV	English	Learning Disability
4	NABEELA CHALIL	English	Learning Disability
5	SHERMITHA C.S	English	Learning Disability
6	SREEDEVI SASIDHARAN NAIR	English	Learning Disability
7	STENIYA K.PAUL	English	Learning Disability
8	SWALIHA BINTH BASHEER	English	Learning Disability
9	AGNES PAUL	Mathematics	Learning Disability
10	ANSHITHA K.ASHRAF	Mathematics	Learning Disability
11	ATHIRA.G	Mathematics	Learning Disability
12	DIVYA K.R	Mathematics	Learning Disability
13	KHADEEJA BEEVI P.M	Mathematics	Learning Disability
14	MARIA VARGHESE	Mathematics	Learning Disability
15	MERLIN SAJU	Mathematics	Learning Disability
16	SHAMLA.P	Mathematics	Learning Disability
17	SREEDARSHA.N.P	Mathematics	Learning Disability
18	Revathy Suresh	Mathematics	Health and Hygiene
19	AFSANA JAMAL	Physical Science	Learning Disability
20	AGINA. M. I	Physical Science	Learning Disability
21	ANEESHA SHAJU	Physical Science	Learning Disability
22	ANJU.E.R	Physical Science	Learning Disability
23	CHRISTY M.V	Physical Science	Learning Disability
24	FATHIMA THASNEEM C.A	Physical Science	Learning Disability
25	LINUMOL C.M	Physical Science	Learning Disability
26	MALAVIKA AJITH	Physical Science	Learning Disability
27	SEBA GEORGE	Physical Science	Learning Disability
28	SHEHANAS T.M	Physical Science	Learning Disability
29	RAGI RAJ.V	Physical Science	Health and Hygiene
30	AFSATH.M.A	Natural Science	Health and Hygiene
31	ASHNA NAVAS	Natural Science	Health and Hygiene
32	AYANA P.S	Natural Science	Health and Hygiene
33	IRFANA AZEEZ	Natural Science	Health and Hygiene
34	KEERTHANA.K	Natural Science	Health and Hygiene
35	REENU GEORGE	Natural Science	Health and Hygiene



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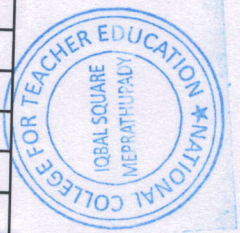
**LIST OF STUDENTS ENROLLED IN THE VALUE-ADDED
COURSE ACADEMIC YEAR 2020-21**



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VENGOLA, PERAMBALUR, TAMIL NADU

List of Students attended Value added Course Academic Year 2020-21

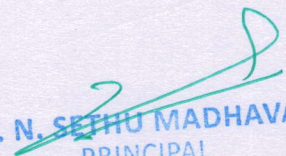
Sl No.	Name of the Students	Optional Subject	Name of the value added course
1	ABDUL JALEEL.K.B	English	Learning Disability
2	AISHA BUSTHANA P A	English	Learning Disability
3	ANUSREE.P. S	English	Learning Disability
4	FATHIMA RAHOOF	English	Learning Disability
5	KRISHNAPRIYA K.R	English	Learning Disability
6	MANACY DILKUSH	English	Learning Disability
7	MONCY RAJAN	English	Learning Disability
8	NASLIN NAZEER	English	Learning Disability
9	NEERAJA KRISHNANKUTTY	English	Learning Disability
10	RASITHA SAGAR	English	Learning Disability
11	SABEENA K S	English	Learning Disability
12	SAJMI K.MAJEED	English	Learning Disability
13	SHAHABANATH A N	English	Learning Disability
14	SRUTHY SREEDHARAN.C	English	Learning Disability
15	AMRITHA T.S	Mathematics	Learning Disability
16	ANISH K.PAUL	Mathematics	Learning Disability
17	JINSHA.M.S	Mathematics	Learning Disability
18	LITTY CHACKO	Mathematics	Learning Disability
19	MEGHA ALIAS	Mathematics	Learning Disability
20	RENUKA K R	Mathematics	Learning Disability
21	TITTO VARGHESE	Mathematics	Learning Disability
22	ANITHA NAIR	Physical Science	Learning Disability
23	BINIL C.MATHEW	Physical Science	Learning Disability
24	HIBA SHAMLI.A	Physical Science	Learning Disability
25	JINU T.SAJI	Physical Science	Learning Disability
26	KRISHNAPRIYA SIVAN	Physical Science	Health and Hygiene
27	ROHITH N M	Physical Science	Health and Hygiene
28	SANITHA.K.N	Physical Science	Health and Hygiene
29	SHERBIN ANSAR	Physical Science	Health and Hygiene
30	SOORYAMOL.K. S	Physical Science	Health and Hygiene
31	SRUTHY VARGHESE KIZHUPPILLY	Physical Science	Health and Hygiene
32	AJANA KARIM	Natural Science	Health and Hygiene
33	FATHIMA SHERIN.THONDIKKAL	Natural Science	Health and Hygiene
34	FAZIYA K B	Natural Science	Health and Hygiene



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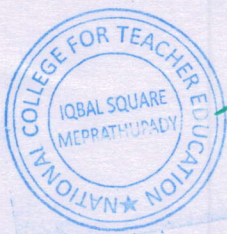
**LIST OF STUDENTS ENROLLED IN THE VALUE-ADDED
COURSE ACADEMIC YEAR 2019-20**




Dr. N. SETHU MADHAVAN
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IQBAL SQUARE, MEERATHUPADY
VENGOLA, PERUM 683 556

List of Students attended Value added Course Academic Year 2019-20

Sl No.	Name of the Students	Optional Subject	Name of the value added course
1	Alin Jacob	English	Lifeskills Training
2	Anitha Skaria	English	Lifeskills Training
3	Divya Baby	English	Lifeskills Training
4	Farsana K Nazer	English	Lifeskills Training
5	Jubit Rose Antony	English	Lifeskills Training
6	Kavitha E N	English	Lifeskills Training
7	Riya Jose	English	Lifeskills Training
8	Shafas Moideen C T	English	Lifeskills Training
9	Varsha V. saji	English	Lifeskills Training
10	Aiswarya sasi	Mathematics	Lifeskills Training
11	Asseyid Mohammed Moula .P.P	Mathematics	Lifeskills Training
12	Badira.V.B	Mathematics	Lifeskills Training
13	Bini Kuriakose	Mathematics	Lifeskills Training
14	Daina Joy	Mathematics	Lifeskills Training
15	Febina K B	Mathematics	Lifeskills Training
16	Febitha K B	Mathematics	Lifeskills Training
17	Jubeena A.J	Mathematics	Lifeskills Training
18	Jumana Haseen	Mathematics	Lifeskills Training
19	Merin Kuriakose	Mathematics	Lifeskills Training
20	Anusree C K	Physical Science	Lifeskills Training
21	Ashyam Fahmy	Physical Science	Lifeskills Training
22	Asna N H	Physical Science	Lifeskills Training
23	Basila M Basheer	Physical Science	Lifeskills Training
24	Emin George	Physical Science	Lifeskills Training
25	Mohammed Aqmal Haq. A.P	Physical Science	Lifeskills Training
26	Mohammed Nasafe.M	Physical Science	Lifeskills Training
27	Reshma Mohanan.N	Physical Science	Lifeskills Training
28	Sabira P A	Physical Science	Lifeskills Training
29	Sree Lakshmi Mohanan	Physical Science	Lifeskills Training
30	Afnitha Beeran	Natural Science	Lifeskills Training
31	Farsana M J	Natural Science	Lifeskills Training
32	Farshida Banu.K	Natural Science	Lifeskills Training
33	Meera. K. Alias	Natural Science	Lifeskills Training
34	Rohini P.Mukundan	Natural Science	Lifeskills Training
35	Swathi Sajeevan	Natural Science	Lifeskills Training
36	Anjana Vijayan	Social Science	Lifeskills Training
37	Darsana P S	Social Science	Lifeskills Training
38	Joshy John	Social Science	Lifeskills Training
39	Latha.P.	Social Science	Lifeskills Training



Dr. N. SETHU MADHAN
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 IQBAL SQUARE, MEPPATHURPADI
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Dr. ACHAMMA. P. MATHEW
 NATIONAL COLLEGE FOR TEACHER EDUCATION
 Iqbal Square, Meppathurpady, Vengola
 Perumbavoor - 683 556



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KEY INDICATOR

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1.2 ACADEMIC FLEXIBILITY

METRIC: 1.2.3


Percentage of students enrolled in the value-added courses mentioned at 1.2.2 during the last five years

COURSE COMPLETION CERTIFICATES

Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the head of the institution of National College for Teacher Education, Vengola, Ernakulam, Kerala.




Dr. N. SETHU MADHAVAN
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NATIONAL COLLEGE FOR TEACHER EDUCATION
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COURSE COMPLETION CERTIFICATE 2023-24



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COURSE COMPLETION CERTIFICATE

This certificate is awarded to **Ms. Gopika Krishnan** for successfully completing the Value-added Course on 'Learning Disability' conducted during January 2024- March 2024. The grade obtained is **A**. Your hard work, determination, and commitment to academic excellence have enabled you to achieve this significant milestone, and we are proud to recognize your achievement.

Signature of the Head of the Institute with seal

Dr. N. SETHU MADHAVAN
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NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAAVOOR - 683 556

Place: Meprathupady

Date: 28/03/2024

Office Seal



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COURSE COMPLETION CERTIFICATE

This certificate is awarded to **Ms. Divya C.M** for successfully completing the Value-added Course on '**Communicative English**' conducted during January 2024- March 2024. The grade obtained is **A**. Your hard work, determination, and commitment to academic excellence have enabled you to achieve this significant milestone, and we are proud to recognize your achievement.

Signature of the Head of the Institute with seal

Dr. N. SETHU MADHAVAN
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NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

Place: Meprathupady

Date: 28/03/2024

Office Seal





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COURSE COMPLETION CERTIFICATE

This certificate is awarded to **Ms. Aparna Babu** for successfully completing the Value-added Course on '**Health and Hygiene**' conducted during January 2024- March 2024. The grade obtained is **A**. Your hard work, determination, and commitment to academic excellence have enabled you to achieve this significant milestone, and we are proud to recognize your achievement.

Signature of the Head of the Institute with seal

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NATIONAL COLLEGE FOR TEACHER EDUCATION
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VENGOLA, PERUMBAVOOR - 683 556

Place: Meprathupady

Date: 28/03/2024

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COURSE COMPLETION CERTIFICATE

This certificate is awarded to **Ms. Jeni Rajan** for successfully completing the Value-added Course on '**Communicative English**' conducted during January 2023- March 2023. The grade obtained is **A**. Your hard work, determination, and commitment to academic excellence have enabled you to achieve this significant milestone, and we are proud to recognize your achievement.

Signature of the Head of the Institute with seal

Place: Meprathupady

Date: 29/03/2023

Dr. N. SETHU MADHAVAN
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COURSE COMPLETION CERTIFICATE

This certificate is awarded to **Ms. P. Anupriya** for successfully completing the Value-added Course on '**Health and Hygiene**' conducted during January 2023-March 2023. The grade obtained is **A**. Your hard work, determination, and commitment to academic excellence have enabled you to achieve this significant milestone, and we are proud to recognize your achievement.


Signature of the Head of the Institute with seal

Place: Meprathupady

Date: 29/03/2023

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COURSE COMPLETION CERTIFICATE

This certificate is awarded to **Ms. Neethu Mohan** for successfully completing the Value-added Course on '**Learning Disability**' conducted during January 2023- March 2023. The grade obtained is **A**. Your hard work, determination, and commitment to academic excellence have enabled you to achieve this significant milestone, and we are proud to recognize your achievement.

Signature of the Head of the Institute with seal

Dr. N. SETHU MADHAVAN
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Place: Meprathupady

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COURSE COMPLETION CERTIFICATE

This certificate is awarded to **Ms. Ayana P.S** for successfully completing the Value-added Course on '**Health and Hygiene**' conducted during January 2022-March 2022. The grade obtained is **A**. Your hard work, determination, and commitment to academic excellence have enabled you to achieve this significant milestone, and we are proud to recognize your achievement.

Signature of the Head of the Institute with seal

Place: Meprathupady

Date: 29/03/2022

Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
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This certificate is awarded to **Ms. Shermitha C.S** for successfully completing the Value-added Course on 'Learning Disability' conducted during January 2022- March 2022. The grade obtained is A. Your hard work, determination, and commitment to academic excellence have enabled you to achieve this significant milestone, and we are proud to recognize your achievement.

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This certificate is awarded to **Ms. Krishnapriya Sivan** for successfully completing the Value-added Course on '**Health and Hygiene**' conducted during January 2021- March 2021. The grade obtained is A. Your hard work, determination, and commitment to academic excellence have enabled you to achieve this significant milestone, and we are proud to recognize your achievement.

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COURSE COMPLETION CERTIFICATE

This certificate is awarded to **Ms. Swathi Sajeevan** for successfully completing the Value-added Course on 'Life Skills Training' conducted during January 2020- March 2020. The grade obtained is A. Your hard work, determination, and commitment to academic excellence have enabled you to achieve this significant milestone, and we are proud to recognize your achievement.

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DR. ACHAMMA. P. MATHEW
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Iqbal Square, Meprathupady, Vengola
Perumbavoor-683 556

Place: Meprathupady

Date: 30/03/2020

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**NATIOAL COLLEGE FOR TEACHER EDUCATION,
VENGOLA**



VALUE ADDED COURSE

**COURSE NAME: COMMUNICATIVE ENGLISH
COURSE CODE: NCVAC 1205
DURATION: 30 Credit Hours**

Course Title: Communicative English

Course Description: This course aims to enhance students' proficiency in English communication, focusing on both spoken and written skills. Emphasizing practical application, the course will cover various aspects of effective communication, including grammar, vocabulary, pronunciation, and interpersonal skills. Students will engage in activities designed to improve their ability to express themselves clearly and confidently in diverse contexts.

Course Objectives: Upon completion of this course, students will be able to:

- Develop effective communication skills in both spoken and written English.
- Apply grammar and vocabulary knowledge to enhance clarity and coherence in communication.
- Improve pronunciation and intonation for clear and confident speaking.
- Engage in effective interpersonal communication and presentation skills.
- Foster proficiency in English for the classroom setting.

Course Structure:

Module 1: Foundations of Communicative English (5 credits)

- Introduction to Communicative English
- Basics of English grammar and syntax
- Vocabulary building and usage
- Pronunciation and phonetics
- The role of effective communication in professional and personal contexts

Module 2: Spoken English Skills (6 credits)

- Techniques for clear and confident speaking
- Effective pronunciation and intonation
- Conversation and dialogue practice
- Public speaking and presentation skills
- Listening skills and comprehension
- Role-playing and simulation exercises

Module 3: Written English Skills (5 credits)

- Structure and format of different types of written texts (e.g., essays, reports, emails)
- Techniques for effective writing (clarity, coherence, and organization)
- Grammar and punctuation in writing
- Editing and proofreading skills

- Creative and formal writing practices

Module 4: Interpersonal and Professional Communication (4 credits)

- Strategies for effective interpersonal communication
- Professional communication skills as a teacher
- Classroom Interaction and Management

Module 5: Advanced Communication Practices (5 credits)

- Advanced vocabulary and idiomatic expressions
- Developing a personal communication strategy
- Using English in Diverse Contexts

Module 6: Practical Application and Evaluation (5 credits)

- Group discussions and collaborative activities
- Peer and instructor feedback
- Final assessment through written and oral examinations

Teaching and Assessment Methods:

- Lectures and interactive sessions
- Group discussions and debates
- Individual and group assignments
- Practical presentations and role-plays
- Written examinations and viva voce
- Continuous assessment through participation and projects

Reference

Mohan, K. Speaking English Effectively, Macmillan

Thakkar, P. The Ultimate Guide to IELTS Speaking, M K Book

Sreevalsan, M. C. Spoken English A hands on guide to English, Conversation practice

Vikas Publishing

Shuuja, A. A course of spoken English, A P H Publishing

**NATIONAL COLLEGE FOR TEACHER EDUCATION,
VENGOLA**



VALUE ADDED COURSE

COURSE NAME: HEALTH AND HYGIENE

DURATION: 30 Credit Hours

Course Description

This course provides a comprehensive understanding of health and hygiene principles, emphasizing both personal and community well-being. Students will explore various aspects of health, including physical, mental, social, and environmental health. The course will cover topics such as nutrition, exercise, disease prevention, sanitation, and healthcare systems.

Course Objectives

Upon completion of this course, students will be able to:

- Demonstrate knowledge of fundamental concepts of health and hygiene
- Apply critical thinking skills to assess health information and make informed decisions
- Develop effective personal health management strategies
- Promote healthy behaviors and practices within their communities
- Understand the role of healthcare systems and public health initiatives

Course Structure

Module 1: Foundations of Health and Hygiene (5 credits)

- Definition and dimensions of health (physical, mental, social, spiritual, environmental)
- Basic human anatomy and physiology
- The role of genetics and environment in health
- Historical perspectives on health and hygiene

Module 2: Personal Health and Wellness (6 credits)

- Nutrition and dietary guidelines
- Physical activity and exercise
- Sleep hygiene and its impact on health
- Stress management and coping strategies
- Substance abuse prevention
- Personal hygiene practices
- Chronic disease prevention and management

Module 3: Communicable and Non-Communicable Diseases (5 credits)

- Epidemiology and disease transmission
- Immune system and its role in disease prevention
- Common infectious diseases (e.g., HIV/AIDS, tuberculosis, influenza)
- Non-communicable diseases (e.g., heart disease, cancer, diabetes)
- Vaccination and immunization
- Global health issues and pandemics

Module 4: Environmental Health (4 credits)

- Environmental factors affecting health
- Water and air pollution
- Food safety and sanitation
- Occupational health and safety
- Disaster preparedness and response
- Sustainable development and health

Module 5: Healthcare Systems and Public Health (5 credits)

- The healthcare system: structure, functions, and challenges
- Health insurance and financing
- Public health principles and practices
- Health promotion and disease prevention programs
- Global health initiatives and collaborations
- Ethics in healthcare

Module 6: Health Education and Behavior Change (5 credits)

- Health communication and behavior change theories
- Health education program planning and implementation
- Evaluation of health programs
- Cultural competence in health
- Advocacy and policy making for health

Teaching and Assessment Methods

- Lectures
- Group discussions
- Assignment
- Seminar
- Project
- Examinations

Reference

- Marmot, M., & Wilkinson, R. G. (Eds.). (2006). Social determinants of health. Oxford University Press.
- Centers for Disease Control and Prevention (CDC). (2023). Healthy People 2030.
- Stanhope, M., & Lancaster, J. (2018). Public health nursing: Population-centered health care in the community. Elsevier.
- World Health Organization (WHO)

- Centers for Disease Control and Prevention (CDC)
- National Institutes of Health (NIH)

**NATIOAL COLLEGE FOR TEACHER EDUCATION,
VENGOLA**



VALUE ADDED COURSE

**COURSE NAME: LEARNING DISABILITY
COURSE CODE: NCVAC 1204
DURATION: 30 Credit Hours**

Course Description

This course offers an in-depth exploration of learning disabilities, focusing on understanding, identifying, and addressing various types of learning challenges. Students will gain knowledge about the psychological, educational, and social aspects of learning disabilities. The course will cover topics such as assessment methods, intervention strategies, inclusive education, and the role of educators and families in supporting individuals with learning disabilities.

Course Objectives

Upon completion of this course, students will be able to:

- Demonstrate a comprehensive understanding of different types of learning disabilities.
- Apply effective assessment and intervention strategies to support individuals with learning disabilities.
- Promote inclusive educational practices within various learning environments.
- Understand the legal and ethical considerations related to learning disabilities.
- Collaborate with families, educators, and specialists to create supportive learning environments.

Course Structure

Module 1: Introduction to Learning Disabilities (4 credits)

- Definition and types of learning disabilities (e.g., dyslexia, ADHD, dyscalculia)
- Cognitive and neurological foundations of learning disabilities
- Historical perspectives on learning disabilities
- Early identification and the importance of early intervention
- Myths and misconceptions about learning disabilities

Module 2: Assessment and Diagnosis (4 credits)

- Assessment tools and techniques for learning disabilities
- The role of standardized testing and informal assessments
- The process of diagnosis: clinical and educational perspectives
- Case studies of assessment and diagnosis

Module 3: Intervention Strategies and Support (5 credits)

- Evidence-based instructional strategies for students with learning disabilities
- Adapting curriculum and teaching methods for diverse learners
- Use of technology and assistive devices in learning support
- Behavioral and cognitive interventions

- Collaborative teaching and co-teaching models

Module 4: Inclusive Education and Classroom Management (5 credits)

- Principles of inclusive education and universal design for learning (UDL)
- Classroom strategies for managing diverse learning needs
- Building a positive and supportive classroom environment
- The role of teachers, special educators, and paraprofessionals
- Challenges and opportunities in inclusive education

Module 5: Social and Emotional Aspects of Learning Disabilities (4 credits)

- The impact of learning disabilities on self-esteem and social relationships
- Strategies for fostering social skills and emotional resilience
- The role of peer support and mentoring
- Addressing bullying and social exclusion
- Family dynamics and the role of parents and caregivers

Module 6: Legal and Ethical Considerations (4 credits)

- Overview of laws and regulations related to learning disabilities (e.g., Rights of Persons with Disabilities (RPWD) Act, 2016; The National Trust Act, 1999)
- Rights of students with learning disabilities
- Ethical issues in assessment, diagnosis, and intervention
- Advocacy and the role of educators and families
- Cultural competence in addressing learning disabilities

Module 7: Collaboration and Community Engagement (4 credits)

- Building partnerships with families and communities
- Working with multidisciplinary teams (e.g., psychologists, speech therapists, occupational therapists)
- Community resources and support networks
- Transition planning: from school to post-secondary education or employment
- Case studies of successful community collaborations

Teaching and Assessment Methods

- Lectures
- Group Discussions
- Case Study Analysis
- Seminars
- Practical Workshops

- Fieldwork
- Project Work
- Examinations
- Psychology lab practical sessions

References

Lokanadha, G., Reddy Learning Disabilities, Discovery Publishing

Annapurna, M., Mentally Handicapped Children and Family Stress, Discovery Publishing

Singh, D., New Dimensions in Child education and learning processes, Kanishka
Publishers

Rayalu, T. R., Fear unrest and anxiety of Adolescents, Discovery Publishing

Chadha, A., A Guide to Educating children with Learning disabilities, Vikas Publishing

Deshprabhu. R., Child Development and Nutrition Management, Book Enclave

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(Affiliated to M.G University, approved by NCTE)

IQBAL SQUARE, MEPRATHUPADY, VENGOLA, PERUMBAVOOR
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LIFESKILLS

TRAINING

16TH JUNE 2020

THANSEEM A
ASST PROFESSOR
KMEA COLLEGE OF ARCHITECTURE

Module 7

Life Skills



FLOW CHART

Content Flow at A Glance Module 7: Life Skills

Subject/topic/activity	Objective	Page No.
Reading material on the basic concept of “life skills.”	To introduce the concept of “life skills” through a question answer section.	7-2 to 7-5
Exercise – What skills do I have?	To explore the concept of life skills in day-to-day life.	7- 6 to 7-7
Exercise – Analyzing the matrix.	To know the importance of life skills in our lives.	7-8 to 7-9
Exercise – Skills I need.	To learn about the essential skills required for protection against HIV/AIDS and STDs.	7- 10

Module 7

Life Skills

“Know thyself”

Socrates

I What are Life Skills?

The World Health Organization has defined life skills as, “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”.

UNICEF defines life skills as “a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills”. The UNICEF definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitudinal and skills based competency are not addressed.

Life skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life. Most development professionals agree that life skills are generally applied in the context of health and social events. They can be utilized in many content areas: prevention of drug use, sexual violence, teenage pregnancy, HIV/AIDS prevention and suicide prevention. The definition extends into consumer education, environmental education, peace education or education for development, livelihood and income generation, among others. In short, life skills empower young people to take positive action to protect themselves and promote health and positive social relationships.

II What are the Core Life Skill Strategies and Techniques?

UNICEF, UNESCO and WHO list the ten core life skill strategies and techniques as: ***problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions.***

Self-awareness, self-esteem and self-confidence are essential tools for understanding one’s strengths and weaknesses. Consequently, the individual is able to discern available opportunities and prepare to face possible threats. This leads to the development of a social awareness of the concerns of one’s family and society. Subsequently, it is possible to identify problems that arise within both the family and society.

With life skills, one is able to explore alternatives, weigh pros and cons and make rational decisions in solving each problem or issue as it arises. It also entails being able to establish productive interpersonal relationships with others.

Life skills enable effective communication, for example, being able to differentiate between hearing and listening and ensuring that messages are transmitted accurately to avoid miscommunication and misinterpretations.

III What are the Main Components of Life Skills?

The World Health Organisation (WHO) categorizes life skills into the following three components:

a) Critical thinking skills/Decision-making skills – include decision-making/problem solving skills and information gathering skills. The individual must also be skilled at evaluating the future consequences of their present actions and the actions of others. They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them.

b) Interpersonal/Communication skills – include verbal and non-verbal communication, active listening, and the ability to express feelings and give feedback. Also in this category, are negotiation/refusal skills and assertiveness skills that directly affect one's ability to manage conflict. Empathy, which is the ability to listen and understand others' needs, is also a key interpersonal skill. Teamwork and the ability to cooperate include expressing respect for those around us. Development of this skill set enables the adolescent to be accepted in society. These skills result in the acceptance of social norms that provide the foundation for adult social behaviour.

c) Coping and self-management skills refers to skills to increase the internal locus of control, so that the individual believes that they can make a difference in the world and affect change. Self esteem, self-awareness, self-evaluation skills and the ability to set goals are also part of the more general category of self-management skills. Anger, grief and anxiety must all be dealt with, and the individual learns to cope with loss or trauma. Stress and time management are key, as are positive thinking and relaxation techniques.

UNICEF promotes the understanding that the life skills approach can be successful, if the following are undertaken together:

a) The Skills -This involves a group of psychosocial and interpersonal skills (described in section 3) which are interlinked with each other. For example, decision-making is likely to involve creative and critical thinking components and values analysis.

b) Content - To effectively influence behaviour, skills must be utilized in a particular content area. "What are we making decisions about?" Learning about decision-making will be more meaningful if the content is relevant and remains constant. Such content areas as described could be drug use, HIV/AIDS/STI prevention, suicide prevention or sexual abuse. Whatever the content area, a balance of three elements needs to be considered: knowledge, attitudes and skills.

c) Methods - Skills-based education cannot occur when there is no interaction among participants. It relies on groups of people to be effective. Interpersonal and

psychosocial skills cannot be learned from sitting alone and reading a book. If this approach is to be successful, all three components, life skills, content and method should be in place. This effectively means that life skills can be learnt through the use of certain methods and tools.

IV Criteria for using Life Skills.

UNICEF identifies the following criteria to ensure a successful life skills-based education:

- It should not only address knowledge and attitude change, but, more importantly, behaviour change.
- Traditional "information-based" approaches are generally not sufficient to yield changes in attitudes and behaviours. For example, a lecture on "safe behaviour" will not necessarily lead to the practice of safe behaviour. Therefore, the lecture should be substantiated with exercises and situations where participants can practice safe behaviour and experience its effects. The adult learning theory emphasizes that adults learn best that which they can associate with their experience and practice.
- It will work best when augmented or reinforced. If a message is given once, the brain remembers only 10 percent of it one day later, and when the same message is given six times a day, the brain remembers 90 percent of it. Hence the need to repeat, recap, reinforce and review.
- It will work best if combined with policy development, access to appropriate health services, community development and media.

V How can Life Skills Help Young People make Better Choices concerning their Health?

Developing life skills helps adolescents translate knowledge, attitudes and values into healthy behaviour, such as acquiring the ability to reduce special health risks and adopt healthy behaviour that improve their lives in general (such as planning ahead, career planning, decision-making, and forming positive relationships). The adolescents of today grow up surrounded by mixed messages about sex, drug use, alcohol and adolescent pregnancy. On one hand, parents and teachers warn of the dangers of early and promiscuous sex, adolescent pregnancy, STDs/HIV/AIDS, drugs and alcohol, and on the other hand, messages and behaviour from entertainers and peer pressure contradict those messages. Often, they even promote the opposite behaviour. It is through life skills that teenagers can fight these challenges and protect themselves from teenage pregnancy, STDs, HIV/AIDS, drug violence, sexual abuse, and many other health-related problems.

Hopefully, developing life skills among adolescents will empower girls to avoid pregnancy until they reach physical and emotional maturity, develop in both boys and girls responsible and safe sexual behaviour, sensitivity and equity in gender relations, prepare boys and young men to be responsible fathers and friends, encourage adults, especially parents, to listen and respond to young people, help

young people avoid risks and hardships and involve them in decisions that affect their lives.

VI What does Research say about the Outcomes of Life Skills-Based Education?

Programmes aimed at developing life skills have produced the following effects: lessened violent behaviour; increased pro-social behaviour and decreased negative, self-destructive behaviour; increased the ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behaviour; gains in self control and handling of interpersonal problems and coping with anxiety; and improved constructive conflict resolution with peers, impulse control and popularity. Research studies have also shown that sex education based on life skills was more effective in bringing about changes in adolescent contraceptive use; delay in sexual debut; delay in the onset of alcohol and marijuana use and in developing attitudes and behaviour necessary for preventing the spread of HIV/AIDS.

Session 7.1

Exploring Life Skills

Expected Outcomes

Peer Educator will become aware of the life skills that the participants possess and use in their day-to-day life.

Participants will know about life skills and their use in day-to-day life.

	What Skills Do I Have?
<i>Objective</i>	To explore the concept of life skills. To know the life skills used by the participants in their day-to-day life.
<i>Materials</i>	Flash cards, markers, flip charts, gum/ tape.
<i>Time</i>	1 hour.
<i>Process</i>	<p>Invite the participants to sit in a circle. Ask them if they have heard of the term “life skills”? What do they know about it?</p> <p>Explain that all of us possess certain skills that allow us to live our lives. For example, the skill to write, work with others or make a decision.</p> <p>Pass out one flash card to each participant, and ask him/her to write the most important skill he/she possesses.</p> <p>Allow the participants 5 minutes to do this exercise.</p> <p>Invite the participants to display their cards on the floor. Ask them to group similar cards.</p> <p>Ask if the cards represent most of the skills required for leading a healthy and productive life. If not, ask them to add the remaining skills.</p> <p>While the participants are busy doing their work, prepare three flash cards with the headings – “All of us have”, “Some of us have” and “None of us have”.</p> <p>After the participants finish writing and grouping the flash cards, ask them to arrange the flash cards in a horizontal line on the floor.</p> <p>Place the three cards, which you have prepared, in a vertical line next to the horizontal line of cards. Once this is done, you should be able to draw a matrix of rows and columns on the floor.</p>

You should have 4 rows and as many columns as there are skill cards.

Now, ask the participants to start from the top and fill the matrix. Move from the left to the right.

Once the matrix is complete, ask the participants to discuss the reasons for its outputs. For example, why is it that only some people have certain skills, and why are certain skills absent?

Request volunteers to copy the matrix on a chart, and put it up on the wall.

Summarize and close the discussion by using the WHO definition of life skills.

Notes for the Facilitator

This simple exercise creates a mutual understanding of the concept of life skills and ascertains the level of life skills available within the group. The WHO categorization of life skills is given at the start of the module. This categorization can be used for the summarization of the exercise and as a handout.

Session 7.2

What Use are Life Skills?

Expected Outcomes

Participants will understand why life skills are critical for a healthy and productive life.

Analyzing The Matrix

<i>Objective</i>	To learn about the importance of life skills in our lives.
<i>Materials</i>	The matrix from the previous exercise (session 7.1), flip charts, markers.
<i>Time</i>	45 minutes.
<i>Process</i>	<p>Ask the participants to take the matrix chart off the wall, and place it on the floor.</p> <p>Invite the participants to divide into three groups – communication/interpersonal skills group, decision-making/critical thinking skills group and coping/self-management skills group.</p> <p>Ask the three groups to look at the matrix and record the skills pertaining to their group.</p> <p>Explain the task to the groups as follows: <i>Discuss and list the benefits of possessing the life skills that have been noted by each group.</i> <i>Discuss and list the problems one would face if s/he did not have these life skills?</i></p> <p>Then, ask the three groups to sit in three different locations. Give them flip charts and markers.</p> <p>Allow 30 minutes to do this exercise.</p> <p>Invite the groups to display their work and make presentations.</p> <p>Encourage discussion and cross questioning in the groups.</p> <p>Summarize and close the exercise by emphasizing the importance of life skills.</p>

Note for the facilitator

This useful exercise emphasizes the utility and importance of life skills. You can use the information given in section 7.5 and 7.6 at the beginning of this module. Point out why life skills are important for young people. Make special mention of their importance in relation to protection against HIV/AIDS and STIs. You can present the list of the ten life skills necessary for protection against HIV/AIDS, STIs and drug use. These life skills include problem solving, critical thinking, communication skills, decision-making, creative thinking, interpersonal relationship skills, self awareness building skills, empathy and coping with stress skills.

Session 7.3

Life Skills, STIs and HIV/AIDS

Expected Outcomes

Participants will be able to identify the life skills that are essential for protection against STIs and HIV/AIDS.

	Skills I Need
<i>Objective</i>	To learn about the essential skills required for protection against STIs and HIV/AIDS.
<i>Materials</i>	The matrix output from session 7.1, red marker pens.
<i>Time</i>	20 minutes.
<i>Process</i>	<p>Invite the participants to sit in a circle.</p> <p>Explain that, of the life skills previously discussed, some are critical for protection against STIs and HIV/AIDS.</p> <p>Ask the participants to take a look at the life skills displayed in the matrix output from session 7.1.</p> <p>Allow the group 10 minutes to discuss the life skills they consider most important for protection against STIs and HIV/AIDS.</p> <p>Invite a volunteer to take a red marker, and circle the life skills identified “most important” by the participants.</p> <p>Then, look at the matrix once again and see how many people possess each skill.</p> <p>Close the exercise with a summary of the outcomes, and point out that the participants will get an opportunity to learn and practice some of the life skills discussed in this module.</p>

Note for the facilitator

This exercise effectively focuses on the skills that young people need to possess in order to protect themselves against HIV/AIDS and STIs. Once again, emphasize the ten essential life skills listed as for protection against HIV/AIDS, STIs and drug use. These life skills have been listed in the facilitator’s note given at the bottom of the previous exercise.



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Office Order

The following faculty members have been assigned as Resource Persons for the Value-Added Courses for B.Ed. students in the current academic year 2023-24:

1. Communicative English: Dr. Smitha Kunjappan
2. Health and Hygiene: Ms. Lini John
3. Learning Disability: Dr. N. Sethumadhavan

These Value-Added Courses are designed to enhance the skills and knowledge of our B.Ed. students, and our Resource Persons will be responsible for planning, coordinating, and delivering the respective courses.

Signature of the Head of the Institute with seal

Dr. N. SETHU MADHAVAN
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NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAAVOOR - 683 556

Place: Meprathupady

Date: 06/01/2024

Office Seal



Tel : 0484 2522583, 0484 2525603

E-mail : nationalcollege09@gmail.com, Website : www.nationalcollege.edu.in



National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

Office Order

The following faculty members have been assigned as Resource Persons for the Value-Added Courses for B.Ed. students in the current academic year 2022-23:

1. Communicative English: Dr. Smitha Kunjappan
2. Health and Hygiene: Ms. Anjaly R
3. Learning Disability: Dr. N. Sethumadhavan

These Value-Added Courses are designed to enhance the skills and knowledge of our B.Ed. students and our Resource Persons will be responsible for planning, coordinating, and delivering the respective courses.

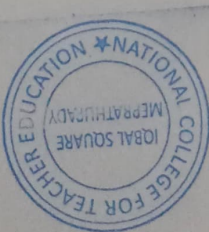
Signature of the Head of the Institute with seal

Place: Meprathupady

Date: 04/01/2023

Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
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Office Order

The following faculty members have been assigned as Resource Persons for the Value-Added Courses for B.Ed. students in the current academic year 2021-22:

1. Health and Hygiene: Anmary John
2. Learning Disability: Dr. N. Sethumadhavan

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Signature of the Head of the Institute with seal

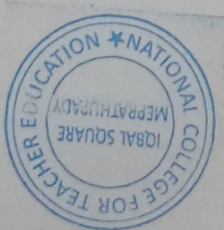
Place: Meprathupady

Date: 06/01/2022

Dr. N. SETHU MADHAVAN
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The following faculty members have been assigned as Resource Persons for the Value-Added Courses for B.Ed. students in the current academic year 2020-21:

1. Health and Hygiene: Neena Thankappan
2. Learning Disability: Dr. N. Sethumadhavan

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Signature of the Head of the Institute with seal

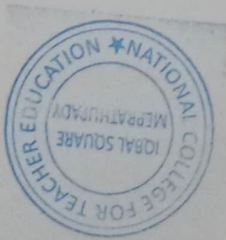
Place: Meprathupady

Date: 05/01/2021

Dr. N. SETHU MADHAVAN
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Office Order

The following faculty members have been assigned as Resource Persons for the Value-Added Courses for B.Ed. students in the current academic year 2019-20:

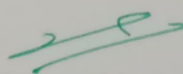
1. Life Skills Training: Thanseem A, Assistant Professor, KMEA College of Architecture

These Value-Added Courses are designed to enhance the skills and knowledge of our B.Ed. students and our Resource Persons will be responsible for planning, coordinating, and delivering the respective courses.

Signature of the Head of the Institute with seal

Place: Meprathupady

Date: 02/01/2020


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B.ED. FOURTH SEMESTER 2022-24 BATCH

	9.30-10.30	10.30-11.30	Break 11.30-11.40	11.40-12.40	12.40-01.15 (Lunch Break)	01.15-02.15	02.15-03.15	3.15-4.00
Mon	401	402		403		PRACTICAL	403	VAC/LIBRARY
Tue	401	402		403		PRACTICAL	403	VAC/LIBRARY
Wed	401	402		403		H/P	H/P	403
Thu	401	402		403		PRACTICAL	403	VAC/LIBRARY
Fri	401	402		403		Break	403	VAC/LIBRARY

EDU401- Gender, School and Society EDU402- Personality Dynamics in Education EDU403- Professional Development of Teacher (Optional Subject) H/P- Health and Physical Education VAC- Value Added Courses




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B.Ed. FOURTH SEMESTER 2021-23 BATCH

	9.30-10.30	10.30-11.30		11.40-12.40		01.15-02.15	02.15-03.15	3.15-4.00
Mon	401	402	Break 11.30-11.40	403	12.40-01.15 (Lunch Break)	PRACTICAL	403	VAC/ LIBRARY
Tue	401	402		403		PRACTICAL	403	VAC/ LIBRARY
Wed	401	402		403		H/P	H/P	403
Thu	401	402		403		PRACTICAL	403	VAC/ LIBRARY
Fri	401	402		403		Break	403	VAC/ LIBRARY

EDU401-Gender, School and Society ofteacher (Optional Subject) EDU402-Personality Dynamics In Education EDU 403 Professional Development ofteacher (Optional Subject) H/P- Health and Physical Education VAC- Value Added Courses




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 VENGOLA, PERUMBKULAM - 625 518

B.Ed. FOURTH SEMESTER 2020-22 BATCH

	9.30-10.30	10.30-11.30		11.40-12.40		01.15-02.15	02.15-03.15	3.15-4.00
Mon	401	402	Break 11.30-11.40	403	12.40-01.15 (Lunch Break)	PRACTICAL	403	VAC/ LIBRARY
Tue	401	402		403		PRACTICAL	403	VAC/ LIBRARY
Wed	401	402		403		H/P	H/P	403
Thu	401	402		403		PRACTICAL	403	VAC/ LIBRARY
Fri	401	402		403		Break	403	VAC/ LIBRARY

EDU401-Gender, School and Society EDU402-Personality Dynamics in Education EDU403- Professional Development of Teacher (Optional Subject) H/P- Health and Physical Education VAC- Value Added Courses



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 Dr. N. SETHU / SETHU VAN
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 NATIONAL COLLEGE FOR TEACHERS EDUCATION
 IQBAL SQUARE, MEERUT, U.P.
 VENGOLA, PERUMBAVOOR - 603 556

B.ED. FOURTH SEMESTER 2019-21 BATCH

	9.30-10.30	10.30-11.30	Break 11.30-11.40	11.40-12.40	12.40-01.15 (Lunch Break)	01.15-02.15	02.15-03.15	3.15-4.00
Mon	401	402		403		PRACTICAL	403	VAC/ LIBRARY
Tue	401	402		403		PRACTICAL	403	VAC/ LIBRARY
Wed	401	402		403		H/P	H/P	403
Thu	401	402		403		PRACTICAL	403	VAC/ LIBRARY
Fri	401	402		403		Break	403	VAC/ LIBRARY

EDU401- Gender, School and Society **EDU402-** Personality Dynamics in Education **EDU403-** Professional Development of Teacher (Optional Subject) **H/P-** Health and Physical Education **VAC-** Value Added Courses



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 VENGOLA, PERUMBAYOOR - 683 556

B.ED. FOURTH SEMESTER 2018-20 BATCH

	9.30-10.30	10.30-11.30	Break 11.30-11.40	11.40-12.40	12.40-01.15 (Lunch Break)	01.15-02.15	02.15-03.15	3.15-4.00
Mon	401	402		403		PRACTICAL	403	VAC/ LIBRARY
Tue	401	402		403		PRACTICAL	403	VAC/ LIBRARY
Wed	401	402		403		H/P	H/P	403
Thu	401	402		403		PRACTICAL	403	VAC/ LIBRARY
Fri	401	402		403		Break	403	VAC/ LIBRARY

EDU401- Gender, School and Society EDU402- Personality Dynamics in Education EDU403- Professional Development of
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