



**“Enhancing Socio-Emotional Competence and Abilities of  
Student-Teachers through Social Capital and Knowledge Sharing  
interventions”**

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## **Aims**

The training aims to

- Develop socio-emotional competence and abilities of student-teachers in planning and implementation
- Raise participants knowledge sharing skills and attitude.
- To make student-teachers aware of knowledge sharing and social capital plays key role in socio-emotional competence and ability of students-teachers.
- To motivate through sharing of knowledge, best practices/case study/field exposure.
- Sensitize the participants to develop knowledge sharing, skills, and attitude to effective management of socio-emotional competence and ability of students-teachers.

## **Training objectives:**

The training is designed to achieve the objectives.

At the end of the training trainee will be able to:

- ❖ Describe the importance of knowledge sharing and social capital
- ❖ Explain the innovation and technologies available in the market and bale to choose suitable technology.

- ❖ Design the plan for socio-emotional competence and abilities of student-teachers.
- ❖ Discuss the practices in promoting socio-emotional competence through adopted pyramid model.
- ❖ Explain the steps involved in field implementation of the knowledge sharing and social capital in various institutions.

**Training Modules:**

**Module: 01: Orientation Programme**

**Module: 02: Facilitating Group Dynamics**

**Module: 03: Developmental Strategies**

**Module: 04: Establishing Guidance and Supportive Environment**

**Module: 05: Constructing Framework and Methodologies**

**Module: 06: Tools and Services to Support Virtual Collaboration**

**Module: 07: Facilitating Virtual Collaboration and Interaction**

**Module: 08: Field-Based Knowledge Sharing and Learning Methods**

**Module: 09: Promoting SEC through modified pyramid model**

**Module: 10: Individualized Intensive Intervention**

**Module: 11: Social Capital and Knowledge Sharing Strategies**

**Module: 12: Conclusion**

**Methodology:**

- Lecture cum discussion
- Group discussion and activities

- Field visit
- Case studies
- Film shows

**Participants:**

Student-teacher educators will be the participants of training programme from various institutions who belong to lower level group students of socio-emotional competence and abilities of student-teachers.

**Duration:**

Total 30 days has been planned in which 28 days on classroom session and 2 days for field experience.

**How to use the Module:**

- ✓ This module is meant for use by the resource persons/principal investigator/Research assistant. Before starting the training programme they must thoroughly familiarize themselves with the module.
- ✓ The module contains details of 30 days programme. Each session indicates the following sequence.

**Outline of the Module: 01**

<b>COMPONENT</b>	<b>DESCRIPTION</b>
<b>CONTENT</b>	<b>ORIENTATION PROGRAMME</b>
<b>Days</b>	<b>3 Days</b>
<b>Background</b>	<ul style="list-style-type: none"><li>● To explain building positive relationship (i.e.) rapport with ice breaking sessions.</li><li>● Creating awareness about knowledge sharing and social capital.</li><li>● To explain related concepts and highlights the benefits of knowledge sharing and social capital, this builds common participation association and trust among the individuals.</li><li>● To sensitize the level of knowledge sharing and social capital by using standardized scales developed by the principal investigator and research assistant.</li><li>● To gain more importance to pay attention to the social and emotional competence and abilities of student-teachers.</li></ul>
<b>Target Groups/Intended Audiences</b>	<ul style="list-style-type: none"><li>● Student-teacher educators will be the participants of training programme from various institutions who belong to lower level group students of socio-emotional competence and abilities of student-teachers.</li></ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>● Highlight the aspects that need to be incorporated into knowledge sharing and social capital.</li><li>● Unfolds the ego among the participants and build positive relationship among themselves.</li></ul>
<b>Module Overview</b>	<ul style="list-style-type: none"><li>● Knowledge sharing, social capital-an overview</li><li>● Concepts of Knowledge sharing, social capital.</li><li>● Highlights and benefits of Knowledge sharing, social capital.</li><li>● Increasing work groups.</li><li>● Improving collaboration of peers.</li><li>● Opportunities in Knowledge sharing, social capital.</li></ul>

	<ul style="list-style-type: none"> <li>● In growing importance of social trust, social interaction among student-teachers.</li> </ul>
<b>Module Delivery Outline</b>	<p><b><u>Orientation Programme:</u></b></p> <ul style="list-style-type: none"> <li>● Introduction to knowledge sharing and social capital</li> <li>● Challenges to knowledge sharing and social capital and current scenario of knowledge sharing.</li> <li>● Knowledge sharing in India.</li> <li>● Theories of knowledge sharing and social capital.</li> <li>● Role of knowledge sharing for emotional development.</li> <li>● Role of social capital for development of abilities.</li> </ul>
<b>Module Activities</b>	<ul style="list-style-type: none"> <li>● Resource person encourage the participants to share their life time experiences. The difficulties faced in forming social capital and knowledge sharing.</li> <li>● Innovative ideas to handle the problems in sharing knowledge.</li> <li>● Providing healthy environment to form social capital to manage their emotions.</li> </ul>
<b>Method</b>	Participatory discussion, case study.
<b>Supporting Materials</b>	As prepared by principal investigator and research assistant.
<b>Module Feedback</b>	<ul style="list-style-type: none"> <li>● Participants will be able to share their knowledge through innovative methods, so as to manage the socio-emotional competence and abilities of students-teachers.</li> <li>● Efforts for scientific management in social capital.</li> </ul>

**Outline of Module: 02**

<b>COMPONENT</b>	<b>DESCRIPTION</b>
<b>Content</b>	<b>FACILITATING GROUP DYNAMICS</b>
<b>Day</b>	<b>3 Days</b>
<b>Background</b>	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Social dynamics and facilitation</li> <li>● Building trust and supporting participation</li> <li>● Possibilities for creating content collaboration</li> <li>● Frequency of participation</li> <li>● Participation in decision making</li> <li>● Bridging ties among student-teachers.</li> </ul>
<b>Target Groups/Intended Audiences</b>	<ul style="list-style-type: none"> <li>● Student-teacher educators will be the participants of training programme from various institutions who belong to lower level group students of socio-emotional competence and abilities of student-teachers.</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Developing social dynamics and facilitation options for building trust and supporting participation.</li> <li>● Identify research gaps that require attention of researches and teacher-educators.</li> </ul>
<b>Module Overview</b>	<ul style="list-style-type: none"> <li>● Group dynamics</li> <li>● Creating collaborative learning content among the participants about knowledge sharing and social capital.</li> <li>● Measure the frequency of participation among the participants.</li> </ul>
<b>Module Delivery Outline</b>	Case Study, discussion and presentation
<b>Module Activities</b>	<ul style="list-style-type: none"> <li>● Resource person will give overview on facilitating group dynamics.</li> <li>● Practicing session.</li> </ul>
<b>Method</b>	Short film, forming groups, power point presentation, handouts.
<b>Supporting Materials</b>	As prepared by principal investigator and research assistant.
<b>Module Feedback</b>	<ul style="list-style-type: none"> <li>● Participants will explain the enhanced capacity of forming group.</li> <li>● Participants will learn about the clear and concise strategy to mainstream the knowledge sharing and social capital.</li> <li>● Developing abilities and socio-emotional competence through inter and intra relationship skills.</li> <li>● Participate in making friendship from various institution and also from various departments.</li> </ul>
<b>Outline of Module: 03</b>	



<b>COMPONENT</b>	<b>DESCRIPTION</b>
<b>CONTENT</b>	<b>DEVELOPMENTAL STRATEGIES</b>
<b>Days</b>	<b>3 Days</b>
<b>Background</b>	<ul style="list-style-type: none"> <li>● Generating awareness about knowledge sharing and social capital.</li> <li>● Promoting self-regulation to bring out and sustain behavioural changes within the participation.</li> <li>● Mainstream thinking, planning and implementing measures related to structural, cognitive and relational social capital.</li> <li>● Knowledge sharing and learning through communities and networks.</li> <li>● Promoting proper functioning of network-based abilities of student-teachers.</li> </ul>
<b>Target Groups/Intended Audiences</b>	<ul style="list-style-type: none"> <li>● Student-teacher educators will be the participants of training programme from various institutions who belong to lower level group students of socio-emotional competence and abilities of student-teachers.</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Explain the concepts of social awareness, self-regulation, self-awareness and relationship skills.</li> <li>● Describe the key concepts of abilities of student-teachers.</li> <li>● Explain the use of knowledge sharing and social capital.</li> </ul>
<b>Module Overview</b>	<ul style="list-style-type: none"> <li>● Improve knowledge sharing and social capital</li> <li>● Learning through networks and communities</li> <li>● Forming and sustaining relationship with peer groups.</li> <li>● Targeted strategies to intentionally build social emotional skills in student-teachers.</li> <li>● Strategies for using them to support social emotional development.</li> </ul>
<b>Module Delivery Outline</b>	<ul style="list-style-type: none"> <li>● Introduction to developmental strategies.</li> <li>● Discussion for implementing targeted strategies.</li> <li>● Role of sharing their knowledge within the organization.</li> </ul>
<b>Module Activities</b>	<ul style="list-style-type: none"> <li>● Resource person motivates trainees to share their experience and she presents some case studies of success effort in planning.</li> <li>● Brainstorming session.</li> <li>● Practicing session.</li> </ul>
<b>Method</b>	Case study, Discussion, presentation and forming groups.
<b>Supporting Materials</b>	As prepared by principal investigator and research assistant.
<b>Module Feedback</b>	<ul style="list-style-type: none"> <li>● Trainees will realize the importance of knowledge sharing and social capital.</li> <li>● Recognize and able to express their emotions.</li> <li>● Understand the behavior of their peers.</li> <li>● Exchange their ideas and views about knowledge sharing and social capital, what they have understood.</li> </ul>
<b>Outline of Module: 04</b>	

<b>COMPONENT</b>	<b>DESCRIPTION</b>
<b>CONTENT</b>	<b>ESTABLISHING GUIDANCE AND SUPPORTIVE ENVIRONMENT</b>
<b>Days</b>	<b>3 Days</b>
<b>Background</b>	<ul style="list-style-type: none"> <li>● Provides guidance to design and implement a strategy for socio-emotional competence and abilities of student-teachers.</li> <li>● Identify key knowledge assets, flows and gaps of knowledge sharing and social capital.</li> <li>● Implementing activities that promote knowledge sharing and social capital strategies in supportive environment.</li> <li>● Articulate the rationale for evaluating knowledge sharing and social capital process.</li> </ul>
<b>Target Groups/Intended Audiences</b>	<ul style="list-style-type: none"> <li>● Student-teacher educators will be the participants of training programme from various institutions who belong to lower level group students of socio-emotional competence and abilities of student-teachers.</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● List the use of knowledge sharing and social capital.</li> <li>● Describe the challenges and solution in developing socio-emotional competence and abilities of student-teachers.</li> <li>● List the various supportive environment and guidance to promote socio-emotional competence and abilities of student-teachers.</li> <li>● Identify the key ways for physical environment that promote social emotional development.</li> <li>● Support families in promoting routines, environments and targeted strategies that promote socio-emotional competence and abilities of student-teachers.</li> </ul>
<b>Module Overview</b>	<ul style="list-style-type: none"> <li>● Provides guidance to design knowledge sharing.</li> <li>● Implementation of social capital strategy.</li> <li>● Raise awareness of socio-emotional competence and abilities of student-teachers.</li> <li>● Growing importance in structural, cognitive and relational social capital.</li> <li>● Trends that support the development of teaching skills.</li> </ul>
<b>Module Delivery Outline</b>	<ul style="list-style-type: none"> <li>● Relationship skills, self-regulation, self-awareness and social-awaereness.</li> <li>● Teaching skills, teaching goals, classroom management.</li> <li>● Knowledge sharing.</li> <li>● Structural, cognitive and relational social capital.</li> </ul>
<b>Module Activities</b>	Resources person encourages the participants to share their lifetime experience on knowledge sharing and social capital.
<b>Method</b>	PPT presentations, case study, discussion.
<b>Supporting Materials</b>	As prepared by principal investigator and research assistant.
<b>Module Feedback</b>	<ul style="list-style-type: none"> <li>● Trainees will be able to increase their capacity to support their social emotions with the help of knowledge sharing and social capital.</li> <li>● Influence on care-giving, caretaking among the peers.</li> </ul>

**Outline of Module: 05**

<b>COMPONENT</b>	<b>DESCRIPTION</b>
<b>CONTENT</b>	<b>CONSTRUCTING FRAMEWORK AND METHODOLOGIES</b>
<b>Days</b>	<b>3 Days</b>
<b>Background</b>	<ul style="list-style-type: none"><li>● Illustrates to build knowledge sharing and social capital.</li><li>● In the present scenario, an attempt has been made to provide a comprehensive review of the characteristics, methodologies of socio-emotional competence and abilities of student-teachers.</li><li>● Various adopted methodologies for knowledge sharing and social capital.</li></ul>
<b>Target Groups/Intended Audiences</b>	<ul style="list-style-type: none"><li>● Student-teacher educators will be the participants of training programme from various institutions who belong to lower level group students of socio-emotional competence and abilities of student-teachers.</li></ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>● Construct the framework for knowledge sharing and social capital.</li><li>● Explain how they construct the framework for knowledge sharing and social capital.</li><li>● Describe the variety of methodologies to incorporate into framework.</li><li>● List the use of framework and methodologies to promote socio-emotional competence and abilities of student-teachers.</li><li>● Describe the challenge and solution in implementation of methodologies related to knowledge sharing and social capital.</li></ul>
<b>Module Overview</b>	<ul style="list-style-type: none"><li>● Current scenario of knowledge sharing and social capital.</li><li>● Challenges and reasons for failure of methodological analysis framework.</li><li>● Role and responsibility of the participants.</li></ul>
<b>Module Delivery Outline</b>	<ul style="list-style-type: none"><li>● Role of providing basic services to the participants for sharing their knowledge.</li><li>● Teaching skills, teaching goals and classroom management.</li><li>● Constructing the framework for knowledge sharing and social capital.</li></ul>
<b>Module Activities</b>	Resource person encourages the participants to share their experience in promoting socio-emotional competence and abilities of student-teachers.
<b>Method</b>	PPT presentation, Oral presentation, case study, discussion.
<b>Supporting Materials</b>	As prepared by principal investigator and research assistant.
<b>Module Feedback</b>	<ul style="list-style-type: none"><li>● Trainees will realize the importance of developing methodologies and framework related to knowledge sharing and social capital.</li><li>● Explain how they construct the framework for knowledge sharing and social capital.</li></ul>

	<ul style="list-style-type: none"> <li>Describe the variety of methodologies to incorporate into the framework.</li> </ul>
<b>Outline of Module: 06</b>	
<b>COMPONENT</b>	<b>DESCRIPTION</b>
<b>CONTENT</b>	<b>TOOLS AND SERVICES TO SUPPORT VIRTUAL COLLABORATION</b>
<b>Days</b>	<b>3 Days</b>
<b>Background</b>	<ul style="list-style-type: none"> <li>Illustrates a wide range of social media.</li> <li>Creating awareness about social media tools.</li> <li>Clearly shows the existence of social media and how to use social media tools effectively.</li> <li>Training in exchange of knowledge through social media.</li> <li>Adequate availability of tools and services which support socio-emotional competence and abilities of student-teachers.</li> <li>Extending access to the proper tools, related to cognitive, structural and relational social capital.</li> </ul>
<b>Target Groups/Intended Audiences</b>	<ul style="list-style-type: none"> <li>Student-teacher educators will be the participants of training programme from various institutions who belong to lower level group students of socio-emotional competence and abilities of student-teachers.</li> </ul>
<b>Learning Objectives</b>	<p>Explain the social media tools and its uses.  Describe the key concepts within social media.  Using social media for knowledge sharing and to enhance the abilities.</p>
<b>Module Overview</b>	<ul style="list-style-type: none"> <li>Selecting appropriate social media.</li> <li>Steps for the strategies to use social media.</li> <li>Feasibility of using social media.</li> <li>Sharing knowledge through facebook, twitter, whatsapp etc....</li> </ul>
<b>Module Delivery Outline</b>	Identifying social media tools.
<b>Module Activities</b>	Resource person explains the importance of social media.
<b>Method</b>	Participatory discussion.
<b>Supporting Materials</b>	As prepared by principal investigator and research assistant.
<b>Module Feedback</b>	<ul style="list-style-type: none"> <li>Identify, understand and communicate our own feelings and emotions with the help of virtual collaboration.</li> <li>Construct manage strong emotions to exchange their knowledge.</li> <li>Develop good relationship with peers to share their knowledge with the help of social media.</li> <li>Apply the skills towards new concepts, situations, ideas and settings.</li> </ul>

**Outline of Module: 07**

<b>COMPONENT</b>	<b>DESCRIPTION</b>
<b>CONTENT</b>	<b>FACILITATING VIRTUAL COLLABORATION AND INTERACTION</b>
<b>Days</b>	<b>3 Days</b>
<b>Background</b>	<ul style="list-style-type: none"> <li>● Providing guidelines to facilitate on online community.</li> <li>● Comparing traditional and online facilitation.</li> <li>● Facilitate virtual collaboration and interaction.</li> <li>● Virtual collaboration and interaction for knowledge sharing and social capital.</li> </ul>
<b>Target Groups/Intended Audiences</b>	<ul style="list-style-type: none"> <li>● Student-teacher educators will be the participants of training programme from various institutions who belong to lower level group students of socio-emotional competence and abilities of student-teachers.</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Explain the use of online resources available in the market.</li> <li>● Highlight the aspects to share their knowledge though online community.</li> <li>● Virtual collaboration for teaching skills, teaching goals and classroom management.</li> <li>● Online techniques to enhance self-awareness, social-awareness, self-regulation and relationship skills.</li> </ul>
<b>Module Overview</b>	<ul style="list-style-type: none"> <li>● Facilitate online community.</li> <li>● Introduction of basic concepts of facilitation.</li> <li>● Comparison of traditional and online facilitation.</li> <li>● Illustrates wide range of facilitation tasks and techniques.</li> </ul>
<b>Module Delivery Outline</b>	Case study, discussion and presentation.
<b>Module Activities</b>	Resources person explains the tasks and techniques and its importance, the concepts of online community activities involved. She motivate trainees to share their experience and she presents some case studies of success effort in planning.
<b>Method</b>	Case study, online method.
<b>Supporting Materials</b>	As prepared by principal investigator and research assistant.
<b>Module Feedback</b>	<ul style="list-style-type: none"> <li>● Use variety of strategies including self-reflection and observation to increase their capacity to support social-emotional development by forming positive relationship among peers and friends.</li> <li>● Trainees will realize the importance of cultural competence to communicate effectively, establish positive relationship with peers, families etc....</li> </ul>

**Outline of Module: 08**

<b>COMPONENT</b>	<b>DESCRIPTION</b>
<b>CONTENT</b>	<b>FIELD-BASED KNOWLEDGE SHARING AND LEARNING METHODS.</b>
<b>Days</b>	2 Days
<b>Background</b>	<ul style="list-style-type: none"><li>● Explain importance of knowledge sharing and social capital.</li><li>● Visiting to various teacher educator institutions.</li><li>● Explain the importance of learning methods of socio-emotional competence.</li><li>● Describe the importance on selection of the suitable technology for knowledge management and social capital.</li></ul>
<b>Target Groups/Intended Audiences</b>	<ul style="list-style-type: none"><li>● Principal investigator, research assistant, student-teacher educators will be the participants of training programme from various institutions who belong to lower level group students of socio-emotional competence and abilities of student-teachers.</li></ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>● Visit the institutions.</li><li>● Observe the merits and demerits of the institutions.</li><li>● Prepare report of the field visit.</li></ul>
<b>Module Overview</b>	Filed visit, demonstration, interaction, presentation and discussion.
<b>Module Delivery Outline</b>	Introduction to various institutions. Why knowledge sharing and social capital is needed in various institutions. Awareness about various teacher educator institutions. Achieving knowledge sharing and social capital relationship in institutions. Promoting socio-emotional competence and abilities of student-teachers.
<b>Module Activities</b>	<ul style="list-style-type: none"><li>● The resource person will identify suitable institutions and arrange the participants for the field visit. The resource person will discuss with concerned institute authority about the profile of the institution to be visited by the participants well in advance. Necessary demonstration, professional interaction by the concerned officers at the institutions shall be ensured. The participants will be given checklist for structural interaction in addition overall picture of the institutions. The participants will prepare and make a presentation of the field visit in the following session.</li></ul>
<b>Method</b>	Checklist for field visit, basic information on institutions and PPT presentations, workbook, case study and discussion.
<b>Supporting Materials</b>	As prepared by principal investigator and research assistant.

<b>Module Feedback</b>	<ul style="list-style-type: none"> <li>● Exposure field visit, provide participants the opportunities to look around the various institutions, methods and technology in knowledge sharing and social capital. Trainees select the suitable method and technology to address their knowledge sharing and social capital issues in a short period.</li> </ul>
<b>Outline of Module: 09</b>	
<b>COMPONENT</b>	<b>DESCRIPTION</b>
<b>CONTENT</b>	<b>PROMOTING SOCIO-EMOTIONAL COMPETENCE THROUGH MODIFIED PYRAMID MODEL THROUGH SOCIAL CAPITAL AND KNOWLEDGE SHAIRNG</b>
<b>Days</b>	<b>3 Days</b>
<b>Background</b>	<ul style="list-style-type: none"> <li>● Explain the high quality of supportive environments.</li> <li>● Describe the importance of pyramid model of socio-emotional competence.</li> </ul>
<b>Target Groups/Intended Audiences</b>	<ul style="list-style-type: none"> <li>● Student-teacher educators will be the participants of training programme from various institutions who belong to lower level group students of socio-emotional competence and abilities of student-teachers.</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Explain the importance of pyramid model of social emotional competence.</li> <li>● Describe the assessment based intervention.</li> <li>● To maintain high quality environments.</li> </ul>
<b>Module Overview</b>	<ul style="list-style-type: none"> <li>● Intensive intervention programme.</li> <li>● Systematic approaches of teaching skills of student-teachers.</li> <li>● Support relationship among student-teachers.</li> <li>● Promote socio-emotional competence and social capital among the peer participants.</li> </ul>
<b>Module Delivery Outline</b>	<ul style="list-style-type: none"> <li>● Introduction of pyramid model.</li> <li>● Presentation.</li> </ul>
<b>Module Activities</b>	Resource person will explain about the pyramid model and also the adoption of pyramid model within the project to promote socio-emotional competence and abilities of student-teachers.
<b>Method</b>	Oral presentation, PPT presentation, discussion.
<b>Supporting Materials</b>	As prepared by principal investigator and research assistant.
<b>Module Feedback</b>	<ul style="list-style-type: none"> <li>● Participants will be able to explain the high quality of supportive environments.</li> <li>● Participants will comprehend the essential component to promote healthy social emotional development.</li> <li>● Participants will develop high quality of supportive environments among the peers.</li> <li>● Participants will learn about the clear and concise strategy about pyramid model.</li> </ul>

**Outline of Module: 10**

<b>COMPONENT</b>	<b>DESCRIPTION</b>
<b>CONTENT</b>	<b>INDIVIDUALIZED INTENSIVE INTERVENTION</b>
<b>Days</b>	3 Days
<b>Background</b>	<ul style="list-style-type: none"><li>● Social skills</li><li>● Challenging behavior</li><li>● Preventing challenging behavior</li><li>● Team approach.</li><li>● Supporting social emotional development.</li></ul>
<b>Target Groups/Intended Audiences</b>	<ul style="list-style-type: none"><li>● Student-teacher educators will be the participants of training programme from various institutions who belong to lower level group students of socio-emotional competence and abilities of student-teachers.</li></ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>● Explain the concept of individualized intervention programme.</li><li>● Describe the key concepts within the individualized intervention programme.</li><li>● To implement individualized intervention programme.</li><li>● To encourage and facilitate socio-emotional competence and abilities of student-teachers through individualized intervention programme.</li></ul>
<b>Module Overview</b>	<ul style="list-style-type: none"><li>● Partnering with student-teachers in the development of services, confirming, developing and supporting the strategies.</li><li>● Yields information that can actually be used for individualized intervention planning.</li><li>● Provides view of the student-teachers by specifying strength.</li><li>● Defines pro-social behaviours not yet mastered that require instruction.</li></ul>
<b>Module Delivery Outline</b>	<ul style="list-style-type: none"><li>● Developmental process that supports social and behavioural skills development.</li><li>● Accurate assessment is needed in order to develop effective intervention programme.</li><li>● Determining individually relevant intervention goals and objectives as well as for monitoring intervention outcomes.</li><li>● Strength-based approach in consistent with effective practice.</li></ul>
<b>Module Activities</b>	<ul style="list-style-type: none"><li>● Resource person encourages the participants to share their experiences in emotional and social skills intervention.</li></ul>



	<ul style="list-style-type: none"> <li>● Participants will prepare report about their experience in their filed visit.</li> <li>● Practicing session.</li> </ul>
<b>Method</b>	PPT, Case study, handouts, discussion.
<b>Supporting Materials</b>	As prepared by principal investigator and research assistant.
<b>Module Feedback</b>	<ul style="list-style-type: none"> <li>● Participants will be able to understand the individualized intervention programme.</li> <li>● Student-teachers will be aware of creating effective and efficient intervention programme.</li> <li>● Efforts to promote socio-emotional competence and abilities of student- teachers with the help of intervention programme.</li> <li>● Develop a model process and system that will assist teacher educator institutions to share knowledge and develop social capital which would benefit from available resources.</li> </ul>

**Outline of Module:11**

<b>COMPONENT</b>	<b>DESCRIPTION</b>
<b>CONTENT</b>	<b>SOCIAL CAPITAL AND KNOWLEDGE SHARING STRATEGIES</b>
<b>Days</b>	<b>3 Days</b>
<b>Background</b>	<ul style="list-style-type: none"><li>● Social networks and sharing knowledge as an integrating element of the model.</li><li>● Social relationship as a unit of analysis of social capital and knowledge sharing.</li><li>● Developing social capital and knowledge sharing indicators.</li><li>● Operationalizing variables from a programme policy perspectives.</li><li>● Measuring social capital and knowledge sharing through networks resources and relationship.</li></ul>
<b>Target Groups/Intended Audiences</b>	<ul style="list-style-type: none"><li>● Student-teacher educators will be the participants of training programme from various institutions who belong to lower level group students of socio-emotional competence and abilities of student-teachers.</li></ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>● Identifying challenges and barriers to implementing effective practices.</li><li>● Identifying strategies for addressing barriers and challenges.</li><li>● Developing program policies and developmental plans that promote the use of effective practices.</li><li>● Identifying steps to collaborative planning for programmes and systems that support socio-emotional competence and abilities of student-teachers addressing challenging behaviour as needed.</li></ul>
<b>Module Overview</b>	<ul style="list-style-type: none"><li>● To develop knowledge and understanding of the current posed by social capital and knowledge sharing for educational professionals.</li><li>● Consideration of practical approaches being adopted to address educational institutions.</li><li>● Critically examine the strategies of knowledge sharing and social capital to promote socio-emotional competence and abilities of student-teachers.</li><li>● Use of specified numerical approaches and techniques to process, explain and evaluate data.</li></ul>
<b>Module Delivery Outline</b>	<ul style="list-style-type: none"><li>● Access to knowledge sharing and social capital platforms and exchange visits among institution.</li><li>● Peer assist and information sharing should continue via social networks.</li><li>● More in-depth information/materials on the topics discussed through direct contact among the participants.</li></ul>

	<ul style="list-style-type: none"> <li>● Focus more on the implementation process and not just in the design of models.</li> </ul>
<b>Module Activities</b>	<ul style="list-style-type: none"> <li>● Peer assists, case studies and innovative practices.</li> <li>● Given more time to interact with other participants.</li> <li>● Presentations on facilitations.</li> <li>● Social networks.</li> </ul>
<b>Method</b>	Make the presentation of case studies more interactive.
<b>Supporting Materials</b>	As prepared by principal investigator and research assistant.
<b>Module Feedback</b>	<ul style="list-style-type: none"> <li>● This session aims to build confidence among student-teachers. By the end of this session, participants will be able to share their knowledge about improvement, with people among working on a wide range of different topics and do so with confidence.</li> <li>● Student-teachers will be able to build their confidence level to share their knowledge through social networks and to promote socio-emotional competence and abilities of student-teachers in teacher educator institutions.</li> <li>● Knowledge sharing and social capital strategies will help the student-teachers to build local and professional relationships within the community.</li> </ul>

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**Outline of Module: 12**

<b>COMPONENT</b>	<b>DESCRIPTION</b>
<b>CONTENT</b>	<b>CONCLUSION-FEEDBACK</b>
<b>Days</b>	<b>1 Day</b>
<b>Background</b>	<ul style="list-style-type: none"><li>● To evaluate the level of socio-emotional competence and abilities of student-teachers by using standardized interventions developed by principal investigator and research assistant.</li><li>● At the end of the intervention session, the participants were asked to provide a detailed assessment of the training and organizational aspects of the programme.</li><li>● At the end of this session, participants will be able to create operational definitions for measures that others can follow reliably to collect data and create a measurement plan for their improvement work.</li><li>● Knowledge sharing and social capital activities (peer assists, case studies and innovative practices) as the most useful parts of the intervention programme.</li><li>● We will collect the feedback about our intervention programme.</li><li>● Overall, the module will help to develop the knowledge, skills, sharing, building social networks, promoting abilities and social emotional competence.</li></ul>



**Training Summary:**

After the training the participants are expected to implement the learning in the classroom to field (Classroom to other educational institutions). The innovations, new technologies and the different methods presented by the resource persons as well as by the co-participants, help them to make right choice, in selecting the suitable methods and machines as their requirements.

Mutual learning helps for the better explaining of the concepts. Selecting the right technology based on the field demand reduce the burden on the officials and officers working in educational institutions, Schools, etc... this will lead to good governance and healthy sharing of knowledge to the other student-teacher educators.