



N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN (Autonomous)

Report on Community Extension & Outreach Activity Invited Talk: Discipline & Values for School Children



14th August 2019

1

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N.K.T. NATIONAL COLLEGE OF EDUCATION
FOR WOMEN (AUTONOMOUS),
TRIPPLICANE, CHENNAI-600 605.

Report on Community Extension & Outreach Activity

Invited Talk: Discipline & Values for School Children

14th August 2019

Student discipline is indeed essential for a school to work well. Moreover, school is the first institution that children and youth enter in their lives, and here students must learn to obey the law, not because they are forced to, but because they should understand and appreciate the necessity of the rule of law. However, a system of permanent surveillance and sanctions is neither feasible nor desirable, as such a school teaches students an attitude of obedience, leaving them unable to take responsibility for the school community. Discipline is the word that implies a great meaning in everyone's life. It is a set of standard rules that is set up by scholarly individuals. It is a way of being honest, hard-working, motivated & encouraged throughout the life.

Values are invisible, but they appear in a person's behavior. To a large extent, discipline cannot be enforced, but must rather grow from within. Values cannot be preached, but are learned from good examples.

Invited Talk: Discipline and Values for School Children organized by N.K.T. National College of Education for Women

Mr. V. Palanichamy, IIS (Indian Information Service), Director, All India Radio, Chennai was invited by the College to address the school students of NKT Girls' Higher Secondary School, Chennai on the importance of values and discipline.

Discipline is an important behavior in life. It is a character trait which is crucial for expressing many other attributes in life. It refers to orderliness in life, which is essential for success in one's life. Additionally, it demonstrates respect to physical and moral laws in society. Students are the future assets of the nation. Discipline lays a good foundation of being selective, independent, punctual, focused, encouraged & organized in life. Self-discipline is very important that lies in inhibiting our headlong desires and passions. As compared to those who disregard discipline, a disciplined child takes an



interest in studies. He/ she can choose subjects & his/ her career more easily & independently. It is rightly said that, Life without discipline is just like a ship without radar".



Discipline plays an important role in building a nation & has a good impact on children's mind too. Discipline in school life is very important for students.

1. Being Focused

A person with strong goals is more focused and always keeps his work up on time in everyday life. While, anyone without discipline can't keep his mind focused on his work or goals due to disturbances.

An undisciplined person is not able to complete his work on time. In short, discipline helps you stay focus in the task you're performing.

 2

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2. Lead Stress-Free Life

It becomes easier to stay in control of studies & personal lives as well. A well-disciplined person always remain happy by relieving stress one faces tension during exams or daily routine work. This is inner tension or unknown fear about the result of the work.

Staying disciplined helps to study well ahead of time and not just before exams, so he remains stress free. Because of discipline in a workplace, the work is planned well and executed in time. Discipline helps one stay stress-free and also get out of depression.

3. Better Academic Performance

Students who are disciplined tend to get much better scores & get more benefit from their classes as well. In a student life, discipline is very important for better education. Education becomes incomplete without learning discipline. Classroom discipline helps students to listen to the teacher well. There are various other advantages of being disciplined in life, i.e. coming to school on time, waking up early in the morning, have a bath and breakfast on time.

Discipline in Education is very important for better education. A disciplined student can achieve success. Likewise, an undisciplined teacher cannot be an ideal teacher.

4. Stay Active

Disciplined people, often stay healthy & active throughout the day. They know what is good & bad for them, which is a good time for doing a particular task. They do study, play, eat, sleep & wake up well on time, thus staying active the entire day. Hence, discipline encourages students to remain healthy, active & dynamic. It is useful for the development of the body as well as mind.



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5. Manage your Time Well

A disciplined person always takes out time to do extra chores. It becomes hard to stay motivated in studies if one is not disciplined. Good discipline is important for students to complete their assigned tasks in time.

If we miss work, then everything piles up, and it becomes harder to perform the next task. So, it is easier to stay disciplined later on by staying disciplined right from the start of our studies.

There are various ways to bring discipline to the life of students. A disciplined person always set a good example for others.

It becomes difficult to live a happy & secure life without proper discipline. If we try to live in our way, there will be indiscipline and chaos.



Programme Outcome & Feedback



The Outreach Programme was great success. School teachers and students gave the feedback that discipline is typically thought to have a positive influence on both the individual as well as classroom environment. Utilizing disciplinary actions can be an opportunity for the class to reflect and learn about consequences, instill collective values, and encourage behavior that is acceptable for the classroom. Recognition of the diversity of values within communities can increase understanding and tolerance of different disciplinary techniques. In particular, promoting positive correction of questionable behavior within the classroom, as opposed to out-of-class punishments like detention, suspension or expulsion, can encourage learning and discourage future misbehavior. Learning to "own" one's bad behavior is also thought to contribute to positive growth in social emotional learning.

The Principal thanked the Resource Expert of the day, Mr. V. Palanichamy, IIS (Indian Information Service), Director, All India Radio, Chennai for his motivational talk to school students, Dr. M. Arumugam, Secretary of the Society and College for all his

5

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unconditional support and guidance and the School Headmistress and other Teachers for their cooperation in organizing the Programme. She placed on record her appreciation to the College Faculty members and students for arranging the Outreach Programme for the benefit of school students.




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Report on Community Extension & Outreach Activity
Promoting Herbal Garden in the Community



29th August 2019

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FOR WOMEN (AUTONOMOUS),
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Report on Community Extension & Outreach Activity

Promoting Herbal Garden in the Community

29th August 2019



An herb garden is often a dedicated space in a garden, devoted to growing a specific group of plants called herbs or medicinal plants. Herb gardens could be purely functional for growing these important plants, or they could also include a blend of functional, medicinal, and ornamental plants.

The word "**herb**" has been derived from the Latin word, "*herba*" and an old French word "*herbe*". Now a days, herb refers to any part of the plant like fruit, seed, stem, bark, flower, leaf, stigma or a root, as well as a non-woody plant. Earlier, the term "herb" was only applied to non-woody plants, including those that come from trees and shrubs.

1

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TRIPLICANE, CHENNAI-600 005.

These medicinal plants are also used as food, flavonoid, medicine or perfume and also in certain spiritual activities.

Plants have been used for medicinal purposes long before prehistoric period. Ancient Unani manuscripts Egyptian papyrus and Chinese writings described the use of herbs. Evidence exist that Unani Hakims, Indian Vaid and European and Mediterranean cultures were using herbs for over 4000 years as medicine. Indigenous cultures such as Rome, Egypt, Iran, Africa and America used herbs in their healing rituals, while other developed traditional medical systems such as Unani, Ayurveda and Chinese Medicine in which herbal therapies were used systematically.

Promoting Herbal Garden in the Community organized by N.K.T. National College of Education for Women



To sensitize the public especially the people in the nearby community NKT Science Club facilitated the school students by conducting 'Maram Nadum Vizha' on 29th August, 2019 to form a garden where they can grow all possible native herbals and

2


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FOR WOMEN (AUTONOMOUS),
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learn about its medicinal values in order to encourage and promote 'Herbal Garden in the Environment'.

Around 50 students-teachers from the B.Ed. and B.Ed. Special Education Programmes along with 4 Faculty members and 3 Non-teaching Staff participated in the programme to enlighten the community people to identify different types of herbs and its uses by growing them in their home garden.



Traditional systems of medicine continue to be widely practised on many accounts. Population rise, inadequate supply of drugs, prohibitive cost of treatments, side effects of several synthetic drugs and development of resistance to currently used drugs for infectious diseases have led to increased emphasis on the use of plant materials as a source of medicines for a wide variety of human ailments.

Among ancient civilizations, India has been known to be rich repository of medicinal plants. The forest in India is the principal repository of large number of medicinal and aromatic plants, which are largely collected as raw materials for manufacture of drugs and perfumery products. About 8,000 herbal remedies have been codified in AYUSH systems in INDIA. Ayurveda, Unani, Siddha and Folk (tribal) medicines are the major systems of indigenous medicines. Among these systems, Ayurveda and Unani Medicine are most developed and widely practised in India.

Recently, WHO (World Health Organization) estimated that 80 percent of people worldwide rely on herbal medicines for some aspect of their primary health care needs. According to WHO, around 21,000 plant species have the potential for being used as medicinal plants.

As per data available over three-quarters of the world population relies mainly on plants and plant extracts for their health care needs. More than 30% of the entire plant species, at one time or other were used for medicinal purposes. It has been estimated, that in developed countries such as United States, plant drugs constitute as much as 25% of the total drugs, while in fast developing countries such as India and China, the contribution is as much as 80%. Thus, the economic importance of medicinal plants is much more to countries such as India than to rest of the world. These countries provide two third of the plants used in modern system of medicine and the health care system of rural population depend on indigenous systems of medicine.

Treatment with medicinal plants is considered very safe as there is no or minimal side effects. These remedies are in sync with nature, which is the biggest advantage. The golden fact is that, use of herbal treatments is independent of any age groups and the sexes.

The ancient scholars only believed that herbs are only solutions to cure a number of health related problems and diseases. They conducted thorough study about the same, experimented to arrive at accurate conclusions about the efficacy of different herbs that have medicinal value. Most of the drugs, thus formulated, are free of side effects or



reactions. This is the reason why herbal treatment is growing in popularity across the globe. These herbs that have medicinal quality provide rational means for the treatment of many internal diseases, which are otherwise considered difficult to cure.

Medicinal plants such as *Aloe*, *Tulsi*, *Neem*, *Turmeric* and *Ginger* cure several common ailments. These are considered as home remedies in many parts of the country. It is known fact that lots of consumers are using Basil (*Tulsi*) for making medicines, black tea, in *pooja* and other activities in their day to day life.

In several parts of the world many herbs are used to honour their kings showing it as a symbol of luck. Now, after finding the role of herbs in medicine, lots of consumers started the plantation of tulsi and other medicinal plants in their home gardens.



5

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FOR WOMEN (AUTONOMOUS),
TRIPLICANE, CHENNAI-600 005.

Medicinal plants are considered as a rich resources of ingredients which can be used in drug development either pharmacopoeial, non- pharmacopoeial or synthetic drugs. Apart from that, these plants play a critical role in the development of human cultures around the whole world. Moreover, some plants are considered as important source of nutrition and as a result of that they are recommended for their therapeutic values. Some of these plants include ginger, green tea, walnuts, aloe, pepper and turmeric etc. Some plants and their derivatives are considered as important source for active ingredients which are used in aspirin and toothpaste etc.

Apart from the medicinal uses, herbs are also used in natural dye, pest control, food, perfume, tea and so on. In many countries different kinds of medicinal plants/ herbs are used to keep ants, flies, mice and flee away from homes and offices. Now a days medicinal herbs are important sources for pharmaceutical manufacturing.



Recipes for the treatment of common ailments such as diarrhoea, constipation, hypertension, low sperm count, dysentery and weak penile erection, piles, coated

tongue, menstrual disorders, bronchial asthma, leucorrhoea and fevers are given by the traditional medicine practitioners very effectively.

Over the past two decades, there has been a tremendous increase in the use of herbal medicine; however, there is still a significant lack of research data in this field. Therefore since 1999, WHO has published three volumes of the WHO monographs on selected medicinal plants.

Importance of some herbs with their medicinal values

- Herbs such as black pepper, cinnamon, myrrh, aloe, sandalwood, ginseng, red clover, burdock, bayberry, and safflower are used to heal wounds, sores and boils.
- Basil, Fennel, Chives, Cilantro, Apple Mint, Thyme, Golden Oregano, Variegated Lemon Balm, Rosemary, Variegated Sage are some important medicinal herbs and can be planted in kitchen garden. These herbs are easy to grow, look good, taste and smell amazing and many of them are magnets for bees and butterflies.
- Many herbs are used as blood purifiers to alter or change a long-standing condition by eliminating the metabolic toxins. These are also known as 'blood cleansers'. Certain herbs improve the immunity of the person, thereby reducing conditions such as fever.
- Some herbs are also having antibiotic properties. Turmeric is useful in inhibiting the growth of germs, harmful microbes and bacteria. Turmeric is widely used as a home remedy to heal cut and wounds.
- To reduce fever and the production of heat caused by the condition, certain antipyretic herbs such as *Chirayta*, black pepper, sandal wood and safflower are recommended by traditional Indian medicine practitioners.
- Sandalwood and Cinnamon are great astringents apart from being aromatic. Sandalwood is especially used in arresting the discharge of blood, mucus etc.


7

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FOR WOMEN (AUTONOMOUS),
TRIPLICANE, CHENNAI-600 005.

- Some herbs are used to neutralize the acid produced by the stomach. Herbs such as marshmallow root and leaf. They serve as antacids. The healthy gastric acid needed for proper digestion is retained by such herbs.
- Indian sages were known to have remedies from plants which act against poisons from animals and snake bites.
- Herbs like Cardamom and Coriander are renowned for their appetizing qualities. Other aromatic herbs such as peppermint, cloves and turmeric add a pleasant aroma to the food, thereby increasing the taste of the meal.
- Some herbs like aloe, sandalwood, turmeric, sheetraj hindi and khare khasak are commonly used as antiseptic and are very high in their medicinal values.
- Ginger and cloves are used in certain cough syrups. They are known for their expectorant property, which promotes the thinning and ejection of mucus from the lungs, trachea and bronchi. Eucalyptus, Cardamom, Wild cherry and cloves are also expectorants.
- Herbs such as Chamomile, Calamus, Ajwain, Basil, Cardamom, Chrysanthemum, Coriander, Fennel, Peppermint and Spearmint, Cinnamon, Ginger and Turmeric are helpful in promoting good blood circulation. Therefore, they are used as cardiac stimulants.
- Certain medicinal herbs have disinfectant property, which destroys disease causing germs. They also inhibit the growth of pathogenic microbes that cause communicable diseases.
- Herbal medicine practitioners recommend calmativ herbs, which provide a soothing effect to the body. They are often used as sedatives.
- Certain aromatic plants such as Aloe, Golden seal, Barberry and Chirayata are used as mild tonics. The bitter taste of such plants reduces toxins in blood. They are helpful in destroying infection as well.
- Certain herbs are used as stimulants to increase the activity of a system or an organ, for example herbs like Cayenne (Lal Mirch, Myrrh, Camphor and Guggul.



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FOR WOMEN (AUTONOMOUS).
TRIPLICANE, CHENNAI-600 005.

- A wide variety of herbs including Giloe, Golden seal, Aloe and Barberry are used as tonics. They can also be nutritive and rejuvenate a healthy as well as diseased individual.
- Honey, turmeric, marshmallow and liquorice can effectively treat a fresh cut and wound. They are termed as vulnerary herbs.

Programme Outcome and Feedback

The Programme was a great success as it was realized by the community people that not only gardening relaxing but it also improves hand-eye coordination, motor skills and self-esteem. Herbs have many values but a few of the most common uses include aromatherapy, medicinal, as seasonings and flavorings in foods and beverages, and in salads.

The Programme was appreciated by the General Secretary of the Local Community Welfare Association, Mr. P.P. Narasimhan. He thanked the Principal, Teaching, Non-Teaching Staff and Students for organizing the programme for the benefit of the local community.

The Principal thanked the donors of the plantations and placed on record her appreciation to all students and the Programme Organizers for all their effort and commitment in organizing a very useful Outreach Programme for the benefit of the community and thanked the President of the Local Community Welfare Association, Mr. M. Babu for granting permission and the General Secretary Mr. P.P. Narasimhan for extending support for the smooth and successful conduct of the programme.


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Report on Community Extension & Outreach Activity

Invited Talk: Attitude & Emotional Management among Adolescents



14th October 2019

1

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Report on Community Extension & Outreach Activity
Attitude and Emotional Management among Adolescents
14th October 2019



The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to adulthood. Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier and end later.

Boys and girls are very emotional in the beginning of adolescence. Their emotions are, therefore, easily hurt. It is traditionally believed that the period of adolescence is a period of 'storm and stress'. Stresses and storms may be largely due to the changes in the environment, when the youth goes out to earn his living, or wishes to be thought as

grown up, and revolts against the formal home discipline but there is general agreement that the maturing of the sex impulses and interest as a fundamental cause. Moods often very between elation and dejection dreams of future greatness maybe followed by thoughts of running away from home or even suicide.

Invited Talk: Attitude and Emotional Management among Adolescents organized by N.K.T. National College of Education for Women



The Guidance and Counselling Cell of the College organized and Invited Talk on Attitude and Emotional Management among Adolescents for the benefit of the students of the model school, N.K.T. National Girls' Higher Secondary School, Chennai who are in their teens.

Teen is not something most of us would like to repeat. It's difficult to manage the various changes that happen all at once—physical changes, emotional changes, life changes. During the teen years, the brain develops at such a rapid pace that it puts

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TRIFLICANE, CHENNAI-600 005.

the limbic system into fight, flight, or freeze mode. When the brain is in this mode, it is less able to access executive functions such as reason, logic, or the ability to use good judgment.

In addition to that, it's also essential to consider the many things life throws in a teen's path that can result in trauma, anxiety, depression, or general distress. In trying to navigate social situations, bullies and other stressors, school, various other responsibilities, and home life, as well as beginning (or continuing) the process of self-discovery, teens have a full plate indeed.

Developing Skills to Manage Emotions

Fortunately there are skills teens can learn to help manage their emotions and the many changes they are facing. Managing emotions is one of the most important life skills a person can develop. Many adults become stuck in adolescence while trying to learn to manage their emotions and as a result, they find their adult relationships difficult to navigate at times.

The most important strategies to develop in managing emotions is the ability to identify feelings. Sometimes teens find it difficult to let themselves know what they are feeling, or perhaps they simply don't know how to identify their feelings. Once they are able to identify and articulate their feelings, vulnerability comes into play, but often the vulnerability piece is avoided because of fear of rejection. Defense mechanisms such as criticism, defensiveness, blaming others, shutting down, or using anger to intimidate are some of the strategies teens may resort to in order to save face.

Learning to Accept Feelings

It is of great importance for teens to learn how to accept their feelings. Emotions are not necessarily reality. Emotions can cloud the big picture, and when teens succumb to their emotions, they may lose perspective on what is real. I often encourage teens

to pay attention to their self-talk. What do they say to themselves about their feelings? Self-talk is very powerful, and most of us engage in more negative self-talk than positive self-talk. Teens are no exception. But I encourage teens to give themselves permission to have their feelings, to stay in the moment (stay present) and to "be" with their feelings, even the ones that are uncomfortable. Doing so requires teens to learn to be mindful and intentional in processing their feelings and also to learn how to self-soothe.

Teens are often faced with things that are beyond their control, and this can result in anxiety, which is based in fear. What cannot be controlled may produce fear. The ability to discern what can be controlled and what cannot be controlled is important, and teens may find it beneficial to learn how to discern and then let go of what cannot be controlled. Admittedly, this is much easier said than done!

There are appropriate ways to express their feelings, negative and positive. Feelings must be released somehow, and the key for teens is to find ways to express them using techniques that will not harm them or anyone else.

There are numerous appropriate techniques teens can use to express their feelings:

- Teens can write about their feelings.
- Teens can express their feelings through art.
- Music helps many teens both realize and express their feelings.
- Physical activity can be productive in helping teens release their feelings.
- Crying is very beneficial at times; teens should know it's okay to cry.
- Talking and processing emotions with someone trusted can be helpful for both releasing feelings and gaining perspective.
- Sometimes teens need to take some pressure off of themselves and "just be."
This should be allowed and encouraged.
- The empty chair technique, which I discuss below, can be very cathartic.

Finally, self-care is an important skill for both teens and parents to learn. What do they need to take care of themselves? Exercise? A long bath? Rest? Healthy food? What do they need from another person they can trust? A hug, words of encouragement, or a shoulder (all without judgment) can be very healing. Teens and parents must learn to allow themselves to be vulnerable enough to reach out when they need emotional support and to practice self-acceptance while still remaining open to change.

Programme Outcome & Feedback



The Outreach Programme was great success. School teachers and students gave the feedback that managing emotions and developing good attitude is very important for them who are in their teens. It was well understood by teachers that adolescents are much influenced by society in general and friends in particular. Most of the adolescents develop friendship and they want to live in groups. They like the peer age very much

and they have very good opinion about their friends. They are much interested in spending their time with their friends. So the elders and teachers should help the adolescent students to get good friends. Sometimes the friends may discuss some topics which are valuable to the life and it is our duty to guide them properly and help them to understand the realities or facts.

The Principal thanked the Resource Expert of the day, Dr. S. Malathi, Dean of Academics and IQAC coordinator, in-charge of the Guidance & Counselling Cel of the College and her team, the talk to school students, Principal thanked the School Headmistress and other Teachers for their cooperation in organizing the Programme. She placed on record her appreciation to the College Faculty members and students for arranging the Outreach Programme for the benefit of school students.





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Report on Community Extension & Outreach Activity
Rally for Sensitizing Community on Unity & Integration
National Unity Day



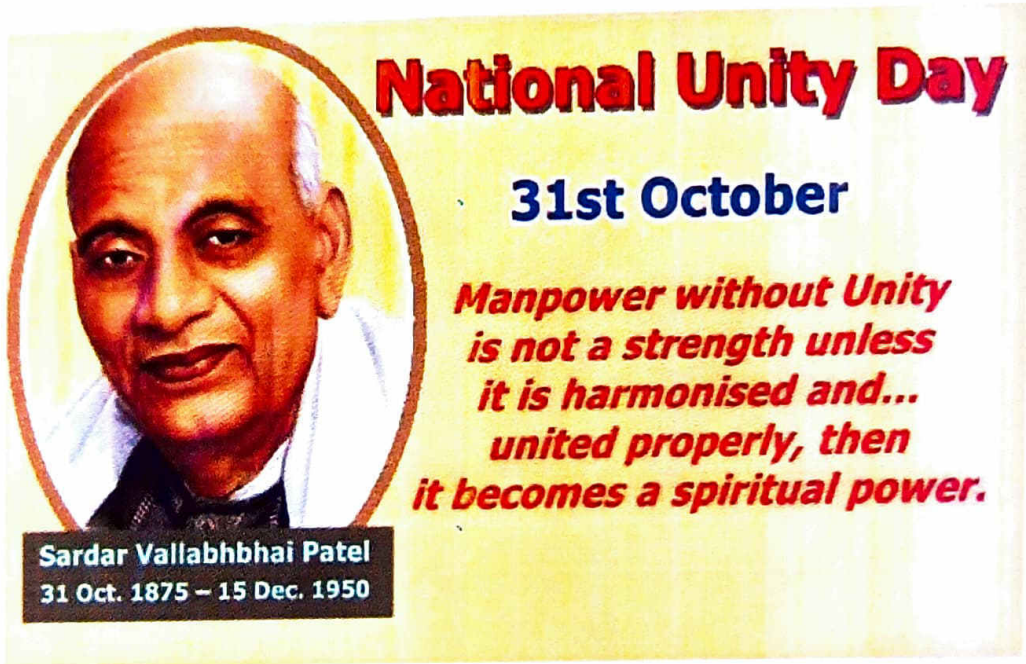
31st October 2019

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Report on Community Extension & Outreach Activity
Rally for Sensitizing Community on Unity & Integration

National Unity Day

31st October 2019



National Unity Day, also known as the Rashtriya Ekta Diwas, is celebrated all across India on October 31st, marking the birth anniversary of Sardar Vallabh Bhai Patel, the man who was responsible for bringing the nation together as one unit.

Sardar Patel was a staunch freedom fighter who ignited the minds of the country with the idea of solidarity. He was an excellent statesman and was behind bringing the slogan of 'unity is strength' into reality.

In the months before and after the Independence, Vallabh Bhai Patel brought about the 562 princely states into the fold of the Union of India by working hard day and night. For his tireless efforts, the government of India announced the day of his birth anniversary as

National Unity Day in the year 2014.

**Rally for Sensitizing Community on Unity and Integration organized by
N.K.T. National College of Education for Women**



To sensitize the students and people in the nearby community about the efforts of Sardar Vallabh Bhai Patel also known as the 'Iron-Man of India', to bring the country together in unity and was successful to achieve the same because of his strong beliefs, bringing the nation to an overall development, the College arranged for a rally on 31st October 2019.

The ideologies of Sardar Vallabhbhai Patel are also reflected in India's Atmanirbhar Bharat Abhiyan as Patel championed the ideas of united and able India.

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The pledge was administered to all Faculty Members and students.

"I solemnly pledge that I dedicate myself to preserve the unity, integrity, and security of the nation and also strive hard to spread this message among my fellow countrymen. I take this pledge in the spirit of unification of my country which was made possible by the vision and actions of Sardar Vallabhbhai Patel.

After the pledge, students accompanied by four Teaching and three non-teaching staff marched around the model school and to the nearby community with posters to sensitize school students and the people in the community about the importance of unity and staying together.

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TRIPPLICANE, CHENNAI-600 005.



Programme Outcome and Feedback

The programme was well received by the participants, school students and people from the nearby community. The Programme was appreciated by the General Secretary of the Local Community Welfare Association, Mr. P.P. Narasimhan. He thanked the Principal, Teaching, Non- Teaching Staff and Students for organizing the programme for the benefit of the local community.

The Principal placed on record her appreciation to all students and the Programme Organizers for all their effort and commitment in organizing a very useful Outreach Programme for the benefit of the community and thanked the President of the Local Community Welfare Association, Mr. M. Babu for granting permission and the General Secretary Mr. P.P. Narasimhan for extending support for the smooth and successful conduct of the programme.

4

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Report on Community Extension & Outreach Activity
Medical Camp for Community Welfare in Association with SYMA

சைமா மருத்துவ மையம்
SYMA MEDICAL CENTRE
37, Car Street, Triplicane, Chennai - 600 005 Ph: 28445050

PRIVATE DOCTORS		
Dr. C.SUBRAMANIAN, M.B.B.S, D.ORTHO, M.S.ORTHO Ortho consultant சுரேஷ் மருத்துவர்	THURSDAY & SATURDAY	5 PM 9-30 PM
PAMMAL SANKARA VISION CENTRE	DAILY	9 AM TO 5 PM
Dr.B.SUNANDHA, MBBS, MS (ENT), FDM MNAMS ENT CONSULTANT காது, மூக்கு, தொண்டை ஆலோசனை	DAILY	10 AM TO 12 AM

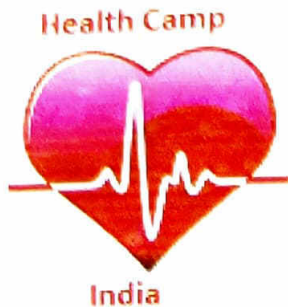
3rd January 2020



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TRIPPLICANE, CHENNAI-600 005.

Report on Community Extension & Outreach Activity
Medical Camp for Community Welfare in Association with SYMA
3rd January 2020



**"The health of nations is more
important than the wealth of
nations. "**

-Will Durant

Intending to spread wellness and bring awareness among the people at large, free medical camps are gaining importance across the globe. Those who don't have any direct or indirect access to an expert or even basic healthcare services or even don't know how to connect with doctors, what diseases can clutch them and all about their treatments & diagnosis, these camps are proving really a great purpose for them. Even the most basic checkups can identify underlying illnesses. These medical camps provide the poor population overall physical examinations which include eyes and health check-ups, assessment of the functioning of vital organs like the heart, lungs, digestive system, liver, kidneys, and immune system.

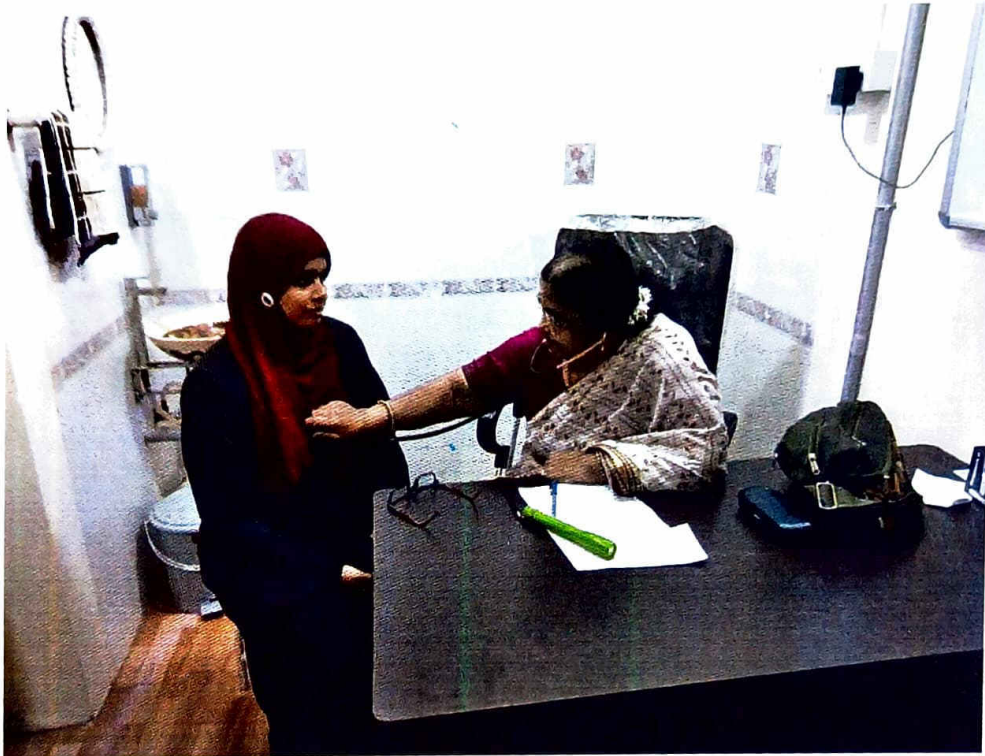
**Medical Camp for Community Welfare in Association with SYMA organized by
N.K.T. National College of Education for Women**

On 3rd January 2020 our College along with SYMA conducted Medical check up for the community people inside the campus. More than 100 school students and many people from the nearby community came to attend the medical check up. Group of doctors participated in the program. Community people from Iyodhaya Kuppam and Ram Nagar underwent a complete medical check-up, doctor's prescription and advice were given to

1

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them. Medical check up plays a vital role in reaching the untreated poor people in the nearby areas. The main objective of the check up is to create awareness among the people which leads an intervention to clear the backlog of avoidable sickness.



The patient underwent screening and further medication if needed. Free medical camps are set up with a sacred aim to bring awareness amongst the deprived population of the country who have no access to basic healthcare services or knowledge about the diseases they are suffering from. So, Transparent Hands provide the importance and objectives of the medical camp free medical advice, medicine to the unfortunate people and refer them for specialized treatment or surgery whenever it is required. These camps make sure people are getting the healthcare at the right time, and seeing the doctor early enough before a small health problem turns serious.

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Importance of medical camp

Medical camps are conducted by health professionals to carry out a limited health intervention amongst the underprivileged community. The poor attend these camps to get free check-up and treatment. Getting the appropriate kind of health checkup is vital for every human being and while considering it, some important factors like age, lifestyle, family background, and risks are taken into account.

Health examinations and tests at the early stages of the illness can help to cure it faster and save a life before it can cause any damage. One can live longer and healthier only when the individual gets the right kind of health check-up, screening, and treatments. Even the most basic checkups can identify underlying illnesses.

A Free medical Camp can be considered as a life-saving program that aims to provide free medical services to poor communities living in rural or urban areas by a mobile team with varieties of medical specialized services. Some NGOs, Charitable Medical Trusts, and medical professionals are driven by strong ethics of medicine who believe that it is the moral responsibility and obligation to treat each patient regardless of their incomes, race, or social status. The main objective of a medical camp is to provide initial care to people in life-threatening conditions which reflect the unique strengths and goals of medical ethics. Other objectives are as stated below:

1. Provide free and high-quality medical services for the poor population.
2. Working as an emergency team in disasters.
3. Raise health awareness among the community and teach them to deal with communicable and non-communicable
4. Register rare and severe cases and refer them to specialized centers.
5. Evaluate the living conditions and determine the obstacles and challenges to work on solving their problems.
6. Refer medical cases towards surgeries if required.



3

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Programme Outcome and Feedback



The Principal thanked SYMA and the medical doctors who had been a part of the Community Outreach Programme organized by the College for the benefit of the community.

People from the community benefitted and they realized the benefits of such medical check-ups that are quite important for people of all age groups and are done by considering all the significant factors such as family background, lifestyle, risks, age, etc. It was also realized that with early diagnosis of diseases or illnesses, it becomes easy to cure it on time and it saves life before any danger or damage to it.

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They thanked the College and the doctors for organizing the medical check-up as the underlying illness can be diagnosed with basic check-ups.

The Programme was appreciated by the General Secretary of the Local Community Welfare Association, Mr. P.P. Narasimhan. He thanked the Principal, Teaching, Non-Teaching Staff and Students for organizing the programme for the benefit of the local community.

The Principal thanked the SYMA for their support and placed on record her appreciation to all students and the Programme Organizers for all their effort and commitment in organizing a very useful Outreach Programme for the benefit of the community and thanked the President of the Local Community Welfare Association, Mr. M. Babu for granting permission and the General Secretary Mr. P.P. Narasimhan for extending support for the smooth and successful conduct of the programme.



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Report on Community Extension & Outreach Activity

Parambariya Unavu Thiruvizha

**Community-wide Programme on Preparation of
Traditional & Healthy Food**



22nd & 23rd January 2020

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Report on Community Extension & Outreach Activity

Parambariya Unavu Thiruvizha Community-wide Programme on Preparation of Traditional and Healthy Food 22nd & 23rd January 2020



Indian food is most popular for its diversity. The variety of foods, spices and dishes that are native to India makes Indian food one of the most wholesome foods in the world. But lately, Indian food has begun to be categorised as unhealthy because it is being linked to high sugar and high carb food which can contribute to high cholesterol. Traditional Indian food, however, is not only healthy, but is also incredibly tasty with a lot of health benefits. Indian food supports immunity, inflammation, brain function and several other functions in the human body. Indian traditional foods are also recognized as functional foods because of the presence of functional components such as body-healing chemicals, antioxidants, dietary fibers, and probiotics. These functional molecules help in weight management, and blood sugar level balance and support immunity of the body.

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Parambariya Unavu Thiruvizha: Community-wide Programme on Preparation of Traditional & Healthy Food organized by N.K.T. National College of Education for Women, Chennai.



'Parambariya Unavu Thiruvizha' took off with grandeur on the 22nd and 23rd of January, 2020 at N.K.T. National College of Education for Women. This festival was organized, to bring to light the value of traditional food, thereby helping us live a healthy life.

The festival depicted the fusion of traditional food and ethnic culture. Prominent Personalities in society, Mrs. Mallika Badrinath and Dr. Sowmiya Anbumani were the guests of honour for the Thiruvizha. The programme commenced with according a traditional welcome to the guests of honour.


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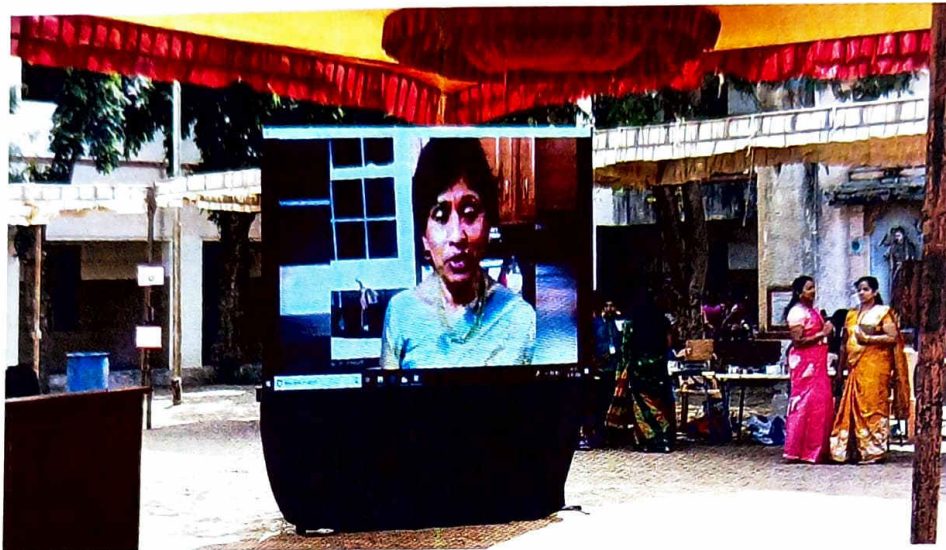


This was followed by the Principal Madam **Dr. S. Chamundeswari** welcoming the dignitaries. Honouring the chief Guests and Philanthropists followed suit. A documentary on the milestons of our institution was shown to the community present which was an elated moment for the NKTians.




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Mrs. Jeyachandra from the Pennsylvania Spoke on the benefits of Traditional Food preparation and that how she has been managing preparing such traditional food in the US.



A collection of Traditional Food Receipies were painstakingly complied and the Book was released on the day by Mrs. Mallika Badrinath and the first copy was received by Dr. Sowmiya Anbumani.




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The guest of Mrs. Mallika Badrinath highlighted the importance of traditional foods and stated that traditional foods were economical and highly nutritious. Consuming them on a daily basis will reap multiple health benefits and cut down the incidence of cardiovascular diseases. She dispelled the myth that traditional foods were not delicious and the correct preparation methods will enhance the taste of traditional food items. Dr. Sowmiya Anbumani called for the awareness to use the bounty of nature to its maximum and brought out the dangers of adulteration of food items even by reputed food brands. Their speeches were indeed an eye opener and many unknown facts on food were disclosed.




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The first day saw many traditional competitions; the notable among them was the preparation of traditional food items. Millet Biryani, Veg Millet Soup, Ragi Snacks were among the many preparations. Folk dances of India took centre stage in between the culinary competitions.



Day 2 saw a display of food items prepared by the community and the students of the college and the dishes were on sale. The Traditional food items were sumptuous and caught the sense with the colour and aroma. Debates, elocution and essay competitions also were conducted. The neighbours community was invited and we had many visitors from outside.

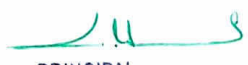


The 'Parambariya Unavu Thiruvizha' was a part of the community development programme.

The Festival ended in a cheerful note with the participants truly benefited by the knowledge of traditional food preparations.

Programme Outcome and Feedback

The Programme was a great success and it was organized with the intention to make the younger generation aware of the Ancient cuisine the College which is situated at Triplicane called the N.K.T. National College of Education for Women has arranged a two days Traditional food festival on January 22nd and 23rd 2020. The two days of Traditional food festival was successfully held in the presence of Mrs. Malika Badhrinath, Dr.


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Sowmiya Anbumani and our College principal Dr. S. Chamundeshwari created a great impact among the community people especially youngsters. The book on Preparation of Traditional Foods was well received by the people in the community.

The Programme was appreciated by the General Secretary of the Local Community Welfare Association, Mr. P.P. Narasimhan. He thanked the Principal, Teaching, Non-Teaching Staff and Students for organizing the programme for the benefit of the local community.



The Principal thanked all the donars and placed on record her gratitude to the College Secretary, Dr. M. Arumugam, a note of appreciation to all students and the Programme Organizers for all their effort and commitment in organizing a very useful Outreach Programme for the benefit of the community and thanked the President of the Local Community Welfare Association, Mr. M. Babu for granting permission and the General Secretary, Mr. P.P. Narasimhan for extending support for the smooth and successful conduct of the programme.


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Report on Community Extension & Outreach Activity
Awareness Programme on Dengue & Swine Flu



24th January 2020

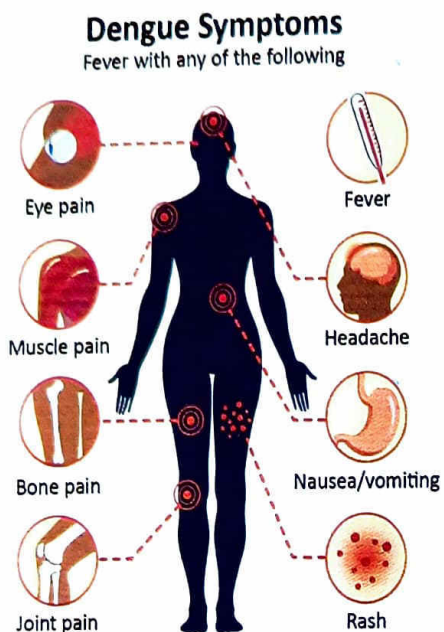
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Report on Community Extension & Outreach Activity

Awareness Programme on Dengue & Swine Flu

24th January 2020



Dengue is a mosquito-borne viral disease that has rapidly spread in all regions in recent years. Dengue virus is transmitted by female mosquitoes mainly of the species *Aedes aegypti* and, to a lesser extent, *Ae. albopictus*. These mosquitoes are also vectors of chikungunya, yellow fever and Zika viruses. Dengue is widespread throughout the tropics, with local variations in risk influenced by rainfall, temperature, relative humidity and unplanned rapid urbanization. The H1N1 flu, commonly known as swine flu, is primarily caused by the H1N1 strain of the flu (influenza) virus. H1N1 is a type of



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influenza A virus, and H1N1 is one of several flu virus strains that can cause the seasonal flu. Symptoms of the H1N1 flu are the same as those of the seasonal flu.



Awareness Programme on Dengue & Swine Flu organized by N.K.T. National College of Education for Women

To sensitize and encourage the people from the nearby community our College organized an awareness programme on Dengue & Swine Flu on 24th January, 2020. Our College in coordinating with Chennai Corporation conducted awareness programme for school-students and their parents in the Sarojini Varathappan Hall to bring an awareness on Dengue & Swine flu. Dr. Mr. Govindaraj, Health Supervisor and his team deliberated on Dengue and Swine Flu.

Around 100 people participated to witness the awareness on Dengue and Swine Flu. Awareness video were shown to the participants depicting the prevention and control of


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swine flu. Steps for managing swine flu symptoms and preventing further infection include:

- using over-the-counter remedies.
- washing hands regularly with soap and water.
- getting plenty of sleep.
- exercising often.
- managing stress.
- drinking liquids.
- eating a balanced diet.
- avoiding being close to someone with flu symptoms.

Global burden of dengue

The incidence of dengue has grown dramatically around the world in recent decades. A vast majority of cases are asymptomatic or mild and self-managed, and hence the actual numbers of dengue cases are under-reported. Many cases are also misdiagnosed as other febrile illnesses

- Dengue is a mosquito-borne viral infection, found in tropical and sub-tropical climates worldwide, mostly in urban and semi-urban areas.
- The virus responsible for causing dengue, is called dengue virus (DENV). There are four DENV serotypes, meaning that it is possible to be infected four times.
- While many DENV infections produce only mild illness, DENV can cause an acute flu-like illness. Occasionally this develops into a potentially lethal complication, called severe dengue.
- Severe dengue is a leading cause of serious illness and death in some Asian and Latin American countries. It requires management by medical professionals.
- There is no specific treatment for dengue/severe dengue. Early detection of disease progression associated with severe dengue, and access to proper medical care lowers fatality rates of severe dengue to below 1%.


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- The global incidence of dengue has grown dramatically in recent decades. About half of the world's population is now at risk. There are an estimated 100-400 million infections each year.
- Dengue prevention and control depends on effective vector control measures. Sustained community involvement can improve vector control efforts substantially.

This program brought light on many people's life and they understood the importance of this programme.

Programme Outcome & Feedback

The Outreach Programme was great success. It was realized and understood by people in the community that in most of the cases, unless you have underlying comorbid conditions, most of the times the patient would have just cough cold, fever, body aches, headache, runny nose, sneezing as complex symptoms, and it was for them to be aware and take immediate remedies.

The Programme was appreciated by the General Secretary of the Local Community Welfare Association, Mr. P.P. Narasimhan. He thanked the Principal, Teaching, Non-Teaching Staff and Students for organizing the programme for the benefit of the local community.

The Principal thanked the personnel from Greater Chennai Corporation and placed on record her appreciation to all students and the Programme Organizers for all their effort and commitment in organizing a very useful Outreach Programme for the benefit of the community and thanked the President of the Local Community Welfare Association, Mr. M. Babu for granting permission and the General Secretary Mr. P.P. Narasimhan for extending support for the smooth and successful conduct of the programme.


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**Report on Community Extension & Outreach Activity
Awareness on Road Safety & Installation of Kavalan SOS App**



5th February 2020

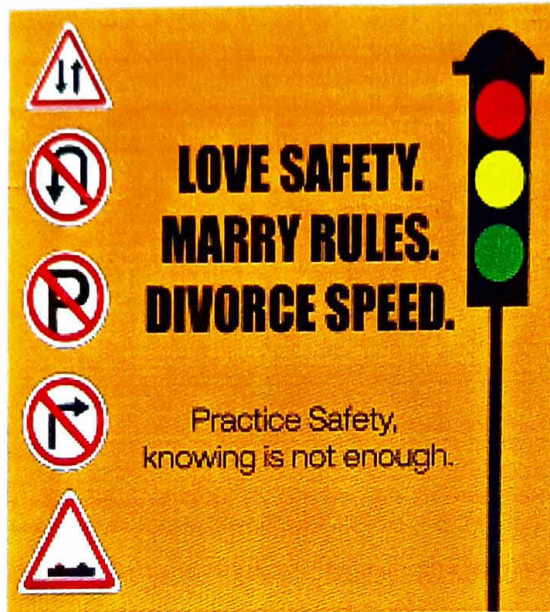
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Report on Community Extension & Outreach Activity

Awareness on Road Safety & Installation of Kavalan - SOS App

5th February 2020



The Indian Ministry of Road Transport and Highways attributes the cause of crashes to carelessness or lack of road safety awareness. Educating all stakeholders, including traffic police, citizens, drivers, vehicle owners, etc. of road safety is thus crucial to save millions of lives and prevent injuries.

Awareness on Road Safety & Installation of Kavalan-SOS App organized by N.K.T. National College of Education for Women

Thiru. C. Sreedar, Assistant Commissioner of Police (Traffic), Mylapore Traffic Sub-Division, Thiru. M. Purushothaman, Assistant Commissioner of Police (Traffic), Triplicane, Sub-Division along with the Inspector of Police Thiru. P.T. Swaminathan, and Sub-Inspector of Police. Dr. R. Saravanan, from D5-Marina Traffic Range preceded over the function and helped the student-teachers and the community


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people in the installation of SOS Kavalan App. Around 300 people participated in this awareness programme



Thiru. C. Sreedar, Assistant Commissioner of Police (Traffic), Mylapore Traffic Sub-Division and Thiru. M. Purushothaman, Assistant Commissioner of Police (Traffic), Triplicane, Sub-Division gave awareness about Road Safety which is been considered as a very serious issue today since every person uses the road in some form or the other. Poor, rich, young, old everyone uses the road. Right from birth till death (and even after, in a funeral) everyone uses the road. Even if you are challenged (physically, mentally, visually) you will be using the road. Your use could be active (directly driving or riding or walking) or passive (being driven in a vehicle as a passenger). So the point is that every person needs to be educated on proper road usage and safe road behaviour.

They further highlighted that huge amount of education and awareness needs to be spread on road safety. This could be done in several ways:

- Road safety education could be made part of school and college curriculum, irrespective of the course or field of study.



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- Media like TV, films and advertisements could be responsible towards road safety by refraining from showing unsafe road behaviour. Certain amount of minimum space and time in all forms of media should be reserved for spreading road safety knowledge and simple safe road behaviour applicable to all.
- There should be refresher courses for all driver categories to keep them abreast of new developments in the field and sensitize them about their responsibilities towards passengers.
- Safety video should be shown at the start of every bus journey (especially Volvo buses) like it is done for flights.
- Regular and sustained campaign should be done in villages and rural areas about the risks on the roads and how to stay safe.

Tamil Nadu Police is happy to bring to people of the State, the Kavalan – SOS app as part of the Tamil Nadu State Police Master Control Room initiative, which the people of Tamil Nadu can use to seek police assistance instantly in emergency situations such as physical emergencies, eve teasing, kidnapping or natural disasters such as floods, earthquake, etc. This app is developed by Amtex Systems.

The app is being promoted by the police especially amongst women and children. Anyone who feels vulnerable or threatened can press an alert button for police personnel to reach them at the earliest, they claim. Further the installation procedure was explained to the student teachers by Dr. R. Saravanan, Sub-Inspector of Police.

Need for SOS app:

People residing in Tamil Nadu, especially, Women & elderly people can use the Kavalan – SOS app whenever they feel vulnerable or threatened. Through this mobile app, help from Police can reach them at the earliest no matter where they are. People can also contact the Police instantly through this app during natural disasters.

Downloading the Kavalan – SOS app:



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Kavalan - SOS app is available on both android and iOS platforms. The app can be downloaded from the google play store and apple store.

Using the app after downloading it:

After downloading the app, you have to register by providing some basic information about you.

Personal Mobile Number

Home Address

Alternate Mobile Number

E-mail Address

Date of Birth

Gender

Details such as Mobile Number, Name & Relationship of any two relatives or close friends as emergency contacts, preferably living in the same city.

Additionally, a third contact as an emergency contact may also be added.

After entering the above details, you will receive an activation code on your registered mobile number. Please enter your activation code to complete the registration process. The Kavalan home screen will be displayed on your mobile phone.

During an emergency, please press the SOS button on the home page. It will start a 5 second count down. After 5 seconds, the app will automatically send your current location along with a video from your back camera to the Kavalan team. Within a minute, the team will contact you. Simultaneously, the location will also be sent to the registered emergency contacts as an SMS alert.

Programme Outcome and Feedback



The Programme was well appreciated as the people in the community and all in the College were well benefitted of knowing the Road Safety Rules and also by downloading the SOS App.

The Programme was appreciated by the General Secretary of the Local Community Welfare Association, Mr. P.P. Narasimhan. He thanked the Principal, Teaching, Non-Teaching Staff and Students for organizing the programme for the benefit of the local community.

The Principal thanked Police Personnel and placed on record her appreciation to all students and the Programme Organizers for all their effort and commitment in organizing a very useful Outreach Programme for the benefit of the community and thanked the President of the Local Community Welfare Association, Mr. M. Babu for granting permission and the General Secretary Mr. P.P. Narasimhan for extending support for the smooth and successful conduct of the programme.

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Report on Community Extension & Outreach Activity

**Awareness Programme on Symptoms, Treatment & Prevention of
Hansen's Disease**



13th February 2020

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Report on Community Extension & Outreach Activity

**Awareness Programme on Symptoms, Treatment &
Prevention of Hansen's Disease**

13th February 2020



Leprosy is a chronic, curable infectious disease mainly causing skin lesions and nerve damage. It is caused by infection with the bacterium *Mycobacterium leprae*. It mainly affects the skin, eyes, nose and peripheral nerves. Symptoms include light-coloured or red skin patches with reduced sensation, numbness and weakness in hands and feet. Leprosy can be cured with 6-12 months of multi-drug therapy. Early treatment avoids disability.

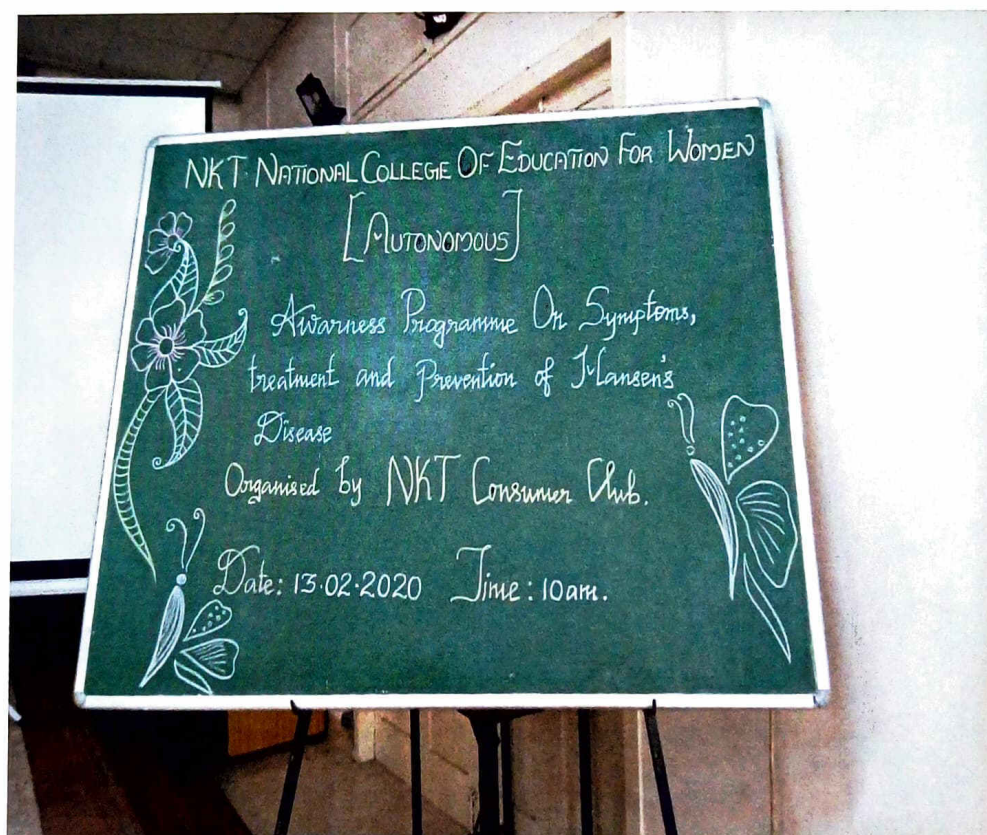
National Leprosy control programme was launched in 1954-55. The strategy was to control the disease through reduction in quantum of infection in the population and reduction of infective source to break the chain of disease transmission. In 1983 multi-Drug- therapy (MDT) was started and programme was rename as National Leprosy

2

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Eradication programme. The State of Tripura had achieved goal of Leprosy Elimination in the 2000-2001 i.e the leprosy case load was reduced below one per 10000 population. The vertical staffs of NLEP was merged with general health care staffs with a view to involve more manpower & to get more area coverage. The aims and objective was further reduction of leprosy burden, for good quality leprosy services to enhanced disability prevention and medical rehabilitation and to increase advocacy towards reeducation of stigma and stop discrimination

Interactive Programme for Leprosy Eradication organized by N.K.T. National College of Education for Women



The awareness programme for the benefit of students and the community was organized by the NKT Science Club in collaboration with the Department of Public


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Health and Preventive Medicine to make people understand that Leprosy is no longer something to fear. College students and people from the nearby community attended the interactive session addressed by Mr. E.S. Senthil Kumar, Health Inspector, Department of Public Health and Preventive Medicine, DMS Campus, Chennai.



Leprosy, also called Hansen disease, is a disorder known since ancient times. It is caused by bacteria called *Mycobacterium leprae* and is contagious, which means that it can be passed from person to person. It is usually contracted by breathing airborne droplets from affected individuals' coughs and sneezes, or by coming into contact with their nasal fluids. However, it is not highly transmissible, and approximately 95 percent of individuals who are exposed to *Mycobacterium leprae* never develop leprosy. The infection can be contracted at any age, and signs and symptoms can take anywhere from several months to 20 years to appear.

4

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Leprosy affects the skin and the peripheral nerves, which connect the brain and spinal cord to muscles and to sensory cells that detect sensations such as touch, pain, and heat. Most affected individuals have areas of skin damage (cutaneous lesions) and problems with nerve function (peripheral neuropathy); however, the severity and extent of the problems vary widely. Leprosy occurs on a spectrum, in which the most severe form is called multibacillary or lepromatous, and the least severe form is called paucibacillary or tuberculoid. Patterns of signs and symptoms intermediate between these forms are sometimes called borderline forms.



Multibacillary leprosy usually involves a large number of cutaneous lesions, including both surface damage and lumps under the skin (nodules). The moist tissues that line body openings such as the eyelids and the inside of the nose and mouth (mucous membranes) can also be affected, which can lead to vision loss, destruction of nasal tissue, or impaired speech. Some affected individuals have damage to internal organs and tissues. The nerve damage that occurs in multibacillary leprosy often results in a lack of sensation in the hands and feet. Repeated injuries that go unnoticed and untreated because of this lack of sensation can lead to reabsorption of affected fingers or toes by the body, resulting in the shortening or loss of these digits.

Paucibacillary leprosy typically involves a small number of surface lesions on the skin. There is generally loss of sensation in these areas, but the other signs and symptoms that occur in multibacillary leprosy are less likely to develop in this form of the disorder.

In any form of leprosy, episodes called reactions can occur, and can lead to further nerve damage. These episodes can include reversal reactions, which involve pain and swelling of the skin lesions and the nerves in the hands and feet. People with the more severe forms of leprosy can develop a type of reaction called erythema nodosum leprosum (ENL). These episodes involve fever and painful skin nodules. In addition, painful, swollen nerves can occur. ENL can also lead to inflammation of the joints, eyes, and the testicles in men.

Leprosy has long been stigmatized because of its infectious nature and the disfigurement it can cause. This stigma can cause social and emotional problems for affected individuals. However, modern treatments can prevent leprosy from getting worse and spreading to other people. While the infection is curable, nerve and tissue damage that occurred before treatment is generally permanent.

Programme Outcome and Feedback

The Programme was a very useful one as people understood that, today, the disease is rare and also treatable. Most people lead a normal life during and after treatment.

The people in the community gave the feedback that the awareness programme was helpful in creating a better understanding about leprosy and were able to clear all doubts. The Programme was an eye opener to the public that in some cases, leprosy can also affect other organs, such as the kidneys and testicles in men. If left untreated, leprosy can cause deformities of the hands and feet, blindness, and kidney failure.

The Programme was appreciated by the General Secretary of the Local Community Welfare Association, Mr. P.P. Narasimhan. He thanked the Principal, Teaching, Non-



Teaching Staff and Students for organizing the programme for the benefit of the local community.



The Principal placed on record her appreciation to all students and the Programme Organizers for all their effort and commitment in organizing a very useful Outreach Programme for the benefit of the community and thanked the President of the Local Community Welfare Association, Mr. M. Babu for granting permission and the General Secretary Mr. P.P. Narasimhan for extending support for the smooth and successful conduct of the programme.

7

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Report on Community Extension & Outreach Activity
Medical Camp for Dental & Eye Care

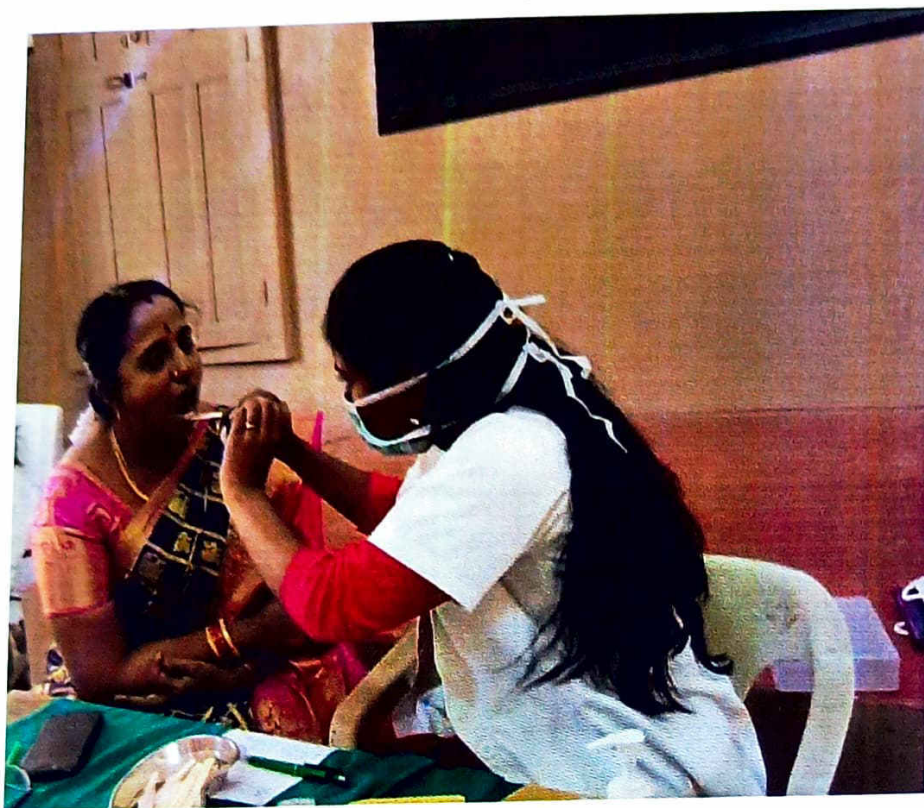


14th February 2020

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Report on Community Extension & Outreach Activity
Medical Camp for Dental & Eye Care
14th February 2020



Medical check up plays a vital role in reaching the untreated poor people in the nearby areas. The main objective of the check up is to create awareness among the people which leads an intervention to clear the backlog of avoidable sickness.

Free medical camps are initiated to bring awareness amongst the underprivileged people of the country. For those who don't have any facilities to basic healthcare services or knowledge about the diseases they are suffering from.

There are many medical camps which assure people the importance and objectives of conducting medical camps by providing free medical advice, medicine to the unfortunate people. And also by referring them for specialized treatment or surgery

1

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whenever it is required. These camps make sure that the people are getting healthcare at the correct time, and seeing a doctor early enough before a small health problem turns serious.

A Free medical Camp can be considered as a life-saving programme that aims to provide free medical services to poor communities living in rural or urban areas by a mobile team with varieties of medical specialized services. Some NGOs, Charitable Medical Trusts, and medical professionals are driven by strong ethics of medicine who believe that it is the moral responsibility and obligation to treat each patient regardless of their incomes, race, or social status.

Medical Camp for Dental & Eye Care organized by N.K.T. National College of Education for Women




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Intending to spread wellness and bring awareness among the people at large, free medical camps are gaining importance across the globe. Those who don't have any direct or indirect access to an expert or even basic healthcare services or even don't know how to connect with doctors, what diseases can clutch them and all about their treatments & diagnosis, these camps are proving really a great purpose for them.

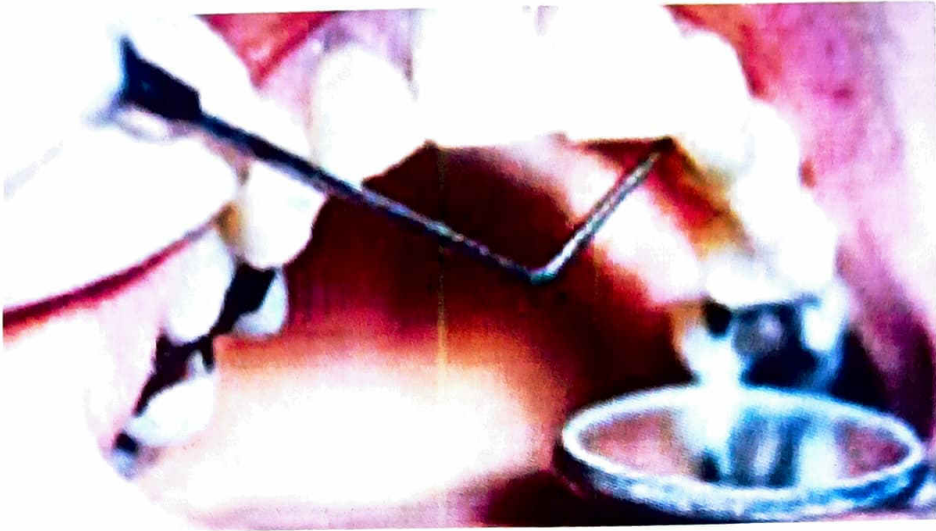
Medical camps organized at our College are conducted by health professionals to carry out a limited health intervention amongst the underprivileged community. Medical camps provide free medical advice, medicine to the unfortunate people and refer for specialized treatment or surgery whenever it is required. These camps make sure people are getting healthcare at the right time, and seeing the doctor early enough before a small health problem turns serious.

The poor attend these camps to get free check-up and treatment. Getting the appropriate kind of health checkup is vital for every human being and while considering it, some important factors like age, lifestyle, family background, and risks are taken into account. Health examinations and tests at the early stages of the illness can help to cure it faster and save a life before it can cause any damage. One can live longer and healthier only when the individual gets the right kind of health check-up, screening, and treatment. Even the most basic checkups can identify underlying illnesses.

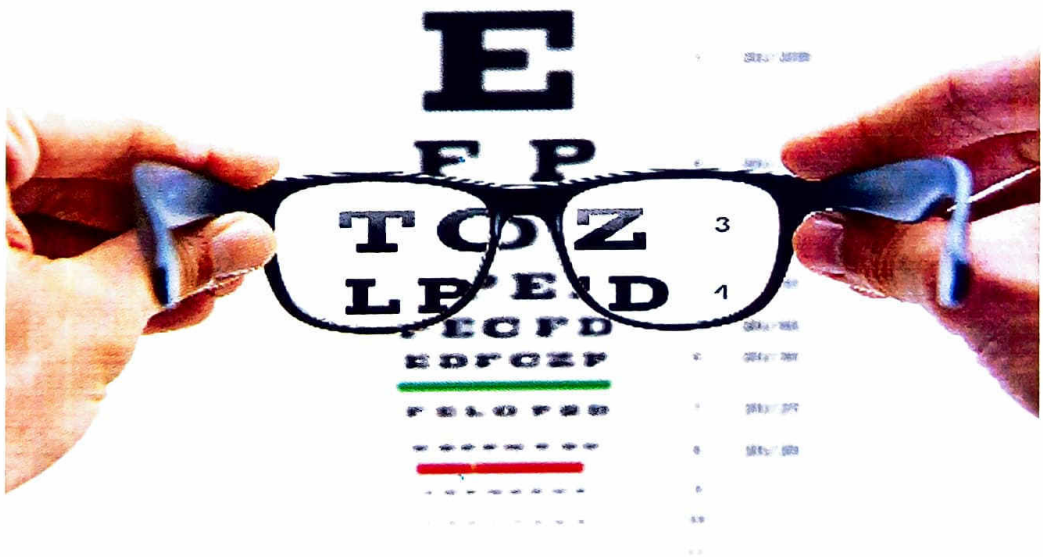
The main objective of a medical camp conducted at NKT National College of Education for Women during the academic year 2019-2020 is to provide initial care and awareness on dental and eye care issues.



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On 14th February 2020 our College conducted Medical camp for Dental & Eye care for the community people inside the campus by inviting Chettinad Dental College & Research Institute, Chennai and Dharshan Eye Care, Chennai.



More than 300 people from the nearby community came to attend the medical camp. Group of doctors participated in the program. Community people from Iyodhaya

Kuppam and Ram Nagar underwent dental and eye checkup and received the doctor's prescription and advice for a better healthy living.

Programme Outcome and Feedback

The Programme was appreciated by the General Secretary of the Local Community Welfare Association, Mr. P.P. Narasimhan. He thanked the Principal, Teaching, Non-Teaching Staff and Students for organizing the programme for the benefit of the local community.

The Principal, Dr. S. Chamundeswari, placed on record her appreciation to the team of doctors from members of the Chettinad Dental College & Research Institute, Chennai and Dharshan Eye Care, Chennai and Faculty members for all their effort and commitment in organizing a very useful Outreach Medical Camp for the benefit of the community.

She also thanked the President of the Local Community Welfare Association, Mr. M. Babu for granting permission and the General Secretary Mr. P.P. Narasimhan for extending support for the smooth and successful conduct of the programme.



5

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NKT Centre for Outreach

Report on Community Extension & Outreach Activity
Online Workshop on Face Mask Preparation

19th May 2020


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TRIPLICANE, CHENNAI-600 005.

NKT Centre for Outreach
Report on Community Extension & Outreach Activity
Online Workshop on Face Mask Preparation
19th May 2020

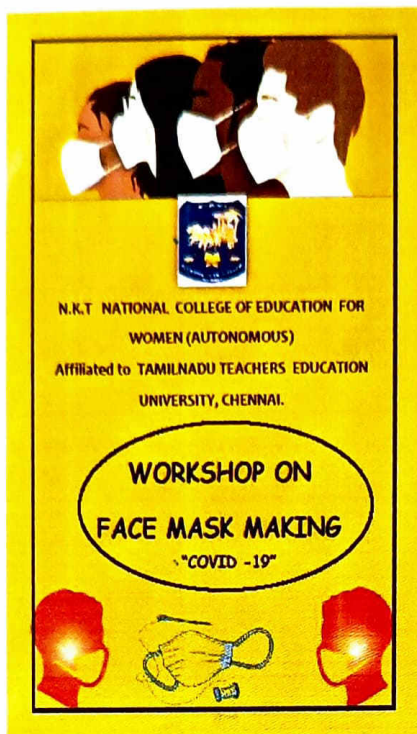


Wearing face masks is recommended as part of personal protective equipment and as a public health measure to prevent the spread of corona virus disease 2019 (COVID-19) pandemic. Their use, however, is deeply connected to social and cultural practices and has acquired a variety of personal and social meanings.

A handwritten signature in green ink, consisting of a series of loops and a long horizontal stroke, positioned above the printed name of the Principal.

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Online Workshop on Face Mask Preparation organized by the NKT Centre for Outreach



Online Workshop on Face Mask Preparation organized by the NKT Centre for Outreach on 19h May 2020 for the benefit of the community.

The Principal, Dr. S. Chamndeswari addressed that the corona virus disease 2019 (COVID-19) pandemic is currently perceived as one of the greatest global threats, not only to public health and well-being, but also to global economic and social stability. While the first two decades of the third millennium were characterized by crisis—most notably the economic downturn of 2008 and the looming climate change—the spread of the severe acute respiratory syndrome corona virus 2 (SARS-CoV-2) virus originating from China has given rise to most drastic societal and political responses. These included measures as severe as states forbidding citizens from leaving their homes and effectively shutting down all social and economic activities. In Europe, Italy was the first country to officially detect the presence of COVID-19 in its territory, and it swiftly

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FOR WOMEN (AUTONOMOUS),
TRIPPLICANE, CHENNAI-600 005.

adopted measures to contain its spread. Within a few weeks, the epidemic progressively spread across Europe.

Because of the novel situation and the contradictory opinions of experts, including representatives of the scientific community and World Health Organization (WHO), the level of threat caused by the disease appeared unclear. The assessment of the perceived risks of the disease varied in the public discourse—some considered it just as “a stronger influenza”; others drew parallels with the very deadly Spanish Flu outbreak in the 1918–1920, and many were simply not sure what to believe. Nevertheless, most felt the novel and unpleasant feeling of being vulnerable to the invisible threat of the infection (i.e., to be the ones in danger) or to be contagious themselves (i.e., to be the danger).

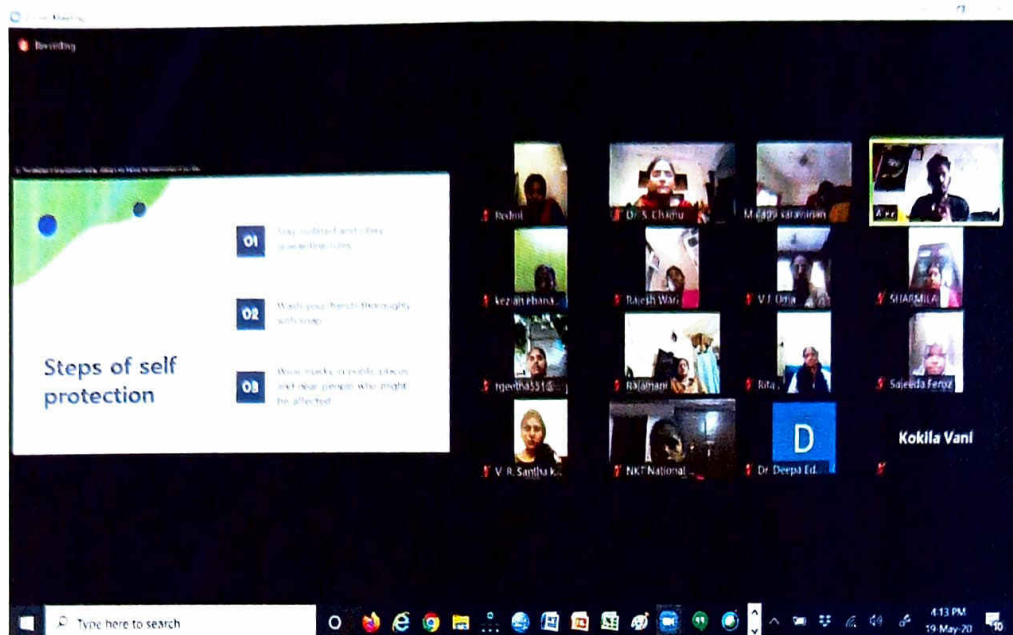
A variety of public health and hygiene measures have been initiated; the most visually noticeable perhaps is the wearing of face masks. The medical research on the use of face masks as personal protective equipment (PPE) against SARS-CoV-2 transmission was interpreted very cautiously, and the initial guidance from health officials was conflicting. The WHO advice was conceived to avoid unnecessary paternalism and at the same time be comprehensive in discussing different medical aspects of mask use.

In this regard, Principal informed that the Online Programme for preparation of Face Masks has been arranged for the benefit of students, Faculty members, Non-Teaching Staff and people in the Community. She welcomed the Resource Expert of the day, Mr. R.P. Alex, Kauno Juozo Gruodzio Konservatorija, Lithuania and all other participants for the outreach program. With a note of gratitude to the Hon Secretary of the College, Dr. M. Arumugam for all his unconditional support and guidance, a note of appreciation to the organizers, Mrs. A.H. Komala, Assistant Professor of Economics-Education and Dr. S. Danalakshmi, Librarian and student representatives, she welcomed Students, Faculty Members, Staff and all people from the community.

The Resource Expert Mr. R.P. Alex, Kauno Juozo Gruodzio Konservatorija, Lithuania was introduced and the session started.



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FOR WOMEN (AUTONOMOUS)
TRIPPLICANE, CHENNAI-600 005.



Masking is a critical public health tool and it is important to remember that any mask is better than no mask.

A **cloth face mask** is a mask made of common textiles, usually cotton, worn over the mouth and nose. When more effective masks are not available, and when physical distancing is impossible, cloth face masks are recommended by public health agencies for disease source control in epidemic situations to protect others from virus laden droplets in infected mask wearers' breath, coughs, and sneezes. Because they are less effective than N95 masks, surgical masks, or physical distancing in protecting the wearer against viruses, they are not considered to be personal protective equipment by public health agencies. They are used by the general public in household and community settings as protection against both infectious diseases and particulate air pollution.

Cloth face masks were routinely used by healthcare workers starting from the late 19th century until the mid 20th century. In the 1960s they fell out of use in the developed world in favor of disposable surgical masks with an electret (electrically charged) filter material, but cloth masks persisted in developing countries. During the COVID-19

 4

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FOR WOMEN (AUTONOMOUS),
TRIPPLICANE, CHENNAI-600 005.

pandemic, their use in developed countries was revived due to shortages, as well as for environmental concerns and practicality. Launderable cloth electret filters were also being developed.

Step-by-step instructions to make a DIY face mask:

1. Step 1: Cut. ...
2. Step 2: Fold your fabric lengthwise and mark off a small opening. ...
3. Step 3: Sew and attach elastic No. ...
4. Step 4: Sew and attach elastic No. ...
5. Step 5: Flip your mask inside out. ...
6. Step 6: Add pleats. ...
7. Step 7: Test it out. ...
8. Step 8: Repeat for friends.

Programme Outcome and Feedback

The Programme was a very useful outreach programme as the participants from the our College and other educational institutions and outside community understood preparation of face mass that are needed for the current pandemic situation as during the COVID-19 pandemic, most countries recommended the use of cloth masks to reduce the spread of the virus.

Principal once again appreciated the organizing Team of Faculty members and students and the formal vote of thanks was proposed.

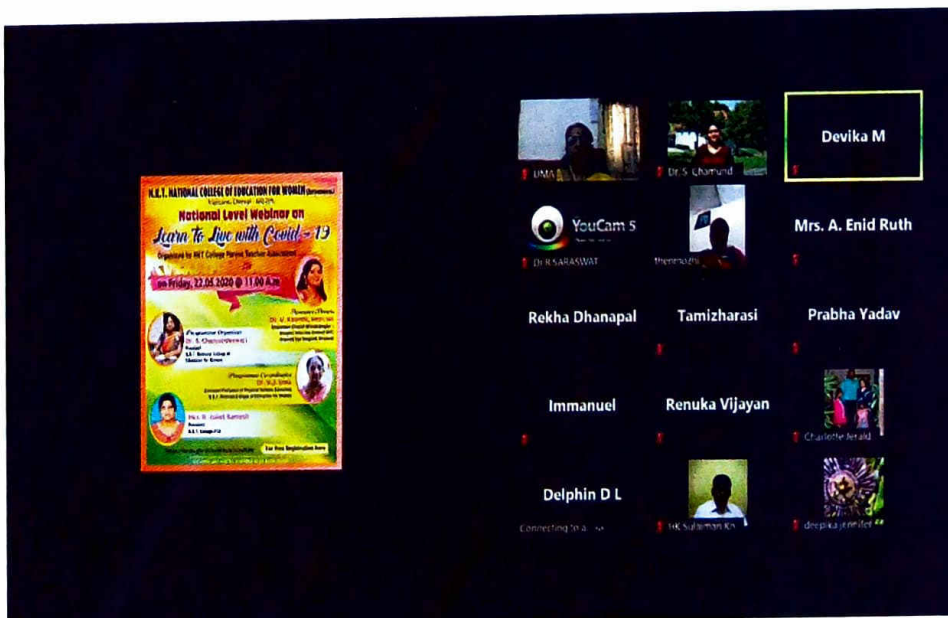

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TRIPPLICANE, CHENNAI-600 005.



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NKT College Parent-Teacher Association

Report on Community Extension & Outreach Activity
National Level Webinar on Learn to Live with COVID-19



22nd May 2020


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FOR WOMEN (AUTONOMOUS),
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NKT College Parent-Teacher Association
Report on Community Extension & Outreach Activity
National Level Webinar on Learn to Live with COVID-19
22nd May 2020



In many infectious diseases, the immune system's reaction to a virus, bacteria, or other pathogen can cause greater harm to the infected individual than the pathogen itself. Sepsis is a deadly example of this phenomenon. Triggered by an infection, the immune system over reacts, releasing chemicals called cytokines that make blood vessels become leaky. That can ultimately reduce oxygen delivery to vital organs, which may cause organ failure. Sepsis kills more than 10 million people a year.

The Covid-19 epidemic is something like sepsis: the reaction by the media and government is likely to produce more harm to societies around the globe than the virus, possibly for many years to come.

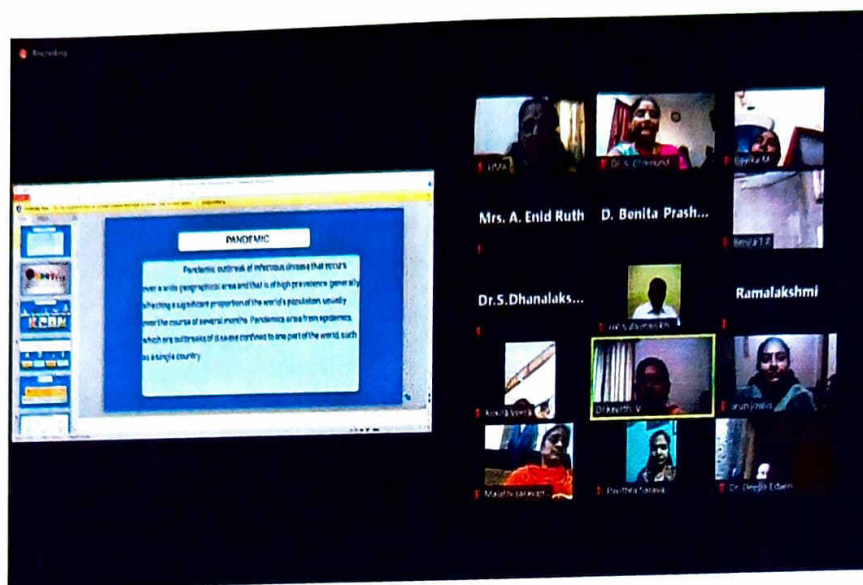
National Level Webinar on Learn to Live with Covid organized by the NKT College Parent-Teacher Association

Dr. S. Chamundeswari, the Principal of the College welcomed the participants and the Resource Expert of the day, Dr. V. Keerthi, M.D. (Microbiology) for the National Level Webinar on Learn to Live with Covid organized by the NKT College Parent-Teacher Association. She placed on record her gratitude to the Hon. Secretary of the College, Dr. M. Arumugam, and appreciation to the organizers of the Online Outreach Programme, Dr. V.J. Uma & Mrs. R. Juliet Ramesh, President, PTA and welcomed all


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FOR WOMEN (AUTONOMOUS),
TRIPPLICANE, CHENNAI-600 005

Faculty members, students and participants from other educational institutions and community.



The Resource Expert, Dr. V. Keerthi addressed that over the past few months of the COVID-19 pandemic, we have increasingly heard the phrase, "we need to learn to live with it." Often this refers to accepting and dealing with something when a bad situation or adverse life event alters expected outcomes. In the case of the current pandemic, the end and return to normal was the expected outcome. The COVID-19 pandemic has repeatedly shown the world that pandemic exit strategies are often ill-considered and unstructured. Despite all their resources and scientific capacity, affluent nations remain vulnerable and exposed due to the emergence of mutations conferring higher transmissibility, and the inability to convince the entire population to take preventative measures. Nations that have locked down their borders for long periods have learned to live with the fact that they remain vulnerable to COVID-19 and need an exit strategy.

Policymakers and planners in some nations and communities are rapidly adjusting course with the aim of learning to live with COVID-19. This includes rethinking their policies as they either give up preventative practices, lockdown harder than ever, or take the middle path. Accepting vaccination is critical for success and at times this may be complemented by mask-wearing, social distancing, and limiting gathering sizes to ensure a smoother path to social and economic recovery. The mindset has changed


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FOR WOMEN (AUTONOMOUS),
TRIPPLICANE, CHENNAI-600 005.

from zero COVID-19, embracing infection or eliminating the risk of infection to focusing on the middle path of avoiding severe illness and death.

Focusing on the first word "Learn" can be instructive. Learn means gaining knowledge or understanding or skill by reflection, imitation, or experience. As Confucius said, the former is the easiest and the latter the most bitter. This is the key to our ability to successfully adjust to current and future conditions associated with the COVID-19 and future pandemics. We must begin by recognizing that learning is a continuous, iterative, ongoing process. This is the basis of scientific discovery and advancement, and an underlying reality that we all must understand and embrace. As COVID-19 mutations continue to emerge, so must humanity continually update its knowledge about the virus, its epidemiology, ways it can be targeted, and what we can be done to mitigate impacts on societies and nations. Learning to live with the virus is increasingly being seen as the only way forward and the new normal. Integrated options for achieving this are outlined in the following section.

1. **Virology:** More resources are required to understand and track this virus. Countless mutations have been observed, however, we do not know the epidemiological impact of each of these mutations. When the Delta variant emerged, it had some mutations that had been characterized, but several new ones that had not been researched before. This information needs to be rapidly researched, shared and made available in a global public health database or something similar using existing infrastructure.
2. **Vaccines:** All vaccines possess different levels of efficacy with breakthroughs and boosters being common to most. Research must continue to identify higher efficacy vaccines and to explore new mechanisms for generating physiological immunity. As the virus continues to evolve, vaccines developers play catch-up, as they do for influenza every year.
3. **Medicine:** The medical community has learned a great deal about COVID-19 and while there is no treatment, fewer patients are dying due to improved care. While research is still required to improve medical support, we need more data on what this virus does to the human body. In addition to respiratory issues, are there circulatory system impacts? What are the multisystem components and



how do they manifest? This will require more research and global cooperation by experts from around the world.

4. **Healthcare:** Increased surge capacity and planning is required. Unvaccinated COVID-19 patients are consuming limited human and other resources required to treat other ailments. As a result, people are dying due to an inability to access standard care. New strategies and/or extra resourcing, such as insurance coding, for providing in-home care and telehealth are urgently required for all patients.
5. **Prevention:** We need to better understand the myriad of non-pharmacological interventions, their individual and aggregate impact, and when, where, how, and why to use them. For example, social distancing, group size, indoor, outdoor, ventilation, cleaning, and face masks in certain situations such as mixed populations of vaccinated and unvaccinated.
6. **Population Health:** Governments must focus on the factors that protect and promote health across all sectors of society. Prevention is the priority, which is an anticipatory action taken to prevent the occurrence of an event or to minimize its effect after it has occurred. However, prevention is not always achievable, so we need to understand the population-at-risk and how to reduce exposure to disease pathogens. This requires flexibility and rapid accurate communication. Perhaps now is the time for multi-disciplinary population-based management teams to inform decisions? Decision-makers must come to recognize that no one authority or organization possesses all the expertise or resources required to mitigate COVID-19 risks and allow all aspects of society to continue functioning.
7. **Education:** We have information on this virus concerning treatments, medications, vaccines, non-pharmaceutical interventions, and a myriad other things people need to know and understand to make good decisions, but the method by which this information is used to educate the general population is deficient. The pandemic revealed a lack of basic knowledge in science, biology, and healthcare. Further, it exposed our inability to influence through education, certain populations to adopt preventative behaviors.
8. **Behavior:** Creating behavioral change in individuals to improve population health remains the most significant challenge for the government. Understanding how to bring about systemic behavioral change is required by


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FOR WOMEN (AUTONOMOUS)
TRIPLICANE, CHENNAI-600 105

both the general population and healthcare providers. As the virus mutates and spreads through communities, we must be as rapid in our ability to change our approaches and influence others for the betterment of all.

9. **Flexibility:** The ability to adapt is necessary to embrace the changes required to survive this pandemic. One community or school district may be doing well and then have a large outbreak, while another may be going from a surge to a lower number. Both require flexibility to change the community's approach.
10. **Tradeoffs:** Taking the middle path requires balancing the trade-offs of opening society versus locking it down. Between a fully opened society and a locked-down one. If anything has become clear over the past two years, politicians often have little awareness of the consequences of their decisions. It is not acceptable to have zero deaths and economic ruin, and we certainly do not want preventable death to keep the economy going. Lost in this conversation has been the huge healthcare costs associated with choosing the economy over safety. Is healthcare really what we want to spend our money on as an economic driver, and is it economically better to create more sickness, which impacts productivity? What too of the costs to healthcare personnel, to those suffering mental health issues, and to those experiencing long COVID-19 with a potential lifetime of health issues, loss of education, and social opportunities?
11. **Assistance:** The International Monetary Fund said the world faces "a worsening two-track recovery, driven by dramatic differences in vaccine availability, infection rates, and the ability to provide policy support." COVID-19 highlights an increasing divide between affluent and poor nations, and yet, it has also revealed how close we are all tied together in manifest pandemic destiny. It is high time that all nations turned their attention to adequately resourcing and resolving transnational security threats of this nature.

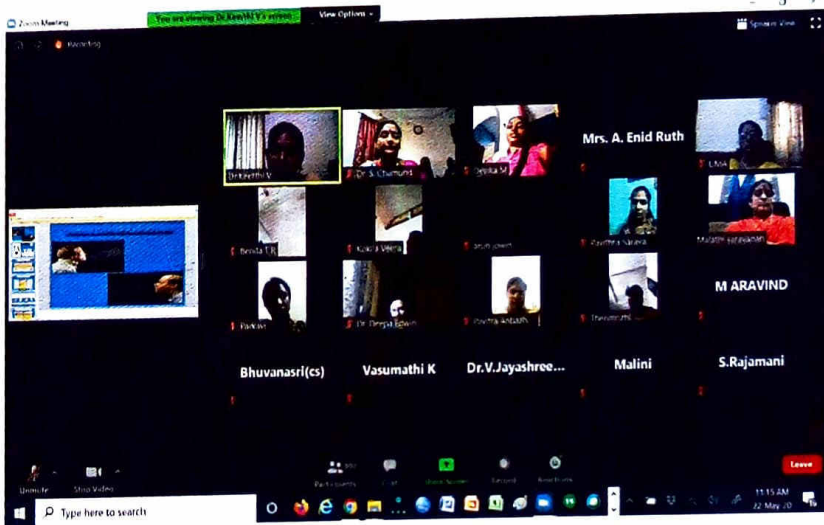
We have seen the socioeconomic impacts of extremes in decision making that drive national leaders to seek a realistic path that retains the flexibility to adjust as the situation changes. The possibility remains that humanity will encounter a variant that is more contagious, more virulent, and unresponsive to current vaccines. To cope with this possibility, nations and communities need well-resourced, well-structured, and well-integrated options for living with COVID-19.



5

As humanity continues its bitter experience with the pandemic, it is learning what does not work and what does work against this virus. "Learning to Live with It" does not mean complacency, which only serves to increase global inequities. The warning signs are clear and national leaders must ensure we move through this pandemic without creating additional, unnecessary, long-term generational damage to health systems and economies.

Programme Outcome and Feedback



The Programme was a very useful outreach programme. It had benefitted participants from various other educational institutions and in the Community throughout the country.

Principal addressed that in extreme cases, people may suffer from depression characterized by low mood, tiredness, pessimism, poor sleep, and appetite, feeling helpless, guilty, and hopeless, with a gradual reduction in work output. Older people are more vulnerable, and special care must be taken for them.

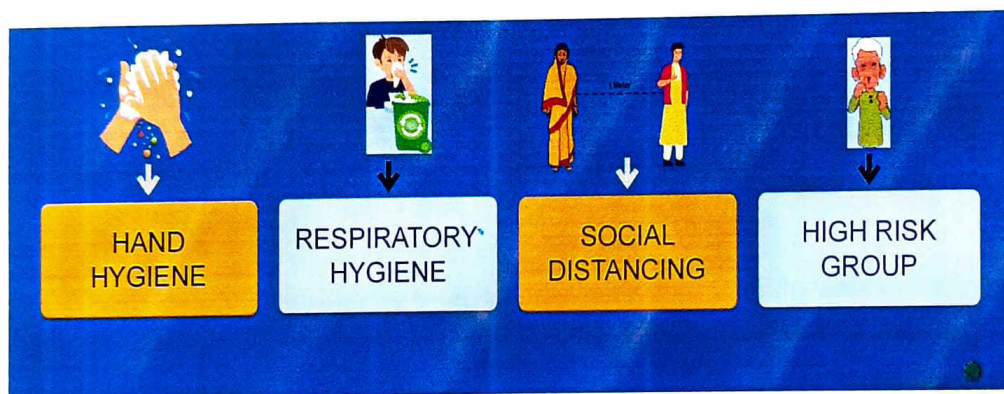
It's vital to stay informed, particularly about what's happening in your community, so you can follow advised safety precautions and do your part to slow the spread of coronavirus. But there's a lot of misinformation going around, as well as sensationalistic coverage that only feeds into fear. It's important to be discerning about what you read and watch.


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TRIPLICANE, CHENNAI

While on lockdown, physical activity needs to be maintained as it is extremely beneficial to body and mind. It is important for controlling diabetes and high blood pressure. Maintaining bone strength and muscle tone through exercise is important especially as the regular outdoor activity is curtailed during the COVID -19 pandemic. Exercise also helps boost immunity, reduces the risk of mental health issues like depression.

She thanked the Resource Expert, Dr. Keerthi and once again appreciated the Office Bearers of the NKT College Parent-Teacher Association for organizing the Programme. The Programme ended with a formal vote of thanks.

PREVENTION IS BETTER THAN CURE




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TRIPLICANE, CHENNAI-600 005.



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NKT Science Club

Report on Community Extension & Outreach Activity
National Webinar on Biology of Childhood Cancer

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TRIPLICANE, CHENNAI-600005, TAMILNADU
NATIONAL LEVEL WEBINAR ON
Biology of Childhood Cancer
ORGANIZED BY NKT SCIENCE CLUB
ON 24TH MAY 2020 @ 3 PM TO 4 PM

Resource Person
DR.M.GOPINATHAN, MD.,DM.,
Senior Resident in Hemato-oncology
Lucknow

Programme Organizer
DR.S.CHAMUNDESWARI
PRINCIPAL
N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN

NKT Science Club
Co-ordinator
DR. V. JAYASHREE
PRITYADHARSINI
Assistant Professor
of Biological Science

Programme Co-ordinator
MRS.V. JAYASHREE
Assistant Professor of Biological
Science

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PIN - 3004121

for free registration here
<https://forms.gle/3saSCJawodcz2UcA>

E-Certificates will be provided to all participants

24th May 2020

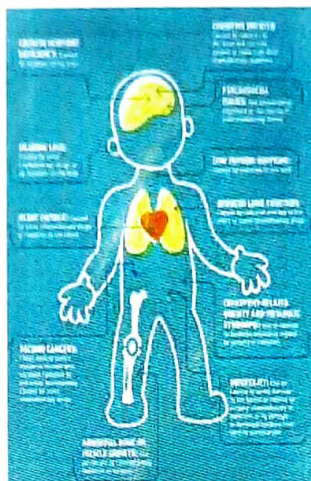

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TRIPLICANE, CHENNAI-600 005.

NKT Science Club

Report on Community Extension & Outreach Activity

National Webinar on Biology of Childhood Cancer

24th May 2020



Cancer occurs in people of all ages including children. Approximately 50,000 children are diagnosed with cancer every year in India; that's about one child every 11 minutes. However, cancer in children is rare and is curable if detected early and treated effectively. Cancers in childhood are best treated at Paediatric cancer units by specialised disease management groups. Age group of 0-14 is considered as paediatric age group, some centres also consider age up to 18 years.

National Webinar on Biology of Childhood Cancer organized by the NKT Science Club

The National Webinar on Biology of Childhood Cancer was organized by the NKT Science Club on 24th May 2020. The Principal, Dr. S. Chamundeswari, addressed that Cancer is a group of related diseases. In all types of cancer, some of the body's cells begin to divide without stopping and spread into surrounding tissues.

Normally, new cells form as you need them, replacing old cells that die. Sometimes, this process goes wrong. New cells form when you don't need them, and old cells don't die when they should. The extra cells can form a tumor. Tumors can be benign or

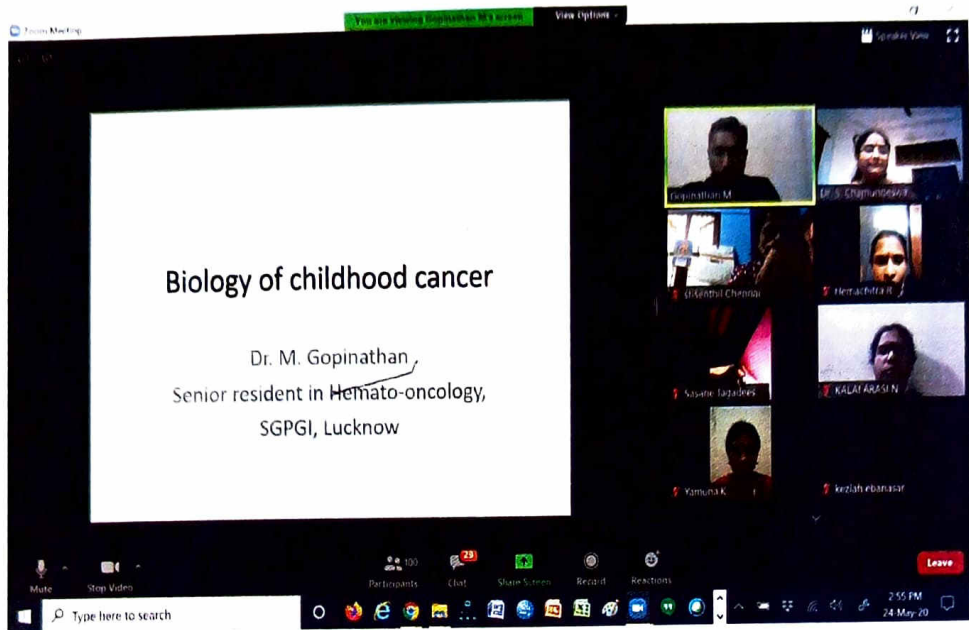
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FOR WOMEN (AUTONOMOUS),
TRIPPLICANE, CHENNAI-600 005.

malignant. Benign tumors aren't cancer while malignant ones are. Cells from malignant tumors can invade nearby tissues. They can also break away and spread to other parts of the body. Children can get cancer in the same parts of the body as adults, but there are differences.

The Principal placed on record her gratitude to the Hon. Secretary of the College, Dr. M. Arumugam, a note of appreciation to the organizing team, Dr. V. Jayashree Priyadharsini and Mrs. V. Sridevi, Assistant Professors of our College and students, members of NKT Science Club and welcomed the Resource Expert of the Day, Dr. M. Gopinathan, Senior Resident, Department of Hemato-Oncology, Sanjai Gandhi Postgraduate Institute of Medical Sciences, Lucknow, Students, Faculty members, participants from other educational institutions, organizations and people who have participated from all over the country.


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FOR WOMEN (AUTONOMOUS),
TRIPPLICANE, CHENNAI-600 005.

Cancer in children can occur anywhere in the body, including the blood and lymph node systems, brain and spinal cord (central nervous system, or CNS), kidneys, and other organs and tissues.



Most of the time, there is no known cause for childhood cancers. Childhood cancers may behave very differently from adult cancers, even when they start in the same part of the body.

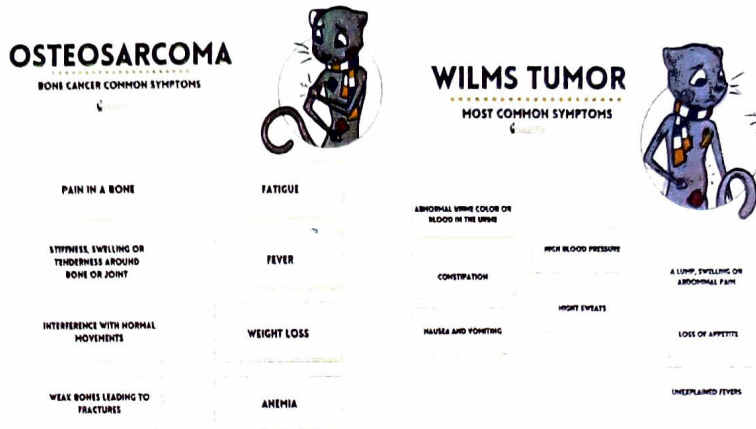
Cancer begins when healthy cells change and grow out of control. In most types of cancer, these cells form a mass called a tumor. A tumor can be cancerous or benign. A cancerous tumor is malignant, meaning it can grow and spread to other parts of the body. A benign tumor means the tumor can grow but will not spread to distant parts of the body.

In leukemia, a cancer of the blood that starts in the bone marrow, these abnormal cells very rarely form a solid tumor. Instead, these cells crowd out other types of cells in the bone marrow. This prevents the production of:

- Normal red blood cells. Cells that carry oxygen to tissues.
- White blood cells. Cells that fight infection.
- Platelets. The part of the blood needed for clotting.


PRINCIPAL 3
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- Retinoblastoma (Eye Cancer)
- Rhabdoid Tumors
- Sarcomas (Soft Tissue Cancer)
- Spinal Cord Tumors
- Wilms Tumor (Kidney Tumors)



Programme Outcome and Feedback

The Programme was a very useful outreach programme. It had benefitted participants from various other educational institutions and in the Community throughout the country as it was well informed and understood that parents and all have to aware and watchful about the following symptoms:

- Continued, unexplained weight loss
- Headaches, often with early morning vomiting
- Increased swelling or persistent pain in the bones, joints, back, or legs
- Lump or mass, especially in the abdomen, neck, chest, pelvis, or armpits
- Development of a whitish appearance in pupil of the eye or changes in the vision
- Recurrent fevers not caused by infections
- Excessive bruising or bleeding (often sudden)
- Noticeable paleness or prolonged tiredness

Principal thanked and appreciated the doctor for such a informative session for the benefit of people all over India and once again appreciated the organizers.


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FOR WOMEN (AUTONOMOUS),
TRIPLICANE, CHENNAI-600 005.

The Programme came to end with interactions among participants and formal vote of thanks and appreciation from participants.




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**N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN
(Autonomous)**

Grievance & Redressal Cell

**Report on Community Extension & Outreach Activity
National Webinar Emotional Resilience in the Face of COVID-19**


N. K. T. National College of Education for Women
(Autonomous)
(Chennai, Tamil Nadu)

Re-accredited by N.A.C. with A grade with C_{OP}A of 3.26
on a 4 point scale
(Affiliated to Tamil Nadu Teachers Education University)

is pleased to invite you all to the National Webinar on

**EMOTIONAL RESILIENCE IN THE
FACE OF COVID-19**


Resource Person
Ms. Laksipushpam Antony
Staff and Student Counsellor
Periyar Maniammal Institute of
Science and Technology
Thanjavur, Tamil Nadu

Organized by THE GRIEVANCE AND
REDRESSAL CELL
on
25th of May 2020 (Monday) at 11am

Programme Organizer
Dr. S. Chamundeswari
Principal

Programme Co-ordinators
Dr. Deepa Edwin Assistant Professor of
Physical Science Education
Ms. A. Enid Ruth Assistant Professor
of Education

Register for free (limited to first 100 participants only)
<https://forms.gle/r2Vlgub297fKuqdu7>

E-Certificates will be provided for all
participants

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25th May 2020



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Grievance & Redressal Cell

Report on Community Extension & Outreach Activity National Webinar on Emotional Resilience in the Face of COVID-19 25th May 2020



Resilience can help us get through and overcome hardship. But resilience is not something we're born with—it's built over time as the experiences we have interact with our unique, individual genetic makeup. That's why we all respond to stress and adversity—like that from the COVID-19 pandemic—differently.

National Webinar on Emotional Resilience in the Face of COVID-19 organized by the Grievance & Redressal Cell

National Webinar on Emotional Resilience in the Face of COVID-19 was organized by the Grievance & Redressal Cell on 25th May 2020. The Principal, Dr. S. Chamundeswari, addressed that emotional resilience is one's ability to respond to stressful or unexpected situations and crises. It is defined as the ability to generate positive emotions and recover quickly from negative emotional experiences, and the amount of emotional resilience one has is determined by a number of different things, including age, identity and what one has experienced in their life.

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The COVID-19 pandemic has had a detrimental global impact on the health and well-being of a wide range of populations beyond the elderly and other vulnerable people. Apart from the direct effects due to the viral infection, the lockdown implemented to counter the spread of the disease and the economic crisis triggered by it has also generated further concerns such as decreased physical activity, and psychological distress.

In this milieu, it appears that the prevalence of the aforementioned health and well-being concerns has also spread further among young adults undertaking tertiary education worldwide, a type of population that, prior to the onset of the pandemic, already had well-documented issues related to both psychological distresses and physical problems. For instance, significant reductions in physical activity of up to 49% coupled with significant increases in sedentary behaviors have been reported among Italian undergraduate students during the lockdown. Moreover, worsening of various conditions such as stress, depression, anxiety, negative affect, sedentarism, loneliness, sleep quality, and concerns about family and finances creates a anxiety among people and I becomes necessity to address the was to enhance emotiona resilience among students and adults as well.

The Principal placed on record her gratitude to the Hon. Secretary of the College, Dr. M. Arumugam, a note of appreciation to the organizing team, Dr. Deepa Edwin and Mrs. A. Enid Ruth, Assistant Professors of our College and welcomed the Resource Expert of the Day, Mrs. D.A. Lilypushpam Antony, Staff and Student Councillor, Periyar Maniammal Institute of Science, Students, Faculty members, participants from other educational institutions, organizations and people who have participated from all over the country.

Mrs. Lilypushpam Antony was introduced and the session started.

The worldwide outbreak of the coronavirus disease (COVID-19) is a source of unexpected stress and adversity for many people.

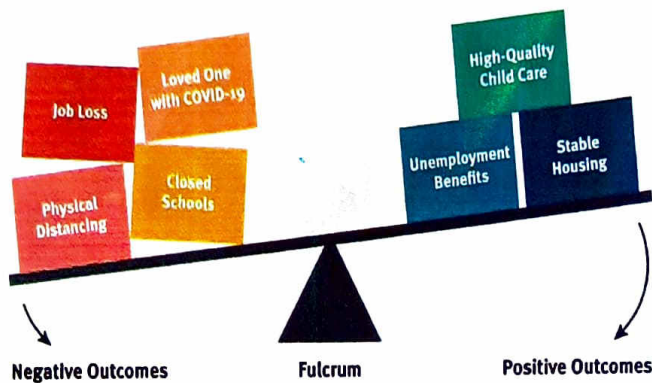
Resilience can help us get through and overcome hardship. But resilience is not something we're born with—it's built over time as the experiences we have interact



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with our unique, individual genetic makeup. That's why we all respond to stress and adversity—like that from the COVID-19 pandemic—differently.

Think of resilience as a seesaw or balance scale, where negative experiences tip the scale toward bad outcomes, and positive experiences tip it toward good outcomes. For some people during the COVID-19 outbreak, the resilience scale may look like this:



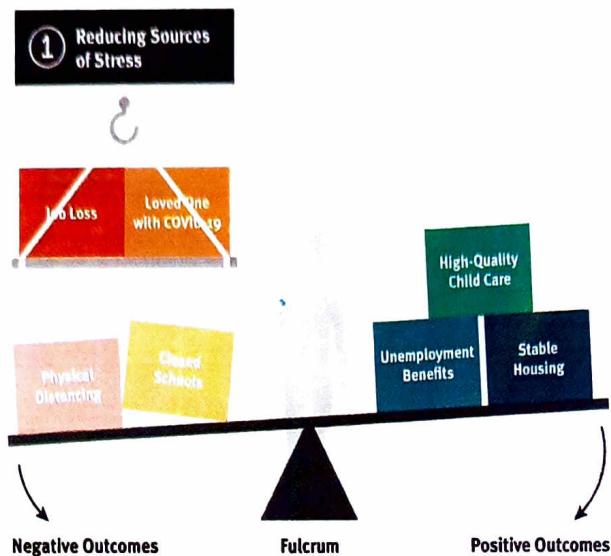
The point where the scale balances is called the “fulcrum,” and if it is more to one side or the other, it can make it harder or easier to tip the resilience scale to the positive. Everyone's fulcrum is in a different spot—which explains why each person is different in how easily we can counterbalance hardships in life. The good news is that the fulcrum can be moved by developing a toolkit of skills you can use to adapt and find solutions. (More on that later.)

So, what can we do to build up and strengthen resilience right now during the COVID-19 outbreak? And how can we build resilience to plan ahead for future times of crisis?

The science of child development points to **three ways** we can affect experiences and the balance of the resilience scale:

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Unload the Negative Side



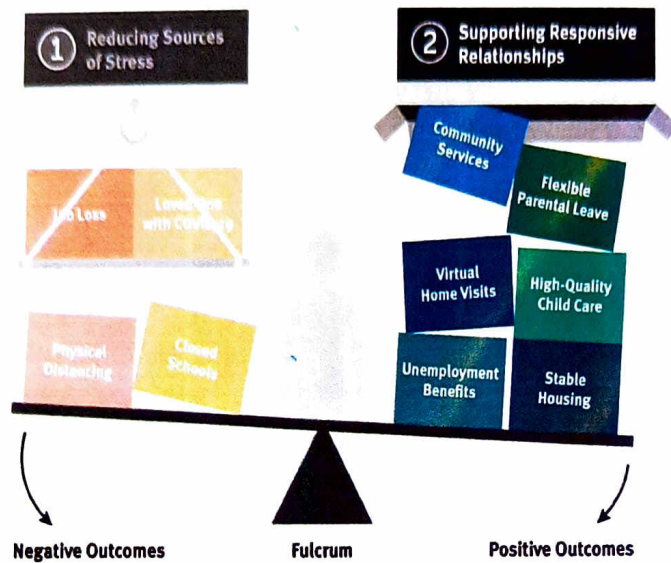
We can lighten the load on the negative side of the resilience scale by **reducing sources of stress** for families and program staff. Many organizations are already doing this and can draw on their experience to prepare for possible future periods of physical distancing and shutdown. Reducing sources of stress may include:

- Helping families **meet basic needs like food, shelter, diapers, health care, child care, and internet access** or connecting them with programs that can help
- Guiding adults who are out of work through **applying for financial assistance**
- Creating and providing children's activity kits that include things like coloring books, crayons and markers, word searches, puzzles, books, craft supplies, etc. to **give parents and caregivers a break**, even for a few minutes at a time
- **Encouraging parents, program staff, and co-workers to practice self-care**—even if it's just taking a few minutes to themselves, going for a walk, or getting plenty of rest. Make sure staff are aware of and taking

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advantage of employee benefits such as employee assistance programs, mental health counseling, and paid time off.

Load Up the Positive Side



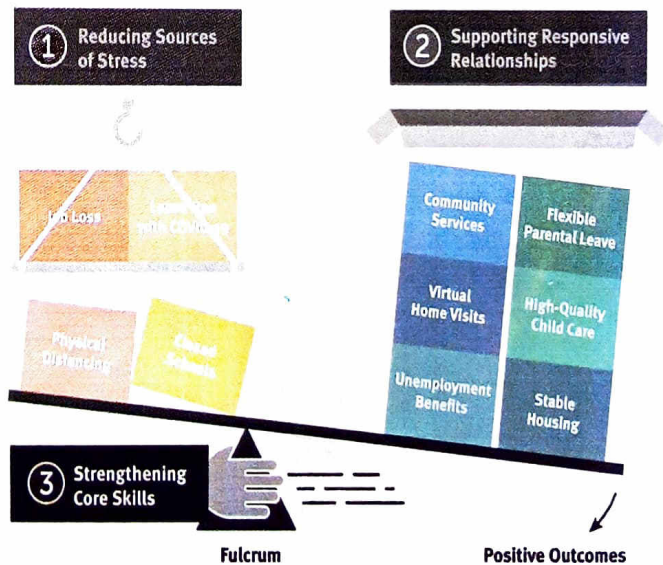
We can add to the positive side of the resilience scale by piling on positive experiences—especially through **responsive relationships**. The one thing that most children who develop resilience have in common is a stable, committed relationship with a supportive parent, caregiver, or other adult. Adults need those supportive relationships, too!

- If you work with families, you've likely already found new ways to check in with them while in-person visits aren't possible—via phone calls or video chats, for example. The limitations of these alternatives may be a little frustrating, but **remember that you're not just checking in; you're also providing parents with time to engage in a responsive relationship with a trusted adult during a time of physical isolation.**
- **Maintain and encourage connections with family and friends.** Even though we're all required to maintain physical distance, it's important to call, video chat, email, or write letters to the people we care about to engage in

responsive interactions, protect our emotional well-being, and manage the stress of living through this challenging time. (And, please access outside help and resources if you or someone else needs it.)

- Children's development doesn't pause during a crisis—and supporting that development and building resilience doesn't have to take a lot of extra time or effort. **Back-and-forth “serve and return” interactions are simple and free, and you can do them during ordinary moments throughout the day.** If your baby makes a coo or gurgle during a diaper change, make a sound back. If your toddler points to something, point at it too and say what the object is. Playing with a child is a great way to engage in serve and return—and relieve some stress for all! (See this how-to video and step-by-step guide for more examples of serve and return.)

Move the Fulcrum



We can make it easier for a scale to tip toward positive outcomes by **strengthening core skills**. All of us need executive function and self-regulation skills to manage daily life, but stress makes it more difficult to use the skills we have. During the COVID-19 pandemic, we need these core skills for things like planning less frequent trips to the

grocery store or market, filling out forms for relief funds or loans, navigating support programs, and for managing work, home, and caring for children.

Adults can strengthen these skills with small but helpful supports, like:

- Sending or signing up for text reminders of important appointments
- Using tools such as grocery list apps, menu planners, and daily schedules (and posting them for the whole family to see)
- Creating step-by-step checklists for accessing relief funds and filling out important applications

During a crisis like the COVID-19 outbreak, families need their immediate, basic needs met before they can focus on anything else. But, when the crisis is over, longer-term programs that support adults and children in building and practicing their core skills will again be necessary and effective

Programme Outcome and Feedback

The Programme was a very useful outreach programme. It had benefitted participants from various other educational institutions and in the Community throughout the country. Participants gave a very positive feedback and appreciated the College for organizing a very useful outreach programme. The Programme came to end with a formal vote of thanks.



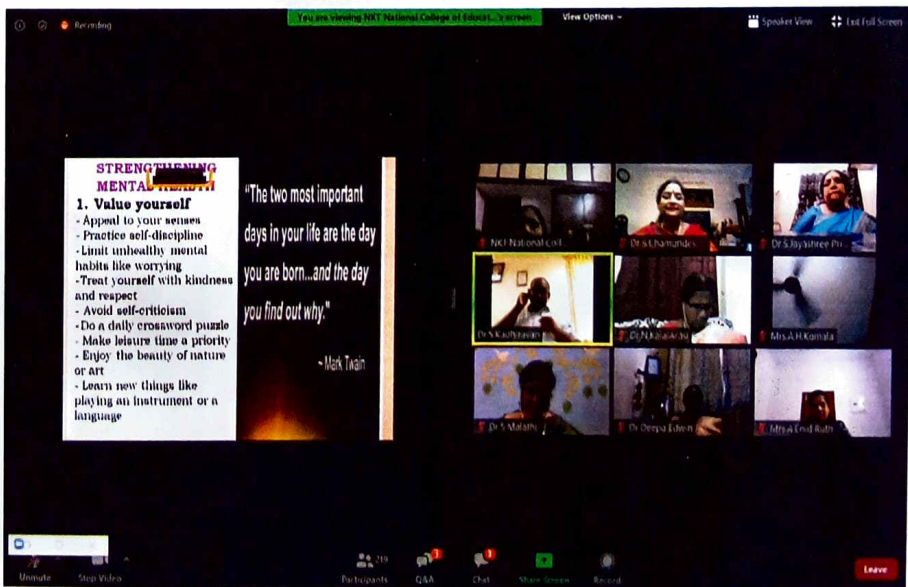

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Guidance & Counselling Cell

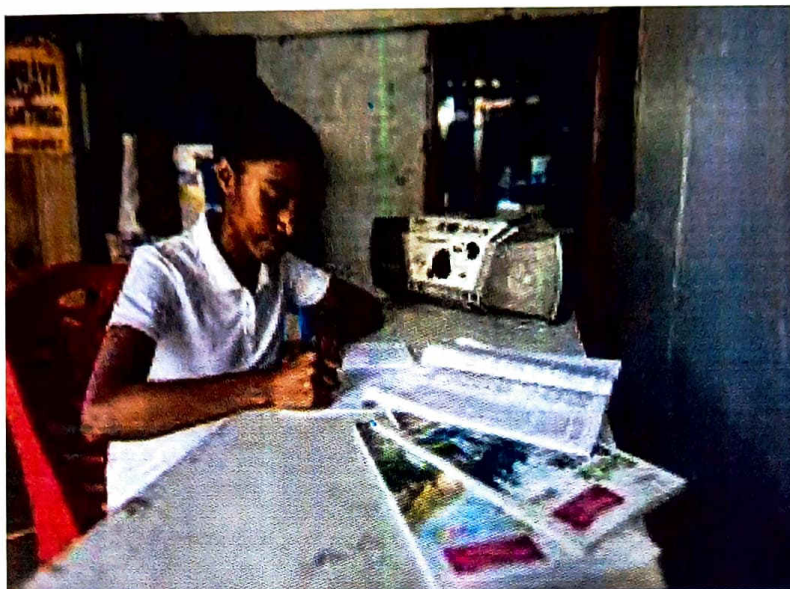
**Report on Community Extension & Outreach Activity
National Webinar on Strengthening the Mental Health of
Teachers and Learners during Crisis Period**



30th May 2020


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Guidance & Counselling Cell
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30th May 2020



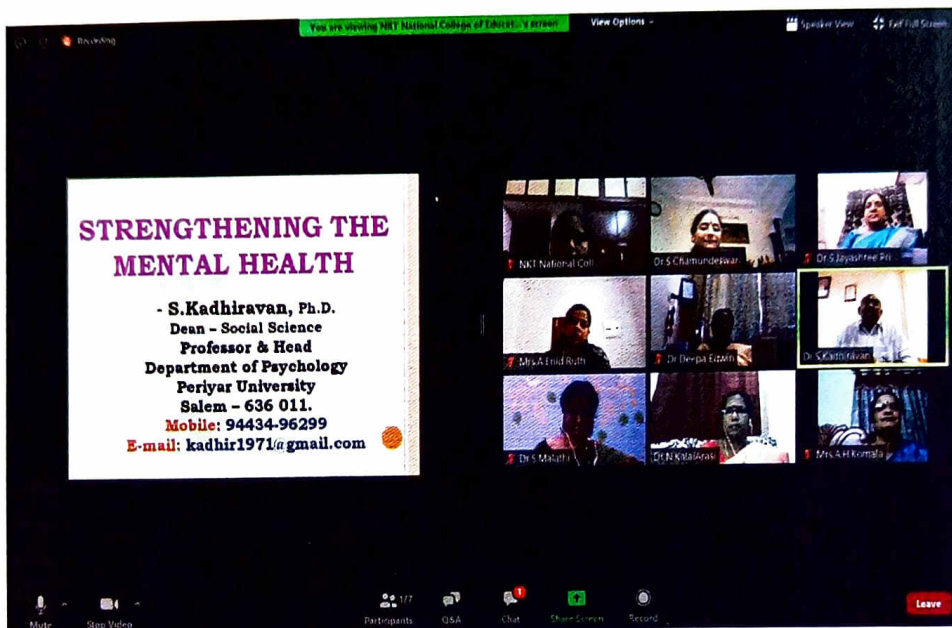
COVID-19 has brought about changes to the education system that impact teachers in multiple ways. Since the corona virus pandemic in spring 2020 started to disrupt people's normal lifestyle, the virtual world has come to the rescue. Across the globe, shopping, entertainment, work, and education moved online.

The spread of COVID-19 has had profound effects on education globally. As schools and universities closed, many turned to technology to try to continue the teaching and learning process. The inequalities between private schools and government schools are sharpened by the move to online education. This is compounded by the fact that students from economically weaker sections of society have become hard to reach, and teachers do not know how to support hard-to-reach students who are also severely affected by the pandemic leading to stress affecting the mental health of both students and teachers.


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National Webinar on Strengthening the Mental Health of Teachers and Learners during Crisis Period organized by the Guidance & Counselling Cell

The National Webinar on Strengthening the Mental Health of Teachers and Learners during Crisis Period was organized by the Guidance & Counselling Cell on 30th May 2020 for the benefit of students and teachers from educational institutions all over the country.



The Principal Dr S. Chamundeswari, addressed that the COVID-19 pandemic has changed our understanding of the world as we previously knew it. The strong measures of social distancing and lockdown that have been applied since the beginning of the pandemic have led to significant changes in social relationships, which, for many people, have created feelings of isolation and loneliness.

Indeed, the rapid transmission of COVID-19 throughout the world has had health, social, psychological, economic and, of course, educational consequences. In fact, school closure has been, on a global scale, one of the most widely used measures for helping to maintain social distancing and to decrease infections.

The pandemic has not only affected the mental state of students since teachers have also accumulated a high level of stress since the beginning of the crisis. Recent studies have pointed out that during lockdown, teachers have suffered stress from having to

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adapt (in record time) in order to provide online classes. This stress has often been accompanied by symptoms of anxiety, depression, and sleep disturbance as a consequence of the increased workload resulting from home teaching and thus the Programme to address the mental health issues of both students and teachers have been arranged for the benefit of students and the teaching fraternity throughout the country.

She placed on record her gratitude to the Hon. Secretary of the College, Dr. M. Arumugam, for all his unconditional support and guidance, appreciation to the Organizing Team, Dr. S. Malathi, the Dean of Academics and DR. K. Vijaya, Assistant Professor of Education, Faculty in-charge of the Guidance & Counselling Cell and welcomed the Resource Expert of the day, Dr. S. Kathiravan, Professor, Department of Psychology & Controller of Examinations, Periyar University, Salem, Students, Faculty members and other participants from other educational institutions and parents from the community.

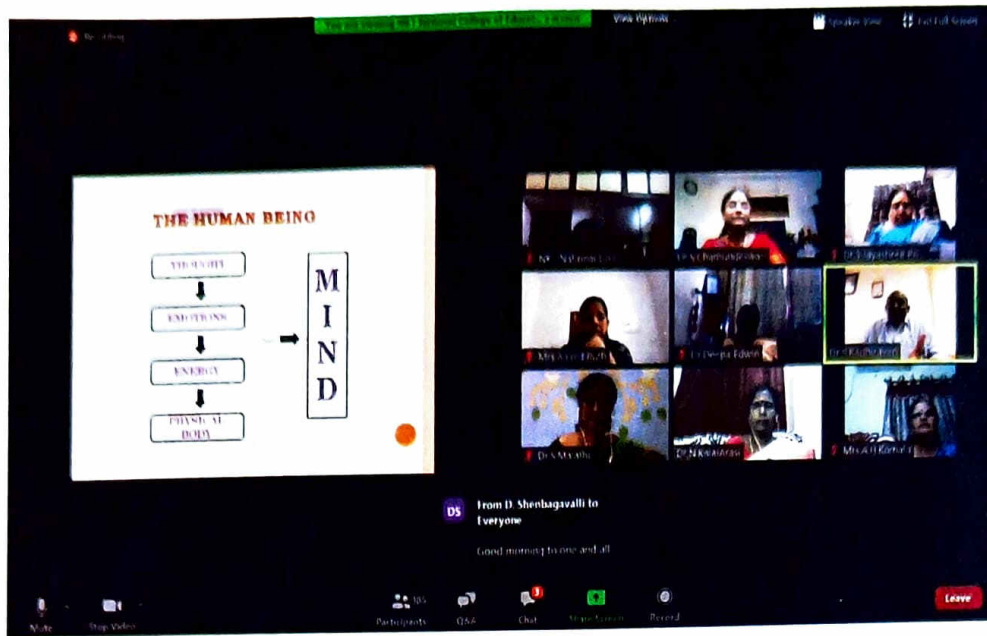
The Resource Expert of the day, Dr. Kathiravan was introduced and the session started. He addressed that in the face of the global COVID-19 pandemic, schools have confronted unprecedented challenges as they moved to quickly shift classes to an online format, provide equitable access for all students, support teachers' and students' educational needs, and make plans amidst great uncertainty. The pandemic itself has caused much worry, stress, and grief. These stressors can cause mental health challenges for anyone and can cause acute symptoms to appear for people who may experience preexisting mental health challenges.

As countries introduce measures to restrict movement as part of efforts to reduce the number of people infected with COVID-19, more and more of us are making huge changes to our daily routines.

The new realities of working from home, temporary unemployment, home-schooling of children, and lack of physical contact with other family members, friends and colleagues take time to get used to. Adapting to lifestyle changes such as these, and managing the fear of contracting the virus and worry about people close to us who are particularly vulnerable, are challenging for all of us. They can be particularly difficult for people with mental health conditions.



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Fortunately, there are lots of things that we can do to look after our own mental health and to help others who may need some extra support and care.

Here are tips and advice that we hope you will find useful.

- **Keep informed.** Listen to advice and recommendations from your national and local authorities. Follow trusted news channels, such as local and national TV and radio, and keep up-to-date with the latest news from @WHO on social media.
- **Have a routine.** Keep up with daily routines as far as possible, or make new ones.
 - Get up and go to bed at similar times every day.
 - Keep up with personal hygiene.
 - Eat healthy meals at regular times.
 - Exercise regularly.
 - Allocate time for working and time for resting.
 - Make time for doing things you enjoy.
- **Minimize newsfeeds.** Try to reduce how much you watch, read or listen to news that makes you feel anxious or distressed. Seek the latest information at specific times of the day, once or twice a day if needed.


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- **Social contact is important.** If your movements are restricted, keep in regular contact with people close to you by telephone and online channels.
- **Alcohol and drug use.** Limit the amount of alcohol you drink or don't drink alcohol at all. Don't start drinking alcohol if you have not drunk alcohol before. Avoid using alcohol and drugs as a way of dealing with fear, anxiety, boredom and social isolation.

There is no evidence of any protective effect of drinking alcohol for viral or other infections. In fact, the opposite is true as the harmful use of alcohol is associated with increased risk of infections and worse treatment outcomes.

And be aware that alcohol and drug use may prevent you from taking sufficient precautions to protect yourself again infection, such as compliance with hand hygiene.

- **Screen time:** Be aware of how much time you spend in front of a screen every day. Make sure that you take regular breaks from on-screen activities.
- **Video games:** While video games can be a way to relax, it can be tempting to spend much more time on them than usual when at home for long periods. Be sure to keep the right balance with off-line activities in your daily routine.
- **Social media:** Use your social media accounts to promote positive and hopeful stories. Correct misinformation wherever you see it.
- **Help others:** If you are able to, offer support to people in your community who may need it, such as helping them with food shopping.
- **Support health workers:** Take opportunities online or through your community to thank your country's health-care workers and all those working to respond to COVID-19.

School teachers and personnel are critical in supporting children's transition back to in-person classroom learning, particularly after extended periods of school closure. In addition to continuing to use the different skills teachers have been using to ensure their students' learning and emotional well-being while schools were closed, the following suggestions might be helpful when schools reopen:



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1. Listen to children's concerns

COVID-19 and school closures impacted many children and adolescents' mental health and well-being. As teachers, it is essential to listen to students' concerns and demonstrate understanding as well as empathy. Offer your students the opportunity to have a one-to-one conversation with you to reconnect and discuss any concerns that might have arisen when their school was closed. If a child shares anything that is particularly concerning, please follow the protection or child safeguarding systems in place.

2. Check how children are doing

Before teaching new academic content to students, teachers and school personnel should take time to check how children are doing. Remember that children may have difficulty concentrating at first or may need more time to get back into the routine of learning. Provide opportunities for children to take breaks, move around, and re-connect with their friends and peers.

3. Provide children with accurate information around COVID-19

As children return to school, they may have different thoughts and questions about COVID-19. Children want and need factual information. Use child-friendly and age-appropriate resources available in your country/region that is based on scientific evidence to respond to children's questions about COVID-19 accurately.

While it is important to acknowledge the scale of what is happening globally, make sure to emphasize all the efforts made and precautions taken to reduce risks in the school reopening plans. Do not forget to remind children of school safety protocols, including what to do in case there is a COVID-19 case detected in the classroom.

4. Seek suggestions from children on how to create a welcoming, safe and comfortable classroom

Engage children in making the classroom a welcoming, safe and comfortable space. When doing so, make sure to respect school safety procedures and use available material resources.



Children can provide suggestions; help decorate the walls of the classroom with colourful and welcoming messages and work in small groups so they can support each other to catch up on learning. Let them know that being supportive of each other will help them get through this together. Remember to praise children for their contributions and efforts. Teachers can foster feelings of safety and security by interacting and developing positive relationships with each student and using routines during the day to help children feel safe and secure.

5. Watch out for any warning signs of child behaviour that interferes with their ability to explore, play and learn

Be attentive to changes in children's behaviours. If you notice significant changes in a student's behaviour and this persists over time, preventing them from functioning or playing, please follow school protocol, and/ or seek additional support and guidance. Teachers can provide lots of support if they feel a child is struggling. However, you should seek additional support and refer children to child protection services, primary care physicians, or mental health professionals if you feel the child needs specialist help.

Continue providing learning support, as well as guidance, and provide extra support or go at a slower pace if a child is finding it difficult to learn or concentrate.

6. Encourage play and sports to promote interaction between students

In many countries children have been following strict physical distance measures and have been prevented from using playgrounds and other public spaces to play and interact with their peers. Make sure that when children return to school that they have lots of opportunities to socialize, play and interact with the peers they have missed for so long, in line with school safety protocols.

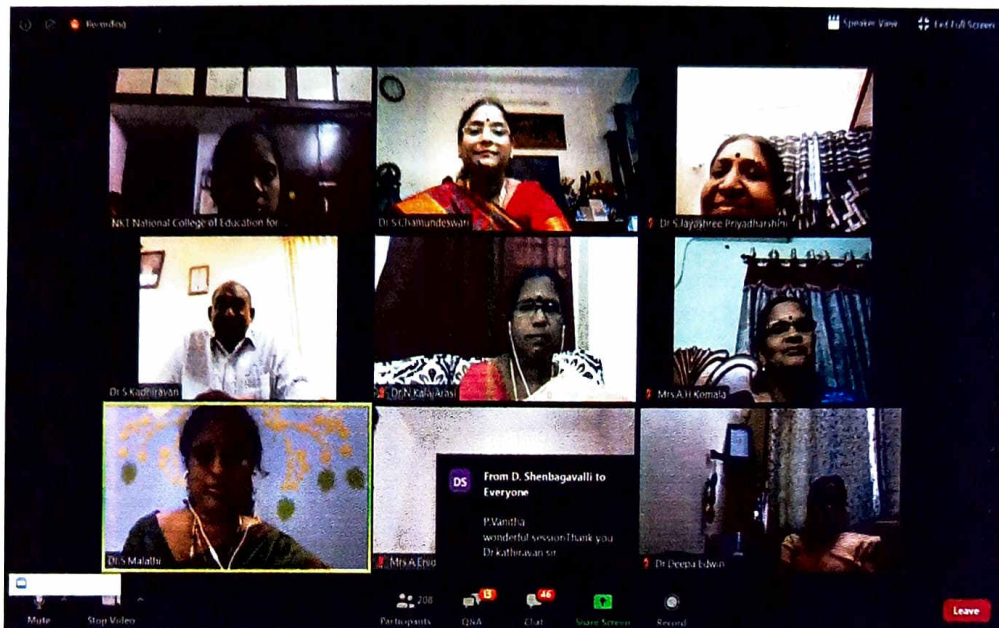
7. Model good coping behaviours for students – be calm, honest, and caring

Teachers can be positive role models for their students. Children will look at you and learn from the skills you use daily to deal with stressful situations. Be calm, honest, and caring, and demonstrate a positive attitude to children.

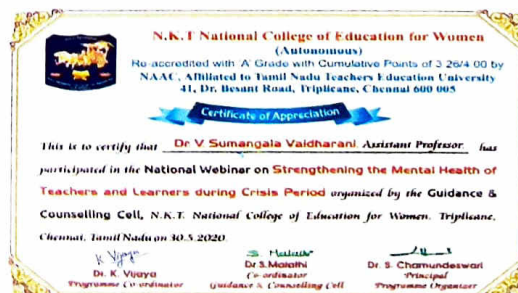
8. Take care of yourself and know your limits

Teaching can be an extremely stressful profession, particularly now. Make sure to protect your own physical and mental health (e.g. maintain healthy eating and sleeping habits, rest, exercise, connect with friends, family, and colleagues). Remember to seek support if you notice yourself experiencing significant feelings of distress.

Programme Outcome and Feedback



The Programme was a very useful outreach programme. It had benefitted participants from various other educational institutions and in the Community throughout the country. Participants gave a very positive feedback and appreciated the College for organizing a very useful outreach programme. The Programme came to end with a formal vote of thanks.




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