



MOTHER COLLEGE OF EDUCATION (B.Ed & D.Ed)

(Approved by NCTE & Affiliated to SCERT, ANU & Govt. of A.P.)
DARSI - 523 247, Prakasam District, A.P.



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Re

Semester - III

Name

Subject : Understanding The Self (Course XIII)

Roll No.

Register No.

20

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Activity 1: Self-critical awareness about one's abilities, and assets in different contexts of life and limitations in terms of knowledge, attitudes, skills and values which may be revised or developed.

Self-awareness: The capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals. It is not to be confused with consciousness in the sense of qualia. While consciousness is a term given to being aware of one's environment and body and lifestyle, self-awareness is the recognition of that awareness.

Introduction: There are questions regarding what part of the brain allows us to be self-aware and how we are biologically programmed to be self-aware. V. S. Ramachandran has speculated that mirror neurons may provide the neurological basis of human self-awareness. In an essay written for the Edge Foundation in 2009, Ramachandran gave the following explanation

of his theory: "I also speculated that these neurons can not only help simulate other people's behaviour but can be turned 'inward' - as it were to create second-order representations or meta-representations of your own earlier brain processes. This could be the neural basis of introspection, and of the reciprocity of self awareness and other awareness. There is obviously a chicken-and-egg question here as to which evolved first, but -- the main point is that the two co-evolved, mutually enriching each other to create the mature self-knowledge (Psychology) self-knowledge is a term used in Psychology to describe the information while seeking to develop the answer to this question.

Self-knowledge requires ongoing self-awareness, self-consciousness which is not to be confused with consciousness. A self-conscious component emerges in addition to an increased self-awareness

component, and then it becomes possible to ask a what am I like? and to answer with self-knowledge. The self-concept is thought to have three primary aspects: • The cognitive self • The affective self • The executive self

The self-concept is thought to have three primary aspects: The affective and executive selves are also known as the felt and active selves respectively, as they refer to the emotional and behavioural components of the self-concept.

Another crucial factor is knowledge, not primarity, knowledge about a specific culture, but rather knowledge of how social groups and identities function and what is involved in intercultural interaction.

If it can be anticipated with whom one will interact, then knowledge of that person's world is useful, if it can not, then it is useful to imagine an interlocutor in order to have an example - a specific country or countries and their social groups. to understand what it means to know something about other people with other multiple identities.

Activity 2 : Activities that develop cognitive skills- independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components.

Cognitive development is characterized by the way child learns, acquires knowledge and interacts with surrounding environment. Cognition mainly refers to things like memory, the ability to learn new informations, speech, understanding of written materials. The brains is usually capable of learning new skills in the mentioned areas, typically in early childhood and of developing personal thoughts and beliefs about the world.

Different cognitive skills are acquired as a child meets certain developmental milestones, but a child of any ability will benefit from activities that promote active learning. Parents as well as teachers can encourage childrens cognitive development in the areas of memory, concentration, attention and perception by incorporating simple activities into

their everyday routine. children develop cognitive skills rapidly in the first few years of life and build them progressively throughout grade school.

Here are five easy ways that can help to develop cognitive skills in children by various interesting activities: —

1. Sing along: Sing song with your child and encourage him to sing along with you. Play their favourite songs and music regularly and they may be eventually start singing along by himself. This activity helps promote memory and word identification;
2. Identify Noises: Identifying various noises like birds singing, car horn, running water which will help children to relate sounds with objects.
3. Practice the alphabet: Playing alphabet games or songs help children learn alphabets easily.

4. Practice Counting: Counting can be practised easily by counting number of students in a class or number of shoes in a rack.

5. Offer choice: Offering choices, like "which dress you want to wear, bed or blown?" enhance their decision making skills.

Critical thinking: Critical thinking is described by Richard Paul as a movement

in two waves (1994). The "First wave" of critical thinking is often referred to as a critical analysis that is clear, rational thinking involving critique.

Its details vary amongst those who define it.

According to Benny K. Beyers (1995), critical thinking is often means making clear, reasoned judgement. During the process of critical thinking, ideas should be reasoned, well thought out and judged.

The ability to reason logically is a fundamental skill of rational agents, hence the "study of the

form of correct argumentation is relevant to the study of critical thinking.

Functions : The list of core critical thinking skills includes observation, interpretation,

analysis, inference, evaluation, explanation, and metacognition. According to Reynolds (2011), an individual or group engaged in a strong way of critical thinking gives due consideration to establish for instance.

Evidence through reality

Context skills to isolate the problem from context

Relevant criteria for making the judgment well

Applicable methods or techniques for forming the judgement.

Applicable theoretical constructs for understanding

the problem and the question at hand.

In addition to possessing strong critical-thinking skills, one must be disposed to engage problems and decisions using those skills. Critical thinking

employs not only logic but, broad, intellectual criteria.

Creativity: Creative engineering re-directs here for the animatronic and arcade games manufacture, see creative engineering inc.

Creativity is a phenomenon whereby something new and somehow valuable is formed. The created item may be intangible (such as an idea, a scientific theory, a musical composition, or a joke) or a physical object (such as an invention, a literary work, or a painting).

In a summary of scientific research into creativity. Authors have diverged dramatically in their precise definitions beyond these general commonalities: Peter Meusburger reckons that over a hundred different analyses can be found in the literature. As an illustration, one definition given by Dr. E. Paul Torrance described it as "a process of becoming sensitive to problem, deficiencies, gaps in knowledge, missing elements; disharmonies and so on."

Activity

3. Group discussion on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills.

Group discussion in the class room is an effective mode of student centered teaching approach. In the contrary to the traditional, lecture method of teaching, group discussion mode of teaching learning is much effective to transfer and retention of knowledge among the students. It also develops different skills like communication, reasoning, critical and creative thinking. The four different ways group discussion can promote learning among students, these are —

To challenge ideas — both their own and other's with the goal of arriving at a more complete understanding.

To develop ideas — when engaging with a person you don't know well. There are certain topics you should avoid. In general, these

include controversial questions about religion, politics, race, and sexual orientation. For instance;

It is appropriate to ask a general question about an upcoming election, but it might be considered inappropriate to ask someone how they personally plan to vote.

While it is okay to ask about religious affiliation in broad terms. It would be a bad idea to ask about their church's view on sexuality.

End Conversations gracefully: Instead of abruptly breaking

off a conversation, use smooth transitions.

State that you must leave and make sure to affirm that you have enjoyed the discussion.

Try concluding with positive statements such as:

Improving Non-Verbal Communication

Pay attention to your body language: Bodies often

communicate message more powerfully than words. Remember that body language plays an important role in most social interactions.

Reflect on the message you are sending to others through your posture, gestures, eye contact, facial expression.

Observe others in social situations: Watch the

kind of body language they use in successful

social interaction, take note of their posture,

gesture, facial expressions and eye contact.

Consider how you might replicate or improve

upon their use of body language in your own

life.

Improve your non-verbal communication skills

at home: Try video-recording yourself in

conversation, and consider how your

body language might be improved. Also practice

non-verbal communication in front of a mirror.

Enlisting the help of friends in another effective approach, as they can provide feedback.

Focus on a simple smile right when you meet people: A smile is the universal way to open yourself up to others, and puts people immediately at ease. And when they are at ease in the social setting, you can feel at ease too. Just focusing on your smile when you meet people will make everything even easier.

Practice your eye contact, working on making more and more as you get comfortable. Don't feel like you need to stare people in the eyes, specially if you're uncomfortable at first.

Spend a little extra time getting ready to feel confident in your appearance — Spending some time to make sure you love your look and feel confident will make all other social settings easier to manage.

Developing a hygiene routine, buying a new shirt or pair of shoes you love, and dressing how you want to dress improve self-confidence and thus social skills.

Practicing in the real world : Locate a place

where communicating with an unknown person is acceptable. Some situations are better than others for initiating social interaction. Supermarkets or banks are often poor choice for engaging strangers in conversation.

To meet new people, try joining a group such as an amateur sports league, a book club, or a fitness class.

Evaluate the Results : If the encounter went

- well, note what you did right and replicate it in the future. If things went poorly, re-examine the situation to determine what went wrong.

Talk to more and more people: Social skills
improve through
practice. The more you communicate and
interact with people, the more skillful you
will become.

Try not to let negative social interactions
get you down. Oftentimes such encounters
are not your fault.

Join a support group to develop your skills in
a safe, comfortable environment.

You are not the only one who wants to work on
these skills. So why not practice with other

people who understand your anxieties. The fact
that you want to improve your social skills

shows that you are open, kind, and willing to
work on your own well-being surround yourself

with similar people to help you keep growing.

Activity

4/ Introducing yoga exercises to be done with ease and meditation which starts with self-knowledge with let come and let go spirit to experience spells of silence for healthy body and mind and to awaken the hidden faculties.

Yoga is a group of physical, mental and spiritual practices or disciplines which originated in ancient India. There is a broad variety of yoga schools, practices, goals in Hinduism, Buddhism, Jainism. Among the most well-known types of yoga are Hatha yoga and Raja yoga.

The origins of yoga have been speculated to date back to pre-Vedic Indian traditions, it is mentioned in the Rigveda but most likely developed around the sixth and fifth centuries BCE, in ancient India's ascetic and shamanic movements. The chronology of

earliest texts describing yoga - practices is unclear, varyingly credited to Hindu Upanishads and Buddhist Pali Canon, Probably of third century BCE or later.

The Yoga Sūtras of Patañjali date from the first half of the 1st millennium CE, but only gained prominence in the west in the 20th century. Hatha yoga texts emerged around the 11th century with origins in tantra.

Yoga groups from India later introduced yoga to the west, following the success of Swami Vivekananda in the late 19th and early 20th century. In the 1980s, yoga became popular as a system of physical exercise across the Western world. Yoga in India traditions, however, is more than physical exercise, it has a meditative and spiritual core. One of the six major orthodox

schools of Hinduism is also six major orthodox schools of Hinduism is also called yoga, which has its own epistemology and metaphysics, Samadhi, as described in the yoga sutras of Patanjali.

The term Raja yoga originally referred to the ultimate goal of yoga; which is usually Samadhi, but was popularised by Vivekananda as the common name for Ashtanga yoga.

Hinduism

Classical Yoga Yoga is considered as a philosophical school in Hinduism, yoga in this context, is one of the six astika schools of Hinduism (Those which accept the Vedas as source of knowledge).

Due to the influence of Vivekananda, the Yoga Sutra of Patanjali are now-a-days considered as the foundational scripture of classical yoga, a status which it only acquired in the 20th century. Before the twentieth century, other's works

were considered as the most central works, such as the Bhagavad Gita and the Yoga Vasistha, while tantric yoga and Hatha Yoga prevailed over Ashtanga Yoga.

Ashtanga Yoga - Yoga as described in the Yoga sutras of Patanjali

refers to Ashtanga Yoga. The Yoga sutras of Patanjali is considered as a central text of the yoga school of Hindu philosophy. It is often called "Raja Yoga", "Yoga of the kings."

a term which originally referred to the ultimate royal goal of yoga, which is usually Samadhi, but was popularised by Vivekananda as the common name for Ashtanga Yoga.

Yoga, as a technique for entering into other bodies, generating multiple bodies and the attainment for other supernatural accomplishments.

Effortless Presence - It's the state where the attention is not focused on

anything in particular but reposes on itself quiet, empty, steady and introverted. We can also call it "choiceless" "Awareness" or "Pure Being". Most of the meditation quotes you find speak of this state.

In some techniques, this is the only focus, from the beginning. Examples are: the self-enquiry of Ramana Maharishi, Mahamudra; some forms of Taoist Meditation; and some advanced forms of Raja Yoga. In my point of view, this type of meditation always requires previous training to be effective, even though this is sometimes not expressing said (only implied).

Activity 6: Exercises to have inner observation for self knowing while in stress on in emotions and develop skills of self management.

Psychological Stress : In psychological stress is a feeling of strain and pressure.

Small amounts of stress may be desired, beneficial, and even healthy. Positive stress helps improve athletic performance. It also plays a factor in motivation, adaptation, and reaction to the environment. Excessive amounts of stress, however, may lead to bodily harm. Stress can increase the risk of strokes, heart attacks, mental illnesses such as depression.

Stress can be external and related to the environment, but may also be created by internal perceptions that cause an individual to experience anxiety or other negative emotions surrounding a situation, such as pressure, discomfort etc which they then deem stressful.

Humans experience stress, or perceive things as threatening, when they do not believe that their resources for coping with obstacles (stimuli).

Popular conflation of types : A very much overlooked side of stress is its positive adaptations. Positive psychological stress can lead to motivation and challenge instead of anxiety.

Differentiation between eustress and distress :

Eustress comes from the Greek root "eu" which means good as in euphoria. Eustress is when a person perceives a stressor as positive. Distress stems from the Latin root "dis" as in dissonance or disagreement. Distress is a threat to the quality of life. It is when a demand vastly exceeds a person's capabilities.

Health effects There is likely a connection between stress and illness.

Theories of the stress-illness link suggest that both acute and chronic stress can cause illness, and several studies found such a link. According to these theories, both kinds of stress can lead to changes in behaviour and in physiology. Behavioural changes can be smoking and eating habits and physical activity. Physiological changes can be changes in sympathetic activation or hypothalamic-pituitary-adrenocortical activation, and immunological function. However, there is much variability in the link between stress and illness.

Stress can make the individual more susceptible to physical illnesses like the common cold. Stressful events, such as job changes, may result in insomnia, impaired sleeping and health complaints. Research indicates the type of stress or individual characteristics such as age and physical well-being before the

onset of the stressors can combine to determine the effect of stress on an individual.

An individual's personality characteristics, genetics, and childhood experiences with major stressors may also dictate their response to stressors.

Self-Management may refer to —

Personal development.

Workers' self-management, a form of organizational management based on self-directed work processes.

Self-managed economy, a type of socialist economic system dominated by self-managed enterprises.

Self-management (Computer Science), the process by which computer system will manage their own operation.

Self-care, individual control of health care.

Activity 7: Use of brain storming, Value clarification and group discussion techniques to arrive at the realities free of habitual modes of thoughts, attitudes, and action tendencies.

Brainstorming with a group of people is a powerful technique. Brainstorming creates new ideas, solves problems, motivates and develops teams. Brainstorming motivates because it involves members of a team in bigger management issues and it gets a team working together. The brainstorming process is described below, for which you will need a flip-chart or alternative. This is crucial as Brainstorming needs to involve the team, which means that everyone must be able to see what's happening.

Brainstorming places a significant burden on the facilitator to manage the process, people's involvement and sensitivities, and then to manage the follow up actions.

brainstorming process

Define and agree the objective.

Brainstorm ideas and suggestions having agreed a time limit.

Brainstorming with a group of people is a powerful technique. Brainstorming creates new ideas, solves problems, motivates and develops teams.

Agree action and timescale.

Control and monitor follow-up.

Plan and agree the brainstorming aim

Ensure everyone participating in the brainstorm session understands and agrees the aim of the session (eg. to formulate a new job description for a customer services clerk, to formulate a series of new promotional activities for the next trading year; to suggest ways of improving cooperation between the sales and service departments; to identify costs saving

opportunities that will not reduce performance on morale etc. keep the brainstorming objective simple. Allocate a time limit. This will enable you to keep the random brainstorming actively under control and on track.

Manage the actual brainstorming activity

Brainstorming enables people to suggest ideas at random. During the random collection of ideas the facilitator must record every suggestion on the flip-chart. Use Blu-Tack on sticking tape to hang the sheets around the walls. At the end categorise, group, connect and link the random ideas.

Condense and refine the ideas by making new headings on lists. With the group assess, evaluate and analyse the effect and validity of the ideas on the list. Develop and prioritise the ideas into a more finished list or set of actions or options.

In this workshop, Jane Baxter presented a case for students to understand 'discussion' as a skill that must be learned like any other. Jane added that good class discussions often start with the instructor communicating the purpose of discussion and what constitutes a valuable addition to a discussion. Jane does this every in the quarter by communicating tips and standards for discussion.

Asking Good Questions : In general, we should engage our students with discussion questions that are higher on synthesis. This will help students organize their thoughts and formulate well supported arguments rather than merely recite facts, figures, phrases.

Discipline - Specific Questions : In asking good questions in the math classroom, Cornell University math professor Maria Terrell practices Nilson's advice by posing questions that address key concepts at the center of her teaching.

Activity

Encouraging, Nature, observation, - inner observation, nature walks, and reading biographies of great people who contributed their might out of self - abnegation but not with self-centeredness and sharing personal experiences.

The benefits of Reading Biographies

The reason why young people should read biographies, autobiographies, memoirs, and diaries is because they provide the most valuable lessons in life. People who write their autobiographies usually have an interesting story to tell about the trials and tribulations of their own lives. Every life has a beginning, middle, and an end, and how one has lived one's life should be of great interest to those who are still at the beginning.

Every life serves a purpose, and discovering your own purpose can be aided by delving into the lives of others whose purpose

have made our lives better or worse.

What do we 'learn' from these biographies?

The secrets of success are to be found in all of these remarkable lives. If you wish to excel in your own life, there is no better place to find inspiration than in the lives of those who have changed our world and changed our lives for the better.

Loren Eiseley was a "scholar and writer of imagination and grace," whose reputation and accomplishments extended far beyond the campus where he taught for 30 years.

Eiseley is every writer's writer, and every human's human: one of us, yet most uncommon. Born in Lincoln, Eiseley lived his childhood with a hardworking father and deaf mother who may have suffered from mental illness.

His father, Clyde, was a hardware salesman who worked long hours for little pay, writes Bill. However, as an amateur Shakespearean actor, he was able to give his son a love for beautiful language and writing."

Eiseley was also a fellow of many distinguished professional societies, including the American Association for the advancement of science.

Books : In addition to his scientific and academic work, Eiseley began in the mid 1940s to publish the essays which brought him to the attention of a wider audience.

Eiseley published works in a number of different genres including poetry, autobiography, history of science, biography, not fictional essays. In each piece of writing, he consistently used a poetic writing style.

Purpose of his writings :

Richard wentz describes what he feels are the significance and purposes of Eisely's writings, for Loren Eisely. Eisely has the uncanny ability, to make us feel that we are accompanying him on a journey into the very heart of the universe. Whether he is explicating history of communicating on the ideas of a philosopher, a scientist or a theologian. His first book, the immense journey, was a collection of writing, about the history of humanity and it proved to be that rare science book that appealed to a mass audience.

He offers an example of Eisely's style: "there is no logical reason for the existence of a snowflake any more than there is for evolution. It is an apparition from that mysterious shadow world beyond nature, that final world which contains anything contains - the explanation of man and cat fish and green leaves.

Darwin's century (1958):

This book's subtitle is, "Evolution and the men who discovered it." Eiseley documented that animal variation, extinction, and a lengthy history of the earth were observed from the 1600s onwards. The book concludes with an extensive discussion of the way in which Darwin's work has been challenged, improved upon, and according reputed during the past hundred years."