

LIFE SKILL EDUCATION

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
LIFE SKILL EDUCATION	2	1	0	1	Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To impart life skills education in field work practice
- To strengthen life skills for career building, critical thinking, attitudinal base for innovate leadership
- To learn the application of life skills in diverse field work settings

Learning outcomes

At the end of the semester the students will be able to

- Focus on development of values in strengthening knowledge and life skills, bringing high quality standards in field work practice-learning
- Understand the strength-based life skill development, team work, innovate leadership, design thinking and career building skills
- Develop universal human values while utilizing life skills in field work

SYLLABUS

Unit I: Life Skills Introduction Unit Description: To introduce students to the basic concepts of life skill management.	(No. of hours) 3 Weeks: I-III
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<i>Subtopics:</i> <ul style="list-style-type: none"> ● Basic Life Skills: Concept, Components and Significance ● Life Skills Development: National Perspective ● Universal Human Values – Love, Compassion, Truth, Non-violence, Peace, Gratitude, Patience and Tolerance 	
Unit II: Basic Life Skills Unit Description: To learn the set of essential life skills that can lead to high employability and good work culture.	(No. of hours) 4 Weeks: IV-VII
<i>Subtopics:</i> <ul style="list-style-type: none"> ● Team Work Skills: Social Etiquettes, Democratic Decision, and Collaboration ● Innovative Leadership: Initiative taking, Time Management, Capacity building, Life Coaching ● Career Building Skills: Exploring Career Opportunities, Mentoring, Resume Preparation, facing Interview & Group Discussion, Presentation Skills, Creating social media profile 	
Unit III: Significant Life skills and Techniques Unit Description: To understand potential changes that can be brought about by employing essential life skills	(No. of hours) 4 Weeks: VIII-XI
<i>Subtopics:</i> <ul style="list-style-type: none"> ● Developing Strategies for enhancing Life Skills ● Life Skills (Cognitive based): Critical Thinking, Knowledge construction, Evaluating reasoning, Solution Focused Thinking, ● Life Skills (Behavioural Based): Ethics, Integrity, Problem Solving, Decision making 	
Unit IV: Application of life skills in Field Work Unit Description: To learn the application of essential life skills in diverse settings through case studies about interventions	(No. of hours) 4 Weeks: XII-XV
<i>Subtopics:</i> Developing specific life skills intervention plan for <ul style="list-style-type: none"> ● Stress Management and Coping strategies ● Simulation exercises: Brainstorming, Role plays for Team building ● Case Management 	

Practical component (if any) – Unit III & IV application based

(30 hours)

Essential readings

- Bandyopadhyay and Subrahmanian (2008), Gender Equity in Education: A Review of Trends and Factors

- Brinkman, F. J. (2016). Environment, Religion and Culture in the Context of the 2030 Agenda for Sustainable Development, (April).
- Brown, T. (2012). Change by Design. Harper Business
- Care, E., Kim, H., Anderson, K., & Gustafsson-Wright, E. (2017). Skills for a Changing World: National
- Census of India. (2011), Registrar General of India
- Clarke, D., Bundy, D., Lee, S., Maier, C., Mckee, N., Becker, A., Paris, F. (n.d.). Skills for Health Skills-based health education including life skills: An important component of a Child-Friendly/Health-
- Dewan S, Sarkar U (2017) From education to employability: Preparing South Asian Youth for the world of work, UNICEF ROSA
- International Youth Foundation. (2014). Strengthening life skills for youth : A practical guide to quality programming.
- Kwauk C & Braga. (2017) Life skills education is more than teaching skills, Brookings institution Washington DC
- LIFESKILLS EDUCATION. (n.d.). Retrieved from, http://www.cbse.nic.in/cce/life_skills_cce.pdf
- Perspectives and the Global Movement. Retrieved from <https://www.brookings.edu/wp-content/uploads/2017/03/global-20170324-skills-for-a-changing-world.pdf>

Suggested readings

- Martin, R. (2007). How Successful Leaders Think. Harvard Business Review, 85(6): 60.
- Govt. of India. (2014 & 2016) Educational Statistics at a glance, MHRD,
- Murphy-Graham (2012), Opening Minds, Improving Lives: Education and Women's Empowerment in Honduras
- Sen Madhucchanda (2010), An Introduction to Critical Thinking, Pearson, Delhi
- South, T., Life, A., & Forum, E. (2005). Life Skills-Based Education in South Asia.
- Street, C. (2012). Global Life Skills Education Evaluation, (February).
- WHO (1997). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO.

Examination scheme and mode:

Evaluation scheme and mode will be as per the guidelines notified by the University of Delhi.

Communication in Everyday Life

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Communication in Everyday Life	2	0	0	2	Class XII	NA

Learning Objectives

The Learning Objectives of this course are as follows:

- To lay down a basic foundation for basic communication that is a part of a student's everyday life.
- To inculcate the fundamentals of communication with the aim to enhance listening, speaking and writing skills.
- To hone practical skills that can be used in day-to-day affairs.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to improve mediation skills.
- After studying this course, students will be able to building human relationships.
- After studying this course, students will be able to foster societal understanding & develop an independent perspective.
- After studying this course, students will be able to enhance social communication skills of students.

SYLLABUS

Course Contents:

UNIT 1

(8 hours)

Theory of Communication

- Meaning, Features, Uses, Cycle, Feedback, Advantages
- Barriers
- 7 C's of Communication

UNIT 2

(14 hours)

Listening Skills

- Netiquettes
- Audio-book Listening & Discussions
- Note-taking

UNIT 3

(14 hours)

Speaking Skills

- Oral Presentation- Audio-Visual aids, Audience & Feedback, Delivery of Presentation, Handling Questions
- Group Discussion- Culture & History, Current Affairs, Society-related
- Public Speaking- Public Speech, Extemporaneous

- Interview- Personal, Conversational, Public

UNIT 4

(8 hours)

Reading Skills

- Close Reading
- Skimming
- Scanning

UNIT 5

(16 hours)

Writing Skills

- Summarising
- Paraphrasing
- Note-making
- Essays- Expository Essay, Descriptive Essay, Narrative Essay
- Letter Writing- Formal Letter, Informal Letter
- Reports- Incidence, Newspaper, Organisational Report
- Analysis & Interpretation- Textual
- Intra & Inter-personal Skills - Monologue, Dialogue

Suggested Readings

- Chaudhary, Shoma. "Understanding Interviews, Billy Elliot is my Story, Only Less Happy". Tehelka: The People's Paper, 18 February 2006.
- Kumar, Dinesh. "Understanding Values, Our Muddled Generation". The Hindu, 26 March 2006.
- Learning to Write I, "Free Writing". In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 1-5, Oxford, New Delhi, 2015.
- Learning to Write II, "Editing". In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 25-27, Oxford, New Delhi, 2015.
- Learning to Write III, "What makes Good Writing Good". In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 48-51, Oxford, New Delhi, 2015.

Examination scheme and mode:

Evaluation scheme and mode will be as per the guidelines notified by the University of Delhi.