COURSE:: Experiential Learning

COURSE CODE: BED 108

CREDITS: 02

OBJECTIVES OF THE COURSE:

- To enable the student-teachers to master the theory and models of Experiential Learning,
- To enable them to identify the projectable and non-projectable course-contents of their methodology subjects,
- To enable them to transact the non-projectable topics through Experiential Learning,
- To enable them to make use of different methods of teaching through Experiential Learning,
- To enable them to identify experiential activities at the different levels of school education, and
- To enable the student-teachers to follow experiential learning in completing their teaching-learning transaction as suggested in the NPE-2020.

UNIT	CONTENT	LECTURE	METHODS OF TEACHING/ACTIVITY	DURATION
			*	TH ANNUARY 20
UNIT I	Fundamentals of Experiential Learning • Concept and Features Experiential Learning, Experiential Education, Elements/Conditions of	5	Discussion method	25 TH JANUARY-28 FEBRUARY24.
	Experience-based learning, Principles, Role of teacher and students in experiential learning, Process of Experiential Learning, components,	5		
	Benefits, Limitations, Teaching Non- projectable topics through Experiential mode.			
	 Experiential Learning and Indian Thinkers 	4		



UNIT II	Theories of Experiential		Lecture-based method	1-31 ST MARCH'24
	Learning			2 02 WARCH 24
	 Kolb's Theory of 	3		
	Experiential Learning, His			
	Model and Styles of			
	Experiential Learning, His			
	Learning Style Inventory,			
	Implications of his			
	Theory, Criticism.			
	 Features and process of 			
	learning of the following			
	models: oKiser's			
	Integrative Processing	6		
	Model oORID Model			
	oClayton's DEAL Model			
	oContent-based			
	Experiential Learning			
	Model			
	 Compatibility and 			
	Appraisal of the different			
	models	2		
UNIT	Types of Experience-		0	
III	based Methods and		Question answer	1-30 TH APRIL'24
	Techniques			
	Method in Use-	4		
	Transforming the			
	Traditional Methods into			
	Experiential Learning			
	ModesQuestion-answer			
	Technique and Discussion			
	Method, Problem Solving			
	Method, Projectbased			
	Learning. • Progressive			
	Types – Play-based	3		
1	Experiential Learning			
	Methods- Games,			
	Simulation, Roleplay.			
	Constructivist Learning			
I	Methods/Models-			
	Concept of			
(Constructivism – Types of	5		
C	Constructivism- Cognitive			
	Constructivism, Social			
	Constructivism, Radical			
	Constructivism,			
	eciprocal			
111				



	Inquiry-based Learning Model, Cooperative learning Model- Appraisal and Suitability of each model.			
UNIT	Nature of Experiential		Discussion method	1-15 TH MAY'24
IV	Learning at Different School Levels			
	Pre-primary StagePrimary Stage-Lower	2		
	and upper • Secondary Stage	2		
	 Proper Implementation of Experiential Learning at each stage in Schools 	2		

Practical Assignments/Field Engagement(Any one):

- Visit a school lab/subject room of your teaching methodology paper, examine the materials, aids, stock registers, etc. kept there and write a report about the lab/subject room status, justifying how far it is serving the students' needs.
- Choose a suitable topic from your methodology paper and explain step by step how you will teach it through the Project Method.
- How are concrete experiences transformed to abstract conceptualizations? Take a suitable topic from your school subject and illustrate how Kolb would have done it.
- Taking clues from any of the three models- Integrative Processing, ORID or DEAL-, write step by step how you will teach a topic of your teaching subject to your class.
- Choose a suitable topic of your teaching subject and give the process of teaching it through Discovery Learning and Inquiry-based Learning respectively.

REFERENCES:



- Ash, S. L., & Clayton, P. H. (2009): Learning through critical reflection: A tutorial for service-learning students (Instructor version). Raleigh, NC.
- Bhatia, S. & Joshi, D. (2021). Experiential Learning: An offshoot of National Education Policy 2020, Paragon International Publishers, New Delhi.
- Barell, J. (2007-2 nd Ed.): Problem-Based Learning: An Inquiry Approach, Corwin.
- Breunig, Mary C. (2009) "Teaching Dewey's Experience and Education Experientially" ISBN 978071260
- Colin Beard, John P. Wilson (2018, 4th Edition): Experiential Learning: A Practical Guide for Training,
 Coaching and Education, Kogan Page.
- Jarvis, P, Holford, J and Griffin, C. (1998): The Theory and Practice of Learning, London, Kogan Page.
- Harris JH, & Katz LG. (2001): Young investigators: The Project Approach in the Early Years. New York.
- Kayes, C. (2002). Experiential learning and its critics: Preserving the Role of experience in management learning and education. In Academy of Management Learning & Education, 1(2)
- Kolb, D. (1984). Experiential Learning: experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.
- M. Drysdale (2019): Models of Experiential Learning, St. Jerome's University/University of Waterloo
- Moon, J. (2004). A Handbook of Reflective and Experiential Learning: Theory and Practice. London: Routledge Falmer
- Van Ments, M. (2nd Ed. 1999): The Effective use of Role Play: Practical Techniques for improving Learning, Kogan Page, London.



Unit planner

Course: - Childhood and Growing Up

Course code: - BED101

Credits: - 4

- To understand the nature and stages of growth and development.
- To reflect upon issues and concerns of childhood and adolescence.
- To expand awareness with respect to the role of different agencies in the healthy development of children.
- To understand socio-political realities constructing and defining different childhoods.

Unit	Content	Duration	Lectures	Method/Activity
1	Growth and Development	Aug'24		Discussion Method
	 Meaning of Growth, Development and Maturation Stages of Growth and Development with special emphasis on the Development 		3	
	stages of Childhood and Adolescence		2	
J	 Factors affecting Growth and Development Principles of Development 		2	Create a timeline activity where
2	 Developmental Aspects/Domains Physical-Motor Development Development of Gross and Fine Motor Skill 	- s	2	students map out the key physical, cognitive, and socia emotional
	Play: Concept, Types, Importance in Physical Development	&	2	milestones of childhood
	 Cognitive Development: Concepts Development of thinking & Problem Solving (Piaget's and Vygotsky) 		8	development.



2	Social, Emotional and Moral Development:	Sep'24	4	Use of Real-World
	Erickson's theory of Psycho Social	0		Examples: Connect
	Development			theories to everyday
	> Kohlberg's Theory of Moral Development		4	experiences
3				
	Socialization Agencies and the Child		_	
	Multiple Childhood: Factors, Similarities and		5	
	Diversities with special reference to the			
	Indian context.		7	
	Social, Economic and Cultural Differences in		/	
	Socialization, Impact of Diverse socialization			
	patterns on children and Implications for Inclusion.			
	inclusion.			
3	Concept of Socialization	Oct'24		
	✓ Family, Parenting, Child Rearing practices		3	Media Analysis
	and its agencies			(Videos/Presentation
	✓ Peers- Friendships and Gender-			followed by
	competition, cooperation and conflict;		4	discussion)
	Aggression and bullying from Early			
	childhood to Adolescence, Peer Influences			
	✓ School – Relationship with peers, Teachers		4	
	and Staff, Teacher Expectation and school			
	achievement, overage learners and peer relationships.			
0	relationships.			
4	Childhood & Adolescence: Issues and Concerns			
7	Childhood Issues and Concerns			P
	 Separation/ Loss of Parents, 			Discuss the importance of having
	Working Parents, Trauma Survivors		2	a support network
	 Child Abuse: Issues and Problems 			during childhood and
	and Awareness about Rights of the		2	adolescence followed by interactive lecture
	Child		2	of interactive rectare
	 Role of Media in dealing with Issues, 			
	Concerns & Problems of Child Abuse		2	



	 Child Obesity: Causes and Remedies Juvenile Delinquency 	5	1	Project based learning
4	Adolescence Issues: Behavioral Problems of Adolescents, Substance misuse and Drug Addiction	Nov'24	5	Analyze advertisements or
	 Adolescence Concerns: Role of Teachers, Parents and Peers Protection of Child Rights: Role and Contribution of UNICEF, WHO, National Commission for the Protection of Child Rights, National Human Rights Commission, Child Help lines and NGOs 		9	social media content targeted towards children and adolescents followed by discussion

- Berk, L. E. (2011). Child development. (8th ed.). New Delhi: Pearson Prentice Hall.
- O Shanker, S. (2018). Female juvenile delinquency. Jaipur: Rawat Publications.
- o Woolfolk, A. (2014). Educational psychology. (12th ed.). New Delhi: Pearson Education.
- o Ranganathan, N. (2017) Primary School Child: Development and Education, New Delhi Orient Black swan; Third reprint.
- o Ranganathan, N. and Wadhwa, T. (2017) Guidance and Counselling for Children and Adolescents; New Delhi; Sage Publications.
- o Ranganathan, N. (ed) 2020. Understanding Childhood and Adolescence; New Delhi; Sage
- o Mangal S.K (2002). Advanced Educational Psychology, New Delhi: Prentice Hall of India
- O Santrock, J.W. (2007). Adolescence. (11th ed.). New Delhi: Tata McGraw-Hill.
- o Santrock, J.W. (2010). Lifespan development. (13th ed.). New York: McGraw-Hill Higher



Course: - Teaching of Accountancy

Course code: - BED132

Credits: - 4

- ✓ To understand of the nature and rationale of Accountancy as a subject in the school curriculum.
- ✓ To use of workbooks and practice sets for gaining practical knowledge of the world of Accountancy.
- ✓ To expand awareness about curricular innovations in Accountancy.
- \checkmark To develop the competencies for transacting the accountancy curriculum.
- To familiarize with the techniques of evaluation and to analyze the digital platforms and e1assessment for Accountancy.

Unit	Content	Duration	Lectures	Method/Activity
1	Accountancy in school curriculum	Jan'24		Lecture Cum
				Discussion method
	Meaning, Nature, need, and scope of		1	
	Accountancy, rationale of its inclusion in the			
	school curriculum.			
	Aims and Objectives of Teaching Accountancy,		1	
	Formulation of Objectives.			
			1	
	Text Book: Critical appraisal of an Accountancy		4	
	text book.		1	Collaborative
			1	learning
	Integration of Accountancy with Business		-	
	studies, Mathematics & Economics.			
	Curriculum Development- Developing			
	Accounting Curriculum for Secondary Classes.			
	,			
1	A Critical Appraisal of Accountancy Curriculum	Feb'24	1	
	framed by CBSE/ISC/NIOS.			
			1	
	Values of teaching Accountancy- global			Discussion method
	citizenship, practical, social, cultural, and			
2	vocational.			
	Planning, Designing and Transaction			
	riaming, besigning and transaction		5	



 Micro Teaching- Concept and different skills of teaching, Practice of Skill of Introducing a lesson, Skill of Probing Questioning, Skill of Explanation, Skill of Stimulus Variation, Skill of Reinforcement, and Skill of Black/White Board Writing 	4	Simulation
• Lesson Planning: Types-Daily, Weekly and unit Plan, Formats of Daily Plans; Planning lessons for Theoretical aspects, Practical/numerical sessions and Projects.	1	
Use of software and hardware for the teaching of Accountancy, including the use of computers	7	Technology integration
• Methods and Techniques of Teaching Accounting: Question- Answer Technique, Lecture Method, Problem solving method, Games method, Project method, Case study, Computer Assisted Instruction, Team Teaching, Co-operative learning, Peer learning, Blended learning, Constructivist Approach(7E's).	2	Lecture Cum Discussion Method
• New Pedagogic ideas and innovative trends in Accountancy: Blended Learning (With reference to Flex model, Rotation model, A La Carte model): Concept, Procedure and Advantages.	3	
 Co-Curricular Activities: Different types of co- scholastic activities for strengthening the learning of accounting. Quizzes and other group activities. 		
• ICT as Learning Resources: Computer assisted learning, social networking, Discussion forum, Blogs, MOOCs: Swayam and Diksha		Technology integration
 Learning Resources: Open repositories, Workbooks and Practice sets 		



3	Evaluation in Accountancy	March'24		
	• Evaluation: Concept, importance and Types of Evaluation, Continuous and Comprehensive evaluation, Assessment: Concept and its types		3	Project based Learning
7	Assessment tools in Accountancy: observation schedule, checklist, open book examination and online examination, Explore tools and software		5	
	for evaluation.Techniques/ Methods of Assessment:		4	
	Observations, Examination, Assignments,			
	Projects, Performance Based Assessments (PBAs): Individual & Group Based		4	
	 Achievement tests: their construction, administration and analysis; Types of test items: Essay type, short answer type, Objective type, Levels of Questions (based on Bloom's Taxonomy) 		2	
	Diagnostic tests, remedial/enrichment measures & monitoring learner's progress in Accountancy.			Case Studies
4	Professional Development of an Accountancy teacher	April'24		
	Accountancy Teacher: Qualities of an ideal		1	Case Study
	teacher, Avenues available for professional growth. Development of Accounting as a 'Profession'		2	
	 Professional Accounting Software: Working knowledge about the prevalent accounting (business record maintaining) software [Tally, Busy, etc.]. Use of spread sheets. 		1	Problem-Solving Learning
	• Teacher as Reflective Practitioners: Reflective teaching, Qualities of Reflective Teacher		3	
	 Maintaining Classroom records: Meaning, Importance and Preparation of Attendance Register, Assessment Records, Stock Register 		1	Discussion Method



etc.; Professional Development: Need &		
relevance at individual level, Organizational level and governmental level	2	
Need and Relevance of Participation in MOOCs, Seminars, Workshops, Conferences, Symposia		Question-Answer
 Action research: Concept, Identification of problems faced by the teachers in the classrooms. 		

- Shokeen, A and Bhatia, S.K. (2021). Teaching of Commerce. Paragon International Publishers, New Delhi. ISBN 978-93-83154-87-6.
- Armitage, A. (2011). Critical Pedagogy and Learning to Dialogue: Towards Reflexive Practice for Financial Management and Accounting Education, Journal for Critical Education Policy Studies. 9(2).104-124.
- Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. (Chapter- 1: Professional Development and the Reflective Practitioner).
- ➤ Holtzblatt, M. and Tschakert, N. (2011). Expanding your accounting classroom with digital video technology. Journal of Accounting Education. 29, 100-121.



Course: - Environmental Education

Course code: - BED216

Credits: - 4

- ✓ To understand and reflect on the concept and characteristics of environmental education from various aspects.
- \checkmark To develop awareness understanding and concern about environment and associated problems.
- ✓ To develop critical insights about the environment, through the environment and for the environment.
- √ To develop awareness about sustainable development goals.

Unit	Content	Duration	Lectures	Method/Activity
1	Nature and scope of environmental education	Jan'24	1	
	 ✓ Nature, need and scope of environmental education and its conservation ✓ Present status of environmental education at various levels ✓ Role of individual and community in 		1	Discussion Method
	conservation of natural resources: energy and minerals		1	
	 ✓ Role of individual in prevention of pollution: air and water 		1	
	✓ Equitable uses of resources for sustainable livelihoods		1	
1	 ✓ Role of information technology, media and ecotourism in environment Awareness/consciousness 	Feb'24	1	
	Community Participation and Environment			
2	✓ Community participation in natural resource management – water, forests, etc.		2	Use documentaries or Videos that
	✓ Change in forest cover overtime and deforestation in the context of tribal life		1	highlight environmental issues and spark
	✓ Sustainable land use management		1	discussions.
	✓ India as a mega biodiversity Nation, Different ecosystems at national and global level.		1	



	 ✓ Traditional knowledge and biodiversit conservation ✓ Sustainable development goals given by UNDI for environmental protection ✓ Issues of Sustainable Development: Need and challenges to sustainable Development, Study of alternative approaches to sustainable development ✓ Notion of development as continued Social, Political and Economic progress, significance of Well-being of the global community ✓ Shifting cultivation and its impact on environment 	P dd /	2 4 3 2	create an SDG-themed board game where group of students research and present solutions for a particular SD goal. Use of quiz
3	Environmental Issues and concerns ✓ Consumerism and waste generation and its management ✓ Genetically-modified crops and food security: positive and negative impacts. ✓ Water consumption pattern in rural and urban	March'24	1 1	Case studies on real- world environmental challenges.
	settlement ✓ Ethno-botany and its role in the present -day world ✓ Alternative sources of energy ✓ Heat production and greenhouse gas emission		2	designing
	and ozone depletion ✓ Economic growth and sustainable consumption ✓ Organic farming ✓ Agricultural waste: Their impact and		2 1 1	designing a sustainable campus initiative or researching solutions to local problems
	management ✓ Sustainable use of forest produces		1	Discussion Method
	✓ Rain water harvesting and water resource management		2	Discussion Method
	✓ Biomedical waste management		2	



4	Initiatives by various agencies for Environment	April'24		
	Education		1	
	✓ Environmental conservation in the globalized world in the context of global problem			
	✓ Impact of natural-disaster/man-made disaster on environment		2	
	✓ Impact of industry/mining/transport on environment.		1	
	✓ Role of Teachers: Development of skills and		2	
	abilities to deal with curricular areas related to Environment in the classroom			Organize a debate on environmental
	✓ Environmental legislation: awareness and issues involved in enforcement, government		3	legislations and initiatives taken by government
	and non-government initiatives			government
	✓ Supreme Court order implementation of			
	Environmental Education (EE)		1	

- NCERT (2005). National Curriculum Framework. New Delhi:NCERT.
- NCERT (2005). Syllabus for Elementary Classes, Volume I. New Delhi:NCERT.
- NCERT (2008). Source Book on Assessment for Classes I–V, Environmental Studies, New Delhi: NCERT.
- Sarabhai V.K. et al. (2007). Tbilisi to Ahmadabad The Journey of Environmental Education–A Source book, Centre for Environment Education, Ahmadabad.
- SCERT (2011). Paryavaranadhyayan aur vigyanshikshan, D.El.Ed.-ODL Course: Chhattisgarh. Springer (2006). Science Literacy in Primary Schools and Pre-Schools.
- > UNESCO (1990). An Environmental Education Approach to the Training of Middle Level
- UNICEF (2008). Best Practice Guidelines for teaching Environmental Studies in Maldivian Primary Schools: UNICEF



Course: - Entrepreneurship in education

Course code: - BED110

Credits: - 2

- ✓ To provide a foundation for basic entrepreneurial skills and to acquaint them with the world of entrepreneurship and inspire them to set up and manage their businesses.
- \checkmark To acquaint students with the process of creativity and innovation
- ✓ To expose students to various aspects of entrepreneurship and business
- To expose students to case studies on successful entrepreneurs

Unit	Content	Duration	Lectures	Methods/Activities
1	Introduction to Entrepreneurship in Education	Jan'24		
	Definition and importance of an Entrepreneur, Entrepreneurship in Education		2	Lecture Cum
	Role and significance of entrepreneurs in the		1	Discussion Method
	Economy and in Education		1	
	Developing entrepreneurial qualities through Education		1	
	 Key traits, skills and Characteristics of successful Educational Entrepreneurs 			
1	 Myths of Entrepreneurship Challenges for Entrepreneurship Education in India. 	Feb'24	2	Question-Answer Technique
2	Development of Entrepreneurial Mindset			
	Entrepreneur and Edupreneur: Meaning & Characteristics. Role of Teacher in Developing Entrepreneurial Mindset and Pedagogy involved.		3	Project based learning
	Entrepreneurial Mindset Across various disciplines.		2	



 Mental & emotional wellbeing of student entrepreneurs. Creativity: Steps to generate creative ideas, Techniques for fostering 		4	
creativity, Overcoming barriers to creativity Innovation: Concept and importance, Different types of innovation, Strategies to foster innovation within entrepreneurial ventures			Present a situation related to creativity n innovation and have students brainstorm solutions in small groups.
Sources of Finance and Promotion of a Model School:	March'24		
> Entrepreneurial Curriculum at School level.		2	
financing options for entrepreneurs, Debt financing (Bank loans, microfinance,		6	
government schemes), Equity financing (Angel investors, venture capital, crowd funding), Grants and subsidies available for entrepreneurs		5	
Opportunity Analysis: Identification and evaluation of educational opportunities, conducting market analysis and customer segmentation, Assessing the feasibility and students' growth		5	Case Study Method
External Environment Analysis: Economic, Social and Technological analysis.			
Entrepreneurship Support in the field of	April'24		
Education: > Entrepreneurial Development		2	
Programmes (EDP): Definition and		1	Presentation
 Significance of EDPs in nurturing entrepreneurship 		3	followed by Discussion
 Role of Government in Organizing EDPs; Institutions supporting educational 			
	student entrepreneurs. Creativity: Steps to generate creative ideas, Techniques for fostering creativity, Overcoming barriers to creativity Innovation: Concept and importance, Different types of innovation, Strategies to foster innovation within entrepreneurial ventures Sources of Finance and Promotion of a Model School: Entrepreneurial Curriculum at School level. Sources of Finance: Overview of various financing options for entrepreneurs, Debt financing (Bank loans, microfinance, government schemes), Equity financing (Angel investors, venture capital, crowd funding), Grants and subsidies available for entrepreneurs Opportunity Analysis: Identification and evaluation of educational opportunities, conducting market analysis and customer segmentation, Assessing the feasibility and students' growth External Environment Analysis: Economic, Social and Technological analysis. Entrepreneurship Support in the field of Education: Entrepreneurship Support in the field of Education: Entrepreneurship Support in the field of Education: Significance of EDPs in nurturing entrepreneurship Role of Government in Organizing EDPs;	student entrepreneurs. Creativity: Steps to generate creative ideas, Techniques for fostering creativity, Overcoming barriers to creativity Innovation: Concept and importance, Different types of innovation, Strategies to foster innovation within entrepreneurial ventures Sources of Finance and Promotion of a Model School: Entrepreneurial Curriculum at School level. Sources of Finance: Overview of various financing options for entrepreneurs, Debt financing (Bank loans, microfinance, government schemes), Equity financing (Angel investors, venture capital, crowd funding), Grants and subsidies available for entrepreneurs Opportunity Analysis: Identification and evaluation of educational opportunities, conducting market analysis and customer segmentation, Assessing the feasibility and students' growth External Environment Analysis: Economic, Social and Technological analysis. Entrepreneurship Support in the field of Education: Entrepreneurial Development Programmes (EDP): Definition and objectives of EDPs Significance of EDPs in nurturing entrepreneurship Role of Government in Organizing EDPs;	student entrepreneurs. Creativity: Steps to generate creative ideas, Techniques for fostering creativity, Overcoming barriers to creativity Innovation: Concept and importance, Different types of innovation, Strategies to foster innovation within entrepreneurial ventures Sources of Finance and Promotion of a Model School: Entrepreneurial Curriculum at School level. Sources of Finance: Overview of various financing options for entrepreneurs, Debt financing (Bank loans, microfinance, government schemes), Equity financing (Angel investors, venture capital, crowd funding), Grants and subsidies available for entrepreneurs Opportunity Analysis: Identification and evaluation of educational opportunities, conducting market analysis and customer segmentation, Assessing the feasibility and students' growth External Environment Analysis: Economic, Social and Technological analysis. Entrepreneurship Support in the field of Education: Entrepreneurial Development Programmes (EDP): Definition and objectives of EDPs Significance of EDPs in nurturing entrepreneurship Role of Government in Organizing EDPs;



enterprises: central level, state level,	2	
other agencies Government initiatives and schemes to promote entrepreneurship Collaborative efforts between the government and private organizations to foster entrepreneurship	2	Use of quiz and polls to assess the understanding of government initiatives towards

- O Charantimath (8th Ed., 2014), Entrepreneurship Development and Small Business Enterprise, Pears Education.
- Bamford C.E (1st Ed 2015), Entrepreneurship: A Small Business Approach, McGraw Hill Education.
- o Hisrich et al. (2013) Entrepreneurship, McGraw Hill Education
- o Balaraju, Theduri (2012), Entrepreneurship Development: An Analytical Study, Akansha Publishing House.
- o David, Otis, (2014), A Guide to Entrepreneurship, Jaico Books Publishing House, Delhi.
- o Kaulgud, Aruna, (2012), Entrepreneurship Management, Vikas Publishing House, Delhi.
- Chhabra, T.N. (2014), Entrepreneurship Development, Sun India. Lackéus, Martin (2015) Entrepreneurship in Education - What, why, When, How, OECD



GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

ROHINI, DELHI-85

ACADEMIC PLANNER

Course Title: Life Skills

Course Code: BED232 Jan 24-May, 24

- To familiarize student-teachers in the theoretical foundations of Life Skills Education
- To prepare student-teachers in training methodologies and enable students to apply Life Skills in various spheres
- To develop professionals in Life Skills Education and enhance the ability to contribute as youth workers
- specialized in the area of Life Skills Education. To foster the spirit of social responsibility in students and enhance social and emotional wellbeing

	• To foster the spirit of social responses Course Content	No of Lectures	Schedule	Teaching Methods	Activities
I dence of the second of the s	 Introduction Life Skills & Life Skills Education: Concept, need and importance of Life Skills& its education for human beings (especially teachers). Difference between Livelihood Skills and Life Skills. 	10	Jan 2024 Feb 2024	Lecture Method Discussion Method	Hands on Activity were given. Activity on identify Livelihood Skills

II	 Core Life Skills prescribed by World Health Organization. Key Issues and Concerns of Adolescent students in emerging Indian context. Process and Methods Enhancing the Life Skills Classroom Discussions Brainstorming and Role-plays Demonstration and Guided Practice Audio and Visual activities, e.g. Arts, Music, Theatre, Dance Small Groups discussions followed by a presentation of group reports. Educational Games and Simulation Case Studies, Storytelling, Debates Decision making and mapping of using problem trees. 	12	Feb 2024	Activity Method Discussion Method Lecture Method Activity Method Games Method	Develop a plan how to use the different methods in classroom to develop any one life skill suggested by WHO.
advance & Sised (Niated) (1085)	 Core Life Skills (I) Skills of Self-awareness and Empathy: Concept, Importance for Teachers in Particular, Integration with the teaching learning process, learning to live Together with other living beings. Acceptance of diversity in perspectives of Different societies and cultures. Acceptance and importance of all living beings as along ecological and psychological social structures. 	11	March 2024	Lecture Method Problem- solving method	Select a skill and conduct an activity with peers.

	Select a skill and	conduct an activity with peers.		
Demonstration Method	Problem Solving method	Discussion Method		Activity
April 2024	April 2024		May 2024	
		12		
 Skills of Coping with Stress and Emotion: Concept, importance for Teachers In particular and Integration with the teaching learning process. Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process. 	Core Life Skills (II) • Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.	 Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching -learning process. Skill of Effective Communication: Concept, 	importance for Human beings and Educationists, Integration within the teaching learning process.	
	<u> </u>			

Practical Assignments/Field Engagement (Any one):

- The activities listed in Unit II with respect to the process and methods of Life Skills will be taken up in workshops to initiate the student-teachers with Respect to the dynamics of the same.
 - The Core Life Skills will also be demonstrated through role plays on diverse Issues in the form of workshops.
- The student-teachers shall also engage in reflection on different core Life Skills being displayed by children in schools during their field engagement.
 - Human animal interface: Case of study of a domestic/institutional Animal/with human being.

Course Expected Outcomes:

The students will be able to CEO1

CEO₂

CEO₃

CEO₄

describe the theoretical foundations of Life Skills and Life Skills Education apply various methods of nurturing life skills among the learners practice core life skills of self-awareness, empathy, coping with stress and emotion and effective communication & building interpersonal relationships demonstrate core life skills of critical and creative thinking, decision making and problem solving

Suggested Readings:

- A Life Skills Program for Learners in Senior Phase. (2002). University of Pretoria. Chapter in Thesis. Retrieved from: http://www2.ed.gov/ offices/OVAE/AdultEd/ OCE/SuccessStories/ success.pdf
- Life Skills Based Education. (2011). Wikipedia. Retrieved from: http://en.wikipedia.org/wiki/Life_skills-based_educaion
- Life Skills Based Education CCE. (2009). CBSE. Retrieved from: http://www.cbse.nic.in/cce/life_skills_cce.pdf
- Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia. Retrieved from: http://www.nied.edu.na/publications

