

CENTRAL UNIVERSITY OF HARYANA
School of Education

Teaching Plan

Programme: B.Ed.

Year: II

Course Code- SOE020429DCEC1102

Credit: 02

Name of Teachers: Dr. Chand vir and Dr. Amit Singh

Session: 2018-20

Semester-IV

Course Title: Life Skills Education

Maximum Marks: 50

1. Teaching and Examination Scheme:

Teaching Scheme (Unit wise Division of Teaching hours)				Examination Scheme		
				CIA	TEE	Total Marks
Unit No.	L	T/P	(L+T+P)	15 Marks	35 Marks	50 Marks
I	12	4	16			
II	12	4	16			
TOTAL	24	8	32			
Legends: L- Lecture, T-Tutorial/Teacher Guided Student Activity, P- Practicum/Practical. CIA-Continuous Internal Assessment and TEE- Term End Examination						

2. Unit-wise Teaching Plan:

Unit/Topic	Approximate Hours (Lecture/ Tutorial/ Practicum/ Practical)	Content Outlines/Teaching Points	Teaching Strategies	Learning Outcomes	Evaluation Strategies	Suggested Learning Resources
Unit-I Introduction to Life Skills (i) Life Skills: Concept and significance of Life Skills (ii) Thinking Skills: Critical thinking and Creative thinking, Problem	16 Hours	1.1 Concept of Life Skills 1.2 Significance of Life Skills 2.1. Development of Thinking Skills	Lecture cum discussion, presentation, Brainstorming Session, Use of PPT, Assignments	On completion of this unit the students will be able to: (i) Explain the concept of Life Skills. (ii) Understand and highlight the significance of Life Skills (iii) Explain the Thinking Skills i.e. Critical thinking and Creative thinking, Problem Solving and Decision Making	Students' will prepare assignment and present their views/ideas on Life	<ul style="list-style-type: none"> • 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:

<p>Solving and Decision Making</p> <p>(iii) Coping Skills: Coping With Emotions and Coping with Stress</p> <p>(iv) Social And Negotiation Skills: Self Awareness, Empathy, Effective Communication and Interpersonal Relationship</p>		<p>2.1.1. Critical thinking 2.1.2. Creative thinking 2.1.3. Problem Solving 2.1.4. Decision Making</p> <p>3.1. Development of Coping Skills 3.1.1. Coping With Emotions 3.1.2. Coping with Stress</p> <p>4.1. Social And Negotiation Skills 4.1.1. Self-Awareness 4.1.2. Empathy 4.1.3. Effective Communication 4.1.4. Interpersonal Relationship</p>	<p>on various topics,</p>	<p>(vi) Recall the Coping Skills: Emotions and Stress</p> <p>(vii) Highlight and understand the Social And Negotiation Skills i.e. Self Awareness, Empathy, Effective Communication and Interpersonal Relationship</p>	<p>Skills Education and different Life Skills after completion of the unit. & Unit test</p>	<p>http://en.wikipedia.org/wiki/Life_skills-based_education</p> <ul style="list-style-type: none"> 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
<p>Unit-II Strategies of Life Skills Development</p> <p>(i) Strategies of Life Skills Development: Classroom Discussion, Brainstorming, Role-plays, Audio and visual activities, Case Studies, Storytelling, Debates</p> <p>(ii) Role of teacher in encouraging them to practice core life skills in daily life</p>	<p>16 Hours</p>	<p>1.1. Strategies of Life Skills Development: 1.1.1. Classroom Discussion 1.1.2. Brainstorming 1.1.3. Role-plays 1.1.4. Audio and visual activities 1.1.5. Case Studies 1.1.6. Storytelling 1.1.7. Debates</p> <p>2.1. Role of teacher in encouraging them to practice core life skills in daily life</p>		<p>(i) describe the theoretical foundations of life skills education</p> <p>(ii) comprehend and apply the special strategies to develop life skills</p> <p>(iii) understand the role of teacher and practice core life skills in behavioural term</p>		<ul style="list-style-type: none"> Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi.2 National Institute of Youth Development, Tamil Nadu. Page 8 of 62 UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris..3 UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris..4 WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations.5 Inter-Agency Meeting, WHO, Geneva. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv.6 Gandhi National Institute of Youth Development, Tamil Nadu.

Internal Assessment Strategies:

The fifteen marks have been allotted under Internal Assessment. The following activities will be executed under Internal Assessment:

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Best one will be considered)	Written Test	5
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) and any other activity under Practicum	Assignment & Presentation (PPT)	2.5+5
3	Percentage of attendance		2.5
Total Marks			15