

Skill Enhancement Courses (SEC)

(Semester-II)

Life Skills Education

Course Outcomes (COs):

On completion of this course, the learners will be able to:

CO1: Identify career opportunities in consideration of their own potential and aspirations.

CO2: Gain self-competency and confidence.

CO3: Participate in simulated interview.

CO4: Analyse the role of digital literacy in professional life.

CO5: Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others.

CO6: Demonstrate a set of practical skills such as time management, self-management, conflicts management, team leadership etc.

CO7: Understand the importance of values in individual, social circles, career path and national life.

Course Contents

CO: *Familiar with the concept of Life Skills.*

Unit I: Introduction to Life Skills Education.

- Concept, need and objectives of life skills education.
- Recommendations of WHO and UNICEF over the years.
- Four Pillars of Education - Learning to Know, Learning to Do, Learning to Be, Learning to Live Together.

Unit II: Social Skills

CO: *Communicate efficiently and develop good interpersonal skills.*

CO: *Use social digital platforms efficiently.*

- Communication skill-types of communication, barriers to communication, strategies for effective communication.
- Interpersonal skills-determinants, maintaining and sustaining a relationship, conflict resolution.
- Digital literacy and social media-digital ethics and cyber security.

Unit III: Life Skills for Self-Management and Career Planning

CO: *Develop awareness about one's own self and plan a career accordingly.*

- Self-awareness-self-concept, self-esteem, time management and empathy.
- Emotional intelligence, social intelligence and spiritual intelligence.
- Choosing a career-sources of career information, preparation of resume, interview facing and group discussion.

Unit IV: Universal Human Values

CO: *Understand the importance of values and develop values for life.*

- Truth, love, compassion and non-violence.
- Constitutional values- justice and human rights.

- Understanding happiness and prosperity correctly- a critical appraisal of the current scenario. Sample Questions
- What is meant by Life skills? (1 Mark)
- Mention any two life skills as laid down by WHO. (2 Marks, Within 50 words)
- Define Communication. Discuss strategies for effective communication. (5 Marks, Within 300 words)
- Critically reflect on Four Pillars of Education. (8 Marks, Within 500 to 800 words).

Mode of Course Transaction: Seminar, Team Teaching, Dialogue, Peer-Teaching, Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Self-Learning.

Activities

Each student will be required to prepare and submit a report on any one of the following:

- Prepare a report on the implications of any two pillars of education in developing life skills education in India.
- Examine the opportunities and challenges in application of life skills education and write a report.
- Conduct a semi structured interview on parents exploring the challenges of parenting and life skills needed for effective parenting. Compare the gender difference of parenting.
- Conduct Case study on life history of great personalities who contributed towards universal values.

Suggested Readings

Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development (2nd Edn.). New Delhi: Oxford & BH Publishing Co. Pvt. Ltd.

Hendricks, P.A. Developing Youth Curriculum Using the Targeting Life Skills Model: Incorporating Developmentally Appropriate Learning Opportunities to Assess Impact of Life Skill Development (Iowa State Extension Publication 4H-137A, 1998). Ames, IA: Iowa State University.

Konar, N. (2011). Communication Skills for Professionals (Second Edition). New Delhi: PHI Learning Private Limited.

Mangal, S.K. ,and Mangal, U.(2014). Essentials of Educational Technology, PHI Learning Pvt. Ltd. 3.

Sampath, K, A., Panneerselvam, S.S. (2007).Introduction to Educational Technology. Sterling Publisher Pvt. Ltd.

Verma, S. Development of Life Skill-II, Vikas Publishing House.

<http://www.unesco.org>

<http://www.unicef.org>

<http://www.un.org>

<http://www.who.int/en/>

(Semester- V)

Art and Craft Education

Course Outcomes (COs)

On completion of the course, the students will be able to:

CO1: Define arts education and craft education.

CO2: Differentiate different forms of art education.

CO3: Develop aesthetic sensibility among learners about the environment, including classroom, school, home and community through an integrated learning approach.

CO4: Develop a perspective and appreciation of art, nature, and human existence relationship.

CO5: Develop awareness about the rich cultural heritage of their own locality/state/region as well as that of the nation.

CO6: Reflect on life and work of artists and their contribution to teaching and learning.

Unit I: Understanding Basics of Art Education **LO:**

Familiar with art traditions.

- Meaning and Concept of Art Education (i) Visual Arts (ii) Performing Arts and its significance in school Education
- Nature and Scope of Art Education
- Knowledge of Regional Arts and Crafts (Local Specific) and its Relevance in Regional Art and Craft, Teaching Students about Folk Objects and Traditional Arts, Knowledge of contemporary Arts and Artists

Unit II: Expression through Art Forms

LO: *Understand and create new art expressions.*

- Expressing ideas about different aspects of life
- Expressing various emotions
- Enhancing communication and presentation skills, developing imagination, creativity and aesthetic sensibility among the student teachers
- Utilizing different art expressions in teaching learning situation

Unit III: Literature and Art

LO: *Understand literary expressions and the methods of teaching.*

- Meaning and Aims of Literature art
- Different parts of literary Education
 - Story writing
 - Poem writing
 - Writing of drama
- Method of teaching of literary art at the elementary stage.
- Evaluation of literary art at the elementary stage. Unit IV: Cultural heritage of India

LO: *Familiar with cultural heritage of India.*

- Exposure to the cultural heritage of (i) Locality (ii) state/region (iii) Nation

- Reflection and incorporation of the rich cultural heritage during the celebrations of festivals, functions and special days
- document processes of an art or craft form from the pedagogical point of view; such as weaving or printing of textiles, making of musical instruments, folk performances in the community.

Sample Questions

- What is art education? (1 Mark)
- Write any two objectives of Literature art. (2 Marks, Within 50 words)
- Discuss the nature and scope of Art education. (5 Marks, Within 300 words)
- Discuss the method of teaching of literary art at the elementary stage. (8 Marks, Within 500 to 800 words).

Mode of Course Transaction:

Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip, Concept Mapping, Lecture Method, Self-Learning.

- Preparation of an album of greeting cards with appropriate caption.
- Prepare three rangoli / paintings / teracota art
- Conduct Art Exhibition in the institution by displaying art of different forms
- Dramatize any topic for classroom presentation
- Conduct of story/ poem writing competition in the school and document those writings.

Suggested Readings

Dodd, Nigel and Winifred Hickson (1971/1980). Drama and theatre in education. London: Heinmann.

Gupta, Arvind (2003). Kabad se Jugad: Little Science. Bhopal: Eklavya.

Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: National Book Trust.

NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre. New Delhi: NCERT.

Sahi, Jane and Sahi, R. (2009). Learning through art. Bhopal: Eklavya.

NCERT (2023). Art Integrated Learning, New Delhi

<https://ncert.nic.in/deaa/pdf/ArtI ntegratedLearning- Handbook-Classes%20VI-VIII.pdf>

(Semester- VI) Peace Education

Course Outcomes (COs):

On completion of this course, the students will be able to:

CO1: Understand the need of peace education in life.

CO2: Acquire a holistic and critical understanding of the theory and practice of peace education.

CO3: Describe the reports of different commissions and role of eminent personalities for the establishment of world peace.

CO4: Critically examine the key concepts, theories and ethical considerations underpinning peace education.

CO5: Appreciate positive action and non-violent conflict resolution in society.

CO6: Develop personal initiative and resources for the pursuit and promotion of peace.

CO7: Summarize the concept of peace education and point out the role of social institutions in developing values among children.

Course Contents

Unit I: Introduction to Peace Education

CO: Understanding Peace Education and its implication.

- Concept and significance of peace education.
- Aims and objectives of peace education at different levels.
- Role of social agencies in promoting peace education-family, religion, mass media and education.

Unit II: Contribution of Organisations and Eminent Personalities for Peace **CO:**

Familiar with international organisations engaged in Peace Education.

CO: Informed about role of distinguished individual and organisation for peace.

- Delor's Commission 1996, UNESCO's Conferences/recommendations for peace and international understanding.
- Contribution of eminent personalities for peace-Mother Teresa, Mahatma Gandhi and Dalai Lama.
- Contribution of organizations towards global peace- organizations working under United Nations.

Unit III: Peace in Indian Context

CO: Able to explain peace education in Indian context.

- Role of religion in propagation of peace.
- Democracy and peace, secularism.
- Socio-cultural diversity and peace.

Unit IV: Building a Culture of Peace

CO: Able to appreciate activities to promote a culture of peace.

- Challenges to peace- stress, conflict, terrorism, crime and violence.
- Sources of conflict and conflict management strategies.
- Factors contributing to violence in schools.
- Strategies of teaching peace education and role of teacher.

Sample Question

2. What is meant by peace? (1 Mark)

3. Mention any two objectives of peace education. (2 Marks, Within 50 words)
4. Define Conflict. Discuss the strategies for conflict management with suitable examples. (5 Marks, Within 300 words)
5. Critically reflect the contributions of Dalai lama towards peace education. (8 Marks, within 500-800 words)

Mode of Course Transaction: Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip, Self-Learning.

Practicum/Activities

Each student will be required to prepare and submit a report on any one of the following:

- Organize an activity in school to promote world peace.
- Write a report on great personalities who contributed towards world peace.
- Write about the contribution of any two Nobel Prize winners who worked for world peace.
- Prepare an album of Indian philosophers and write their thoughts on peace.
- Prepare a proposal covering short analysis of any contemporary conflict and ways to resolve it.

Suggested Readings

- Delor Jacques. (1996). Learning the Treasures Within. UNESCO Publishing, Paris.*
- Gandhi, M.K., (1944). Non-violence in Peace and War. Ahmedabad: Navajivan Publishing House.*
- Harris, I. & Morrison, M. (2003). Peace Education. New York: McFarland & Co.*
- Johnson, D. W. & Johnson, R. T. (1991). Teaching students to be peacemakers. Edina, MN: Interaction Book Company.*
- Kaur, B. (2006). Peace Education: New Trends and Innovations. New Delhi: Deep & Deep Publications Private Limited.*
- Kreidler, W.J. (1995), Teaching, Conflict Resolution Through Children's Literature: New York: Scholastic.*
- Loknath, M. (2009). Peace Education Framework for Teachers. New Delhi: A.P.H. Publishing Corporation.*
- NCERT. (2004). Peace Education: Self Instructional Package for Teacher Education. NCERT, New Delhi.*
- NCERT. (2006). NCF 2005 Position Paper, National Focus Groups on Education for Peace. New Delhi.*
- Timpson, W. (2002). Teaching and learning peace. Madison, WI: Atwood Publishing.*
- UNESCO. Learning the Way of Peace: Teacher's Guide.*