

University of Mumbai



No. UG/52 of 2019-20

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Faculty of Interdisciplinary Studies.

They are hereby informed that the recommendations made by the Board of Studies in Education at its meeting held on 5th December, 2018, have been accepted by the Academic Council at its meeting held on 26th December, 2018 (vide item No. 4.8) and subsequently approved by the Management Council at its meeting held on 02nd January, 2019 (vide item No. 4) and that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 74(4) of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) and the Ordinances No. 6466 & 6467 Regulations No. 9208 to 9210 and the syllabus of the Certificate Course in Life Skills Education has been introduced and the same have been brought into force with effect from the academic year 2018-19, accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI - 400 032

12th July, 2019

To,

(Dr. Ajay Deshmukh)
REGISTRAR

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Faculty of Interdisciplinary Studies (Circular No. UG/334 of 2017-18 dated 9th January, 2018.)

A.C/4.8/26/12/2018 Interdisciplinary Studies.

M.C/4/02/01/2019

No. UG/52 -A of 2019

MUMBAI-400 032

12th July, 2019

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Interdisciplinary Studies.
- 2) The Chairman, Board of Studies in Education
- 3) The Director, Board of Examinations and Evaluation,
- 3) The Director, Board of Students Development,
- 4) The Co-ordinator, University Computerization Centre,

(Dr. Ajay Deshmukh)
REGISTRAR

UNIVERSITY OF MUMBAI

O. 6466 - TITLE: CERTIFICATE COURSE IN LIFE SKILLS EDUCATION

RATIONALE FOR THE COURSE:

The rapid pace of change and increasing complexities of the present times demand that individuals should be equipped with the skills needed to adapt and flourish in an uncertain world. Life Skills are the psychosocial skills required to deal with the challenges of daily life through adopting positive behaviours to deal with change.

This course aims to equip individual from all age groups and in all walks of life with the skills needed for personal growth as well as for a positive contribution to the society. The outcomes of this course would lead to capacity building in life skills for development of self, as well as for training others in life skills.

INTRODUCTION:

This course is designed to cater to participants from multidisciplinary areas like education, health, counselling, corporate sector, heads of different institutes, women development organisations, social work activists, NGOs, parents, students of higher education and policy makers. The course presents life skills as psychosocial abilities to handle various challenges and demands of life. The course is the need of the times as today's children, adolescence, youth, workforce and aged all are facing issues of managing intrapersonal, interpersonal conflicts and equipping them with life skills education can help in physical, social and emotional well-being.

The course covers various elements of Life Skills Education (LSE) process, including fundamentals of LSE, scope of LSE, theoretical foundations of LSE, different types of Life skills and its relation to media, health and education professionals, parents and other members of society in practising skills for better living. The course will also help the participants to have experiential learning as well equip them to impart LSE. Along with helping others, the course will help the participant for strengthening their personal well-being in the different roles that they play in their lives. It will also help them to enhance life skills for a more fulfilling work life as well as for maintaining a positive work and life balance.

OBJECTIVES OF THE COURSE:

Learners

- Develop understanding into the fundamentals of life skills.
- Experience self-awareness and develops ways to face demands and challenges of life.
- Examine the theoretical and application based perspective of life skills education
- Develop competencies to classify different types of life skills
- Develop understanding into techniques of education of life skills.

- Explore ways of practicing life skills education
- Examine the multidisciplinary impact of life skills education
- Develop competencies to understand and handle issues of adolescent and youth.
- Gain skills to train people for crisis management, empowerment of women and corporate issues.

O. 6467 - ELIGIBILITY CRITERIA:

The Eligibility Criteria for the Certificate Course in Life Skills Education are as follows:
Bachelor's degree from any recognized Indian or Foreign University.

OR

Completed Degree in Teacher Education from any State.

The course is open to all working /non-working participants.

R.9208- DURATION: 6 months

R.9209- FEES: Rs 7, 000/- (All Inclusive)

R.9210- INTAKE CAPACITY: 30

MEDIUM: English and Marathi

COURSE STRUCTURE:

THEORY:

- **Course I:** FUNDAMENTALS OF LIFE SKILLS EDUCATION
- **Course II:** CORE LIFE SKILLS AND LIFE SKILLS TRAINING

PRACTICUM:

• Subject specific Work to be selflessly assessed by the concerned teacher: Extension / Field / Experimental work/ Open book tests / Written Assignments / Case study / Action Research Project / Posters / Class presentations etc. for which marks will be given by the concerned teacher.

SCHEME OF EXAMINATION: Total Marks 100

Internal Assessment for each Course: **80 Marks (40 Marks per paper)**

External Assessment for each Course: **120 Marks (60 marks each paper)**

The **semester by final examination** (external component) of 60 % for each course will be as follows:

1) Duration–2Hours

2) Theory Question Paper Pattern:

- There shall be five questions each of 20 marks based on entire syllabus.
- All questions shall be compulsory with internal choice

CERTIFICATION:

A certificate of the course will be awarded to all successful candidates those who have successfully completed the theory as well as practical activity in all courses.

EMPLOYMENT OPPORTUNITIES:

- The certificate course in Life Skills Education prepares you for rendering services in educational organisations, NGOs.
- Training Departments of large organizations, Government and Corporate Sectors.

COMMITTEE MEMBERS

Chairperson: Dr.SunitaMagre, Associate Professor, Head, Department of Education, University of Mumbai.

Convenor- Dr. Gauri P. Hardikar Associate Professor, Smt. Kapila Khandvala College of Education

Members-

1. Dr. ShaharasPV, Assistant Professor, All India Khilafat College of Education
2. Dr. Jayesh Jadhav, Assitant Professor, Chembur Comprehensive College of Education
3. Dr. Ankush Aundikar, Principal, Sindhudurg Education VYS B. Ed College.
4. Ms. Kalpana Chavan , Assistant Professor, St. Xavier's Institute of Education.

CORE COURSE 1 (CC 1) FUNDAMENTALS OF LIFE SKILLS EDUCATION

Total credits: 6

Total Marks: 100

Objectives:

1. To define the meaning, characteristics and scope of life skills.
2. To develop an understanding of life skills and Life skills education.
3. To develop an understanding of the theoretical foundations of life skills.
4. To describe genesis of concepts of Life skill education.
5. To identify the pillars of education and Life skills.
6. To explore the application of life skills education
7. To describe the perspectives in life skills education
8. To anticipate the challenges and opportunities faced in Life skill education.

MODULE 1: INTRODUCTION TO LIFE SKILL EDUCATION (CREDITS 2)

Unit 1: Concept of Life Skills.

- a) Concept of Life Skills.
- b) Life Skills, Survival Skills and Livelihood Skills.
- c) Models of life Skills. (WHO Model, 4 H Targeting Life Skills Model)

Unit 2: Conceptual Framework of Life Skills:

- a. UN Inter-Agency Meeting, Hamburg Declaration
- b) Quality Education and Life Skills: Dakar Framework
- c) Life Skills through the Capability Approach.

Unit 3: Theoretical Foundations of Life Skills:

- a. Theories of Self (Looking Glass Self, Self Determination Theory)
- b. Theories of Emotions and coping (Psychological Stress- Lazarus, Broaden and build theory of emotions- Fredrickson)
- c. Theory of Risk and Resilience (Masten, Luther, Becker)

MODULE 2: DEVELOPMENT OF THE LIFE SKILLS EDUCATION (CREDITS 2)

Unit 4: Conceptual background of Life Skills Education:

- b. Pillars of Education -Learning to Know, Learning to Do.
- c. Pillars of Education -Learning to Live Together, Learning to Be.
- d. Concept of Life Skills Education, Intervention models for Life Skill Education.

Unit 5: Application of Life Skills Education

- a. Life Skills Education for Well-being

- b. Life Skills Education for Peace and Civic Engagement.
- c. Life Skills Education for Disaster Management.

Unit 6: Life Skills Education- Perspectives and Challenges:

- a. Life Skills Education in contemporary India.
- b. Life Skills Education for Adolescents & Parenting.
- c. Opportunities and challenges in application of Life Skills Education.

MODULE 3: INTERNAL ASSESSMENT

(CREDITS 2)

Sr.No	Particulars Marks	Marks
1.	One Assignment	Total Marks 10
2.	Fieldwork	20 Marks
3	Seminar/Poster Presentation	10 marks
	Total Marks	40 Marks

Assignments (Any 1)

10 marks

1. ‘Life Skills Education is indispensable in today’s world.’ Justify by summarizing the concept and importance of life skills education. (unit 1)
2. With the help of concept map describe the important themes in life skills education as discussed in conceptual framework of life skills (unit 2)
3. Which theory of Self appeals to you the most – Looking Glass Self or the Self-determination theory as the foundation of life skills. Why? Illustrate (unit 3)
4. Elaborate the implications of any two Pillars of Education in developing Life Skills Education in India (unit 4)
5. Examine the Opportunities and challenges in application of Life Skills Education. (Unit 6)

Field Work (Any one)

20 marks

1. Conduct a survey to measure the extent of their livelihood, survival and life skills. (Unit 1)
Steps to follow:
 - a. Differentiate between the 3- concept of livelihood, survival and life skills.
 - b. Prepare a survey tool in collaboration with the faculty.
 - c. Conduct the survey on any 10 members of your local society.
 - d. Find the percentage of the extent of the 3 skills on different members of society.
2. Conduct a semi structured interview on 2 sets of parents (Mother and Father) exploring the challenges of parenting and life skills needed for effective parenting. (Unit 6). Compare the gender difference of parenting.

3. Create scenarios/case studies of life skills required for Peace Keeping and Civic Responsibility and conduct a Focused Group Discussion amongst peers in the classroom. (Unit 5)
4. Make instructional modules for effective transaction of life skills needed for Disaster Management. Conduct a session on it. (Unit 5)
5. Conduct street play or role play on Life Skills Interventions for handling emotions based on Broaden and Build Theory of Emotions. (Unit 3)

Seminar / Poster Presentation: (Any one Topic)

10 Marks

1. Poster presentation on 4 H Targeting Life Skills Model
2. Conduct Debate on: Is “Life Skills the main promoter of Employability”. (Unit 1)
3. Life Skills and Challenges in Contemporary India – A seminar Presentation (Unit 6)
4. Life Skills Activities/Interventions for Fostering Resilience – A creative Presentation (Unit 3)
5. Make a collage of a stressful situations in your daily life , how you have faced them and now after studying this course what would you have done differently to handle that situation.
(Unit 3).

COURSE II
CORE LIFE SKILLS AND LIFE SKILLS TRAINING

Total Credits: 6

Total Marks: 100

Objectives:

1. To develop an understanding of ten core life skills according to WHO and their interrelationships.
2. To practice strategies for enhancing core life skills for self.
3. To create awareness about the design and execution of life skills training programs.
4. To develop an understanding of training methodologies for life skills education.
5. To develop an understanding of the evaluation of life skills training.
6. To acquire the skill of designing, execution and evaluation of life skills training program.

MODULE 1: Core Life Skills

(2 Credits)

Unit 1: Skills of Self Management and Empathy

- a) Self Awareness (Self Concept, Self Esteem, Self Image, Techniques for enhancing Self Awareness) and Empathy (Meaning and techniques to enhance empathy)
- b) Coping with emotions (Meaning of emotions, Expressing emotions, Coping with negative emotions, Cultivating positive emotions)
- c) Coping with stress (Types of stress, signs and symptoms, strategies to manage stress)

Unit 2: Social skills

- a) Communication skills (Types of communication, Styles of Communication, Barriers in communication, strategies for effective communication)
- b) Interpersonal Skills (Stages of development , Determinants, Maintaining, sustaining and ending a relationship, conflict resolution).
- c) Negotiation and Refusal skills (Stages of negotiation, Enhancing negotiation skills, refusal skills)

Unit 3: Thinking Skill

- a) Creative thinking (Process and Strategies for enhancing Creative thinking) , Critical thinking (Process and Strategies for enhancing Critical thinking)
- b) Problem Solving (Stages of problem solving, Models of problem solving, Enhancing problem solving skills)

- c) Decision making (Process, Barriers, Techniques, Decision making in a group)

MODULE 2: Life Skills Training

(2 Credits)

Unit 4: Life Skills Training Program: Design and Execution

- a) Training Need Analysis
- b) Designing Life Skills Training Program
- c) Conducting Life Skills Training (Facilitation Skills- Building and Maintaining Rapport, Active Listening , Questioning Skills, Engaging Participants, Handling Challenges, Time Management)

Unit 5: Methods of Life Skills Training and Evaluation

- a) Approaches of Life Skills Training (Preventive Approach, Competency Based Approach, Issue Based Approach)
 - b) Methods for Life Skills Training (Group discussion, Debates, Role Play, Storytelling, Situation Analysis, Case Studies, Community Service
 - c) Evaluation (Surveys, Questionnaires, Check list and Focus group discussions)and Reporting (Writing a Report, Frame Work, Executive Summary) of Life Skills Training
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Unit 6: Life Skills Training in Contemporary times

- a) Media and Life Skills Development (Influence of Media in Life Skill Development ,Use of Social Media for Life Skill Development)
- b) Life skills for Social Inclusion , Women Empowerment.
- c) Life Skills for Corporate Sector (Crisis Intervention, Team Building)

Module 3 – Internal Assessment.....Total 40 Marks

Sr.No	Particulars Marks	Marks
1.	One Assignment	Total Marks 10
2.	Fieldwork	20 Marks
3	Seminar/Poster Presentation	10 marks
	Total Marks	40 Marks

Assignments: (Any One).....10 Marks

- 1. Analyze the life skills approach in School Curriculum.
- 2. Discuss the various techniques used in different religions for developing self-awareness in Indian context.
- 3. Did you think life skills training programme help you to grow professionally? Write in detail.
- 4. Study the biography of any successful personality of any field (Politics/Education/ Media/ Industry/ Social etc) with reference to different life skills.
- 5. Present a narrative on “self-awareness”. Include major insights, takeaways, breakthroughs achieved and action plans for the future
- 6. Plan a strategy as a person from a corporate sector, to think of a crisis situation and prepare a plan of action for the same.

Field Work: (Any One)20 Marks

- 1. Survey one nuclear and one joint family in your surroundings. Write the importance of each family type in context of life skills development.
- 2. Design a life skill training programme for secondary school girls coming from low SES.
- 3. Assess the needs of life skills training programme for differently abled children.

4. Visit a corporate sector to understand life skills training opportunities given to employees and make a report of it.
5. Develop a life skills training programme related to substance use/ social inclusion/women empowerment.
6. Describe your own experience in preparing and disseminating monitoring/evaluation reports on life skill training session.

Seminar / Poster Presentation: (Any one Topic) 10 Marks

1. Strategies for enhancing core life skills for self.
2. Evaluation of life skills training.
3. Any one life skill – Meaning and Importance
4. Strategies for effective communication
5. Media and Life skill development
6. Life skills for Social Inclusion or Women Empowerment or Corporate Sector.