



**POST GRADUATE DIPLOMA IN LIFE SKILLS EDUCATION  
(PGDLSE)**

**E SREEDHARAN CENTRE FOR LIFE SKILLS EDUCATION**



**DEPARTMENT OF EDUCATION  
SCHOOL OF EDUCATION  
CENTRAL UNIVERSITY OF KERALA**

**Regulations**

**Scheme**

**Syllabus**

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# **CENTRAL UNIVERSITY OF KERALA**

## **E SREEDHARAN CENTRE FOR LIFE SKILLS EDUCATION (ESNCLSE CU KERALA)**

### **Regulations for Post-Graduate Diploma in Life Skills Education (PGDLSE) Programme**

#### **SCOPE**

Life Skills and Life Skills Education has been envisaged as a transformative tool for individual and social empowerment towards a sustainable living. Internalising the envisioning of NEP 2020, E Sreedharan Centre for Life Skills Education ( ESNCLSE CU KERALA ) attempts to reform one year POST GRADUATE DIPLOMA IN LIFE SKILLS EDUCATION ( PGDLSE) as an internship embedded , skills enhancement, Capacity development programme through an offline online blended mode which will cater to the aspirants of life skills and life skills training. These Regulations shall apply to Post-Graduate Diploma in Life Skills Education (PGDLSE) programmes of the University. These shall supersede all existing regulations in the matter and shall come into force with effect from 2023-24 admissions and it is based on the vision highlighted in NEP 2020.

#### **1. PROGRAMME OUTCOMES (PO)**

- The one year Post Graduate Diploma in Life Skills Education (PGDLSE) is an effective curricular transformative tool where there is a blending of theoretical and ability enhancement integrating the contemporary needs for life skills at every domain of life.
- PGDLSE envisions for moulding a pool of experts having intellectual enhancement and practical wisdom in the domain of life skills. This is accomplished by transforming the raw data into reflective field expertise by reflecting and customizing with the needs and aspirations of the digital native. To match with the contextualization of lifelong learning, designed in an appropriate mode to make accessible to all the learners and aspirants to widen their horizons beyond constraints.

- As life is moving to an imaginary material progress the chaos of life manifestations are also visible in the individual and social arena from the basic unit of society i.e., family to global system. Deliberate attempts to steer up and gear up are inevitable. This demands for personals with perfect understanding of life, living and life skills to lead a real life and facilitate others to lead a joyful life in spite of the complexities and system advancement. The theoretical and practical dispositions and discourses of the one year Post Graduate Diploma tries to provide a strong academic endeavor to the great demands of life skill practitioners.
- As a genuine response to the call of NEP 2020 , to make education culture more emotive and humane with strong cementing on value system, PGDLSE also aims at cultivating a synergy of academic, both theoretical and interventional endeavors to convert the informational inputs in align with the learning and living culture of the present day generation. Deliberate discourse making use of all the possibilities of digital tools for curriculum delivery the program meticulously reach to each learner. This facilitates the aspirants to indulge in pragmatic attempt to tailor and convert by integrating contextual realities.
- Thus the one year diploma by all efforts tries to build up a group of experts with strong theory and vibrant intervention. This effort by all means attempts to develop a group of real experts in life skills who can transform the vibrant youths in to meaningful demographic dividend.

## 2. PROGRAMME SPECIFIC OUTCOME (PSO)

E Sreedharan Center for Life Skills Education through this programme specifically envisages the following outcomes:

- ▶ **PSO 1** - Conceptualize the Psycho-social context and perspectives of Life Skills and Life Skills Education and the need for vitalizing life skill as a transformative tool.
- ▶ **PSO 2** - Examine the Philosophical and historical understanding and contemporary nature of life skills and the call for the need for Life Skills Education program as reflected in national and global policies including NEP 2020 and UN documents etc.

- ▶ **PSO 3** - Identify the role of Life Skills and Life Skills trainers in the present day living system
- ▶ **PSO 4** - Gain understanding of the concerted efforts of different social agencies in promoting Life Skills Education
- ▶ **PSO 5**- Develop ability to find out the need for Life Skills intervention strategies in different sectors of the society to empower their life.
- ▶ **PSO 6** - Demonstrate relevant specific, generic and global competencies required to solve the different individual and social issues by applying Life Skills.
- ▶ **PSO7**- Develop expertise in organizing different training programmes to meet the Life Skills needs of all the sections of society.

### 3. DEFINITIONS OF TERMS

In these Regulations, unless the context otherwise requires,

- ‘Academic Programme’ means an entire course of study comprising its programme structure, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre in the University, or jointly under more than one such Department/Centre
- Credit means the value assigned to a course which indicates the level of instruction: One Lecture hour would constitute One Credit.
- Course’ means a segment of a subject that is part of an Academic Programme
- 'Programme Committee' means a committee consisting of all teachers/Executive Committee Members of a Department/Centre, with the Head/ Director of the Centre /Department as the Chairperson.
- ‘Programme Structure’ means a list of courses that make up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation/examination schemes, minimum number of Credits required for successful completion of the programme, etc. prepared in conformity

to the general pattern accepted by the University, which shall also specify the eligibility criteria for admission to this programme.

- 'Instructor' means a faculty member attached to a department/center on regular/contract/adjunct/guest basis or invited expert who is authorized by the faculty council/Executive committee/Head of the department/ Director of the Centre to handle a course (to teach and to make assessment and grading) of the programme offered in the department/center.

#### **4. ELIGIBILITY CRITERIA TO THE PGDSLSE PROGRAMME**

- a) Student who had obtained a Bachelor's Degree from a recognized university is eligible to apply for the PGDSLSE programme concerned provided they have studied the subjects and secured the minimum marks/grades prescribed in the respective programme structure.
- b) Candidates who have appeared for their final examinations and are awaiting results may be provisionally admitted if any, subject to the submission of evidence of successful qualification at the time of admission.
- c) There is no Age limit for admission.
- d) Candidates who have taken their degrees in any other system, if found suitable, , may be provisionally admitted subject to the approval of the Executive committee and further getting approval from the competent authority.
- e) Relaxation in the minimum marks and reservation of seats for students from special categories identified by the Government of India from time to time will be applicable.

#### **5. ADMISSION TO THE PROGRAMME**

1. Notification to the programme will be issued by the university in each year following the proposal submitted by the Director of the Centre.
2. Admission to Postgraduate Diploma programme shall be based on an interview (Online/Offline mode) to test the knowledge of the applicants in the subject of study at the undergraduate level after pooling out the applied candidates.
3. In case, the number of applicants exceeds more than hundred the Director of the Centre shall take special permission from the Vice Chancellor for further decision.

4. The Executive Committee of ESNCLSE or an Admission Committee, headed by the Director and comprising of members nominated by him with the permission of the Vice Chancellor every year, shall decide upon all the matters regarding the process of admission such as conduct of entrance test/ interview, publication of rank list, criteria for breaking of ties, if any, in the rank list, conduct of counselling/ admission, filling up of vacant seats, date of closure of admission, etc.
5. The list of the selected candidates in the form of a rank list of applicants shall be published in the university website and made available to the Department/Centre.
6. All admissions shall be purely provisional in nature until confirmation is made by the ESNCLSE Executive Committee upon the completion of the entire process of admission and it is approved by the competent authority.
7. Admission of students shall be done by the Director of the Centre in the order of merit, subject to the reservation policy adopted by the Govt. of India from time to time, verification of credentials of the applicant.
8. The following documents/certificates to be produced in original, and payment of required fees at the time of counselling:
  - a) Documents relating to entrance tests if any conducted - Hall ticket, Score card etc.
  - b) Proof of age, personal details (SSLC, SSC etc.)
  - c) Aadhar card details.
  - d) Qualifying Degree Certificate or Provisional Degree Certificate.
  - e) Consolidated mark statement of qualifying degree.
  - f) Community Certificate/Non-Creamy layer certificate issued by the competent authority not earlier than six months from the date of counselling (under such circumstances)
  - g) Any other documents/certificates as may be stipulated from time to time by the Admission Committee/ESNCLSE Executive Committee/Director of the Centre.
9. Registration numbers shall be assigned to all admitted students by the Director of the Centre by procuring it from the concerned section of the University
10. Nominal rolls containing the name of student, registration number, gender, date of birth, category of admission, name of parents/guardian, permanent residential address and electronic address of admitted students shall be prepared and maintained by the Department/Centre.

11. Besides the nominal roll, an admission register shall be maintained in the Centre as a record of all information entered in the nominal roll, along with details of qualifying degree, and photograph of each admitted student.
12. The last date of admission shall be determined based on the mandatory attendance of 75% of the total instructional hours in the first semester. After this date, admission shall be deemed to be closed.
13. As soon as the process of admission is completed, the Director of the Centre shall submit the nominal roll of students admitted to PGDLSE programme in the Department/Centre to the University for its approval. Any issues related to admission, as regards to qualifying degree, or special conditions needing consideration etc. shall also be placed to the Vice Chancellor through the ESNCLSE Executive committee whose decision shall be final.
14. If approved by the University, the director has to obtain the nominal roll to retain in his office and shall forward a copy of the nominal roll to the Controller of Examinations, Academic Administration and Finance sections, the respective Head of the Department/Centre, and to the Dean of Students' Welfare for further appropriate action at their ends through the Dean School of Education.
15. Corrections, if any, required in the nominal roll shall be effected by the Head of the Department or the Coordinator/Director of the Centre, only with the consent of the competent authority. The corrected and authenticated copy of the nominal roll shall be retained by the Director ESNCLSE, and a copy shall be forwarded to the Controller of Examinations, Academic, Administration and Finance sections, the respective Head of the Department/ Centre, and to the Dean of Students' Welfare. Previous versions of the nominal rolls shall be cancelled.
16. Those students who have not completed all formalities regarding the admission process, shall not be allowed to register for the courses in the second semester.
17. Original Degree Certificate of the qualifying degree shall be produced by a student for verification latest before the commencement of the end semester examination or on a date prescribed by Director / Executive Committee of ESNCLSE.
18. A student, once admitted, shall remain on the rolls of the University till the expiry of the normal duration of the programme. Thereafter, if the student has to complete any course or other requirement, he/she shall not be available to him/her.
19. There is no lateral entry for PGDLSE programme



## 6. DURATION OF THE COURSE:

- ▶ The PGDLSE programme shall be of duration of one academic year with two semesters in total including offline training programme , project/Dissertation/Guided training programme and Seminar.

## 7. SEMESTER WISE COURSE STRUCTURE

### SEMESTER - I

SL.No	Course Code	Course Title	Course Credits
1	LSE2101	Introduction to Life Skills	4
2	LSE2102	Core Life Skills	4
3	LSE4202	Training Methodology	4
4	LSE2104	Field based Internship Training	8

### SEMESTER - II

SL.No	Course Code	Course Title	Course Credits
1	LSE4201	Theoretical Foundations of life skills	4
2	LSE2103	Application of Life Skills	4
3	LSE4202	Research Methodology	4
4	LSE4291	Project/Dissertation	8

## 8. TRAINING

The training for PGDLSE programme will be for 8 credits. The student has to identify an Institution or Organization or a community segment where he/she identifies the need for implementing a Life Skills training programme for the improvement of the institute/organization /community as a whole or as a segment of the same. The student has to develop an intervention strategy and try out the same. He /she has to report the effectiveness of the same and present a small report highlighting the modus operandi and findings with photographic evidences.

The orientation that the student obtained from the Offline training programme will be utilized for the conduct of this field-based internship training.

## 9. PROJECT/DISSERTATION

Project/Dissertation intended to do micro research in life skills following a research methodology which is dealt in the second semester. This is followed by a report with a general introduction, need and significance, objectives, methodology and major findings and scope for further research. A comprehensive Viva Voce will be based on the dissertation.

## 10. PROGRAMME STRUCTURE AND CREDITS

- The Programme Structure of PGDLSE programme, prepared and approved by the respective Board of Studies of Education and may be revised periodically to absorb current trends in the subject.
- The syllabus for a course shall contain the title of the course, the pre-requisites, instructional hours of lectures, tutorials, practical, field work etc., the number of Credits, an outline of the course content, suggested reading list, and the scheme of evaluation/examination (if needed).
- The normal duration of a PGDLSE programme shall be 2 semesters. No student shall be permitted to complete the programme earlier than 2 semesters or take more than 4 semesters.
- Besides the Courses, and field experience every PGDLSE programme shall have a project/Dissertation
- No course shall have more than 4 Credits, provided however that Project/Dissertation, may have a maximum of 8 credits and training , may have a maximum of 10 credits.
- The student acquires the Credits assigned to a particular Course on successful completion of the Course.
- The weighted average of grade points earned by a student in a semester is known as Semester Grade Point Average (SGPA), whereas the same calculated with all courses the student has taken is called Cumulative Grade Point Average (CGPA).

The calculation may be done as follows:

$$\text{GPA} = (\text{G1} \times \text{C1} + \text{G2} \times \text{C2} + \dots + \text{Gn} \times \text{Cn}) / (\text{C1} + \text{C2} + \dots + \text{Cn}) = \sum (\text{Gi} \times \text{Ci}) / \sum \text{Ci}$$

- where  $G_i$  refers to the grade point of the course  $i$  and  $C_i$  is the credit assigned to that course. The GPA calculated for a semester is SGPA, and the GPA calculated for all courses completed by the student at any point of time is CGPA.
- The general structure of the PGDSLE programme is given below:

Normal duration of the programme	Two semesters (16 weeks X 2) One year
SEMESTER I	1.Guided self-learning 2.Offline Instruction 3.Online Instruction 4.Field based Internship for Training
SEMESTER II	1. Guided self-learning 2. Offline Instruction 3. Online Instruction 4. Project/Dissertation
Maximum Credits	40 Credits
Minimum attendance required for each semester	75%
Accumulated minimum Credits for successful completion of the programme	40 Credits (Course + Training + Project/ Dissertation)

## 11.EVALUATION

- The assessment of the theoretical component towards the end of the semester should be undertaken by the examiner within or outside the University who may be appointed by the competent authority. In such cases the question paper will be set as well as assessed by the internal examiners with the approval of the Director. In case of the assessment of practical component of such core courses the team of examiners should be constituted by the Director by identifying experts within or outside the University.
- In case of assessment of project report / training reports / Dissertation work etc. the assessment should be undertaken by the individual teacher identified by the director ESNCLSE or a group of examiners identified from within or outside the university by the Director ESNCLSE.
- The performance of students in each course shall be evaluated through Continuous

Assessment (CA) and an End Semester Assessment (ESA). A minimum pass percentage of 40% separately needed for Total and ESA for a pass.

- In determining the grades for courses, Continuous Assessment shall carry 60% weightage, while End Semester Assessment shall carry 40% weightage. For training programme/dissertation/Project, weightage for continuous assessment is 60% and for viva it is 40%
- Continuous Assessment shall be spread across the entire duration of the semester. The methodology for Continuous Assessment (CA) may involve assignments, quiz, seminars, term paper, mini projects etc., which shall be announced to students at the beginning of every semester. The scores obtained by the students in CA shall be made known to them from time to time.
- On completion of the specified number of instructional days in a semester, the End Semester Assessment shall be conducted in the Department/Centre as per schedule approved by the Vice Chancellor through Controller of Examination and notified by the Director ESNCLSE.
- In theory courses, the ESA may be in the form of written examination, or a mini-project with an additional component of oral examination, or an oral examination, or a combination of any of the above; while that in training/practical oriented courses may involve practical work and/or an oral/online examination if the situation demands.
- A Course Diary with details on student attendance, achievement in Continuous Assessment, etc. will be maintained by the Director ESNCLSE
- No student who has obtained less than 75% attendance in any course shall be considered successful in that course, and such student shall be given the Grade F. He/she may repeat that course, the next time it is offered.
- Assessment of the performance of a student in a course shall be done by the teacher concerned and letter grades shall be awarded to indicate the performance of the student in both CA and ESA. For ESA the performance of the student shall be done by the external examiner within or outside the University appointed by the Vice Chancellor.
- The letter grades are **O, A+, A, B+, B, C, P, F** and **Ab** and the strength of each of them is represented by the 'grade point'. The respective values and grade points denoting the letter grades are given below:

<b>Grade</b>	<b>Range of Scores out of 100</b>	<b>Grade Point</b>
O (Outstanding)	95 - 100	10
A+ ( Excellent)	85 - 94	9
A (Very Good)	75 - 84	8
B+ (Good)	65 - 74	7
B (Above Average)	55 - 64	6
C (Average)	45 - 54	5
P (Pass)	40 - 44	4
F (Fail)	Not applicable	0
Ab (Absent)	Not applicable	0

- Assessment of the Project/Dissertation shall be carried out through a viva-voce examination based on a dissertation submitted upon completion of the work.
- The dissertation of the students will be evaluated by a board consists of the Supervising teacher and/or another faculty member from the ESNCLSE Executive member committee as decided by the Director and an expert appointed by the Vice Chancellor from a list of experts submitted by the Director. The Director will be the convenor and the expert will be the Chairperson of the board.

## **12.PROGRAMME COMMITTEE**

- The Executive Committee of the ESNCLSE shall function as the Programme Committee. The Programme Committee shall scrutinize the grades awarded. All cases of 'F' and 'O' grades shall be particularly scrutinized by the Programme Committee, which may also take an appropriate decision on moderation of marks, if any, required to be awarded in any course. The Programme Committee

shall record their decisions/ approval of the grades.

- The Director of the Centre shall prepare the semester results in Form No.4 and submit the same to the Dean of the School of Education within seven days from the meeting of the Programme Committee.

### **13.DECLARATION OF RESULTS IN A SEMESTER**

- Dean shall communicate the results in Form- 4 to the Controller of Examinations who shall arrange for scrutiny and publication of the results and issue Grade Cards with the approval of the Vice Chancellor. The Published results shall be forwarded by Controller of Examinations to the Director ESNCLSE
- The process of declaration of results shall be completed within 60 days of commencement of next semester, whereas the result of second semester shall be declared within one month from the last working day of that semester.
- Declaration of results of a student may be withheld by the Controller of Examinations only on reasonable and valid grounds including dishonesty/indulgence in unfair practices as reported by the Director of the Centre with the approval of the Vice Chancellor.
- Once the final results are approved and declared, the Director of the Centre shall make appropriate entry of the details of results of each student in the admission register maintained in the Department/Centre and the same to be communicated to each student.

### **14.FAILURE AND REPEATING A COURSE / ADDITIONAL EXAMINATIONS**

- A student getting F grade in a Course or absent in appearing for any course may either repeat that course to qualify for the degree, or opt for an Additional examination for that course (if permitted by the Competent authority). This is applicable to cases where student is not able to carry out practical/Dissertation/Training/viva or appearing for ESA of a particular semester with genuine reason. This has retrospective effect to earlier batches.
- A student shall not be permitted to repeat any course for the purpose of improving the grade. A student getting F grade shall be eligible to apply for Additional examination within three weeks from the date of publication of results.

- A student who gets an F Grade or who misses an End Semester Assessment due to genuine reasons as evidenced by documents submitted, may be permitted to take an additional examination only once for each course.
- A student choosing to take Additional examination rather than repeating the course should apply to the Dean of the School, through the Director of the Centre, and remit the prescribed fees within 15 teaching days from the date of declaration of results. However, students appearing for Additional examinations shall not be eligible for ranking in the semester concerned
- If the request is approved by the Controller of Examination, the Additional examination shall be conducted, within 21 days from the declaration of results of that semester and the grades shall be communicated to the Dean by the Director of the Centre. The Dean shall take further steps for declaration of result.

## **15. GRADE CARDS, CONSOLIDATED GRADE CARD AND THE AWARD OF POST GRADUATE DIPLOMA**

- Semester Grade Cards for all semesters shall be issued to the students by the Controller of Examinations through the Head of the Department or the Director of the Centre, immediately after the declaration of results of the respective semester.
- The Grade Cards shall indicate Grades and Credits earned for each course as well as the SGPA and CGPA.
- Consolidated Grade Cards indicating the courses successfully completed by the student, together with course codes, Credits, Grades, and CGPA shall be issued to all students by the Controller of Examinations upon the completion of the final semester of the programme. Provisional Degree Certificates shall also be issued to students along with their Consolidated Grade Card.
- Any decision to withhold the issue of Grade Cards to a student may be taken jointly by Dean, Controller of Examinations and the Coordinator/Director of the Centre and shall only be on grounds such as non-payment of fees, non-clearance of dues or pending of disciplinary proceedings, etc. Other reasons, if any, known to the administration, library, hostel etc., that require the withholding of Grade Cards may be communicated to the Dean in writing by the appropriate authority of University and the Dean shall arrive at a decision in consultation with the Controller of Examinations and the

Director of the Centre.

- All steps for award of Post Graduate Diploma through Convocation shall be taken by the Controller of Examinations.
- Top Scorer Certificates shall be awarded to three students completing the programme with highest CGPA, by the Controller of Examinations. Certificates indicating the position of students in the rest of the class will be issued to the students upon request.
- **Divisions of the PG Diploma into Classes:** The PGLSE may be classified based on CGPA obtained into various classes as follows:

<b>Division</b>	<b>CGPA</b>
First Class with Distinction	8.00 and above
First Class	Between 7.00 and below 8.00
Second Class	Between 4.00 and below 7.00

## 16. PERCENTAGE OF MARKS

Central University of Kerala do not award marks or percentages of marks, but awards Grades for all courses and the overall performance is indicated using CGPA. However, an approximate conversion into percentage can be used by the following formula

<p style="text-align: center;"><b>Percentage of Marks Conversion</b> Percentage (%) of marks = <math>CGPA \times 10</math></p>
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## **17. REDRESSAL OF COMPLAINTS REGARDING RESULTS**

- Any complaint regarding the CA and ESA in a course, or regarding the tabulation/GPA may be brought to the notice of the Dean through the Director in writing, within ten working days from the date of declaration of the semester results and the Dean shall take a decision jointly with the Director of the Centre.
- Any appeal on the decision of the Dean may be submitted by a student to Dean, Students' Welfare, who shall submit it to the Vice-Chancellor. Such appeals may be considered by a committee comprising the Vice-Chancellor, Deans nominated by the Vice-Chancellor, and the Controller of Examinations.

## **18. MULTIPLE ENTRY AND EXIT**

- A student after successful completion of the first semester is eligible to be awarded for Certificate in Life Skills Education (CLSE) and he /she can exit from the programme and further rejoin for the programme for the PGDLSE within a maximum of 3 semesters consecutively and shall be eligible to continue the programme provided she/he has to complete all the requirements of the then joining semester.

## **19. ACADEMIC HONESTY**

- A student is expected to uphold honesty in all academic matters. Any incidence of dishonesty indulged in by a student shall be considered by a Committee comprising the Dean of School as Chairman, the Dean Student's Welfare, and Director of the Centre concerned, which shall, take an appropriate decision in the matter and report to the authorities concerned.

## **20. GENERAL CONDUCT RULES**

- Every student shall be governed by the regulations/rules and other directions laid down by the University from time to time.

- In general, a student is under the control of the Director of the Centre to which he/she is admitted. No student shall enter into communication to University authorities except through proper channel.
- In any matter not provided in these regulations, the Vice-Chancellor shall take an appropriate decision as and when represented by the Director of the center.

***\*This regulation will be applicable from 2023-24 batch and can be used as a reference for resolving pending issues of previous batches.***





# **SEMESTER-I**

<b>Semester – I</b>		<b>Paper No: 01</b>
<b>Course Nature: Perspective Course</b>		<b>Course Code: LSE2101</b>
<b>Course Title: INTRODUCTION TO LIFE SKILLS</b>		<b>Credits: 4</b>
<b>Continuous Assessment (CA):60</b>	<b>End Semester Assessment (ESA): 40</b>	<b>Total Marks: 100</b>

**Course Content:**

**Unit 1: Basics of Life Skills:**

- Definition, Need, Importance and Classification of Life Skills - Generic, Problem Specific and Area Specific Skills, Assessment Techniques.

**Unit 2 – Evolution and Development of the Concept of Life Skills:**

- Stages of Development of concept of Life Skills,
- Reports And Declarations – Delor’s Commission Report, Hamburg Declaration and Partners in Life Skills Education- Conclusions from a United Nations Inter agency Meeting.

**Unit 3 – Life Span Development –**

- Growth and development, Prenatal period, Infancy and babyhood; Childhood; Puberty and adolescence; Adulthood and Late Adulthood.

**Unit 4 – Life Skills for Young People:**

- Adolescents and Youth; Characteristics, socio-cultural and economic, methodology and guidelines for youth worker to implement life skills programmes.

**References:**

1. WHO(1999): Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.
2. Hurlock B. Elizabeth, (2007), Developmental Psychology: A Life Span Approach, (5<sup>th</sup> Edn.), Tata Mc Graw Hill Publishing Company Ltd., New Delhi.
3. Facilitator’s Manual on Enhancing Life Skills, (2009), Adolescent Health and Development Project, RGNIYD, Sriperumbudur.
4. YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.

<b>Semester – I</b>		<b>Paper No: 02</b>
<b>Course Nature:</b> <b>Perspective Course</b>		<b>Course Code:</b> <b>LSE2102</b>
<b>Course Title:</b> <b>CORE LIFE SKILLS</b>		<b>Credits:4</b>
<b>Continuous Assessment (CA) : 60</b>	<b>End Semester Assessment(ESA) :40</b>	<b>Total Marks: 100</b>

**Course Content:**

**Unit 1 - Social Skills:** Self Awareness and Empathy

- **Self-Awareness** - Definition, Importance, Dimensions, Components, Process and Practice
- **Empathy** - Definition, Importance, Process and Practice

**Unit 2 – Thinking Skills:** Creative and Critical Thinking

- **Creative and Critical Thinking** - Definition, Importance, Process, and practice
- **Problem Solving** – Definition, Need and Importance
- **Decision Making**– Definition, Need, Importance, Consequences of Decision Making

**Unit 3 - Negotiation Skills:** Effective Communication and Interpersonal Relationship

- **Effective Communication** - Definition, Importance, Components, Process, Barriers and Practice
- **Interpersonal Relationship** - Definition, Types, Factors affecting Relationship, Importance, Process and Practice

**Unit 4 – Coping Skills:** Coping with Emotion and Stress

- **Coping with emotions** - Definition, types, emotional intelligence, importance, coping strategies and practice
- **Coping with stress** - Definition, stressors, sources of stress, factors in stress reaction, importance, Coping strategies, and practice
- Life skills work in combination- thinking skills, social skills, and coping skills

**References :**

1. Baron. A. Robert and Byrne Donn, (2003), (10<sup>th</sup> Edn.), Social Psychology, Prentice Hall of India, New Delhi.
2. Hilgard, E, Atkinson RC & Atkinson RL (1976), Introduction to Psychology (6<sup>th</sup> Edn.), Oxward &IBH Publishing Co. Pvt Ltd, New Delhi.
3. Taylor. E. Shelly. et al. (2006), Social Psychology, (12th Ed), Sheel Print N Pack, New Delhi.
4. Facilitator’s Mnaual on Enhancing Life Skills, (2009), Adolescent Health and Development Project, RGNIYD, Sriperumbudur.

<b>Semester – I</b>		<b>Paper No: 03</b>
<b>Course Nature:</b> <b>Perspective Education</b>		<b>Course Code:</b> <b>LSE4202</b>
<b>Course Title</b> <b>TRAINING METHODOLOGY</b>		<b>Credits: 4</b>
<b>Continuous Assessment</b> <b>(CA) : 60</b>	<b>End Semester</b> <b>Assessment(ESA) :40</b>	<b>Total Marks: 100</b>

**Course Content:**

**Unit 1: Introduction**

- Education and Training
- Attributes of Learning and Learning Process in Training Programme

**Unit 2: Designing a training programme**

- Initiation of Training Programme
- Training Need Analysis and Formulation of Objectives
- Preparation of Action Plan and considerations in designing a training programme

**Unit 3: Conducting training programme**

- Meeting and fulfilling Participants Needs
- Initiating an Active Programme
- Making the Training Group Functional and Empowered
- Delivering and Concluding the Program, Training methods and Aids

**Unit 4: Evaluating and Documenting a training programme**

- Need and Objectives of Evaluation
- Styles of Evaluation
- Measuring Participants Learning
- Tools of Evaluation
- Documentation and report writing

**References:**

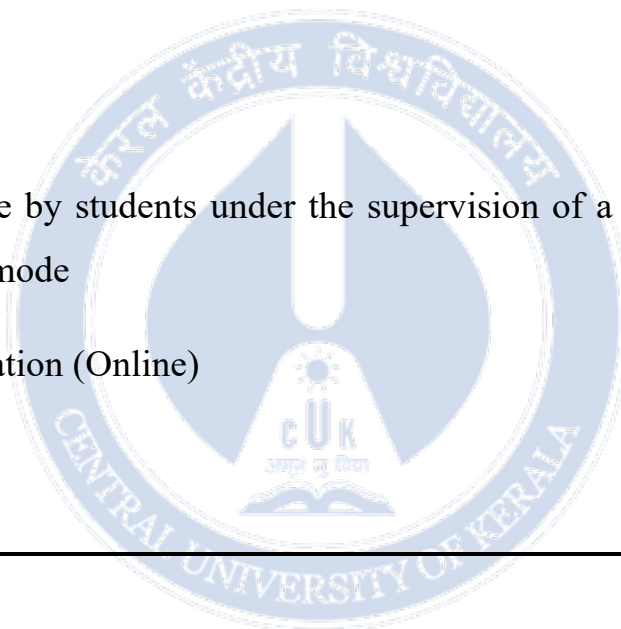
1. Agochiya Devendra (2007), Ellesy Trainer's Hand Book, Sage Publications, California.
2. Hardingham Alison (1996), Training Essentials: Designing Training, Universities Press (India) Limited, Hyderabad.
3. Frances and Bee Roland, (1998), Training Essentials: Facilitation Skills, Universities Press (India) Limited, Hyderabad.
4. Tandon Rajesh, Participatory Training.

<b>Semester – I</b>		<b>Paper No: 04</b>
<b>Course Nature:</b> <b>Perspective Education</b>		<b>Course Code:</b> <b>LSE2104</b>
<b>Course Title</b> <b>FIELD BASED INTERNSHIP TRAINING</b>		<b>Credits:8</b>
<b>Continuous Assessment(CA) : 60</b>	<b>End Semester Assessment(ESA) (VIVA-VOCE) :40</b>	<b>Total Marks: 100</b>

**Course Content:**

**FIELD BASED INTERNSHIP TRAINING**

- Training programme by students under the supervision of a faculty from the university through a blended mode
- Viva-voce Examination (Online)





## **SEMESTER II**



<b>Semester – II</b>		<b>Paper No: 01</b>
<b>Course Nature:</b> <b>Perspective Education</b>		<b>Course Code:</b> <b>LSE4201</b>
<b>Course Title:</b> <b>THEORETICAL FOUNDATIONS OF LIFE SKILLS</b>		<b>Credits:4</b>
<b>Continuous Assessment (CA) : 60</b>	<b>End Semester Assessment (ESA) :40</b>	<b>Total Marks: 100</b>

**Course Content:**

**Unit 1: Theoretical Orientations**

- Concepts of self, personality and identity.
- Life skills - a skill-based approach: Social Cognitive & Ecological Theory.

**Unit 2: Theories on Social Skills**

- **Self and Empathy**
- Self as a neuro -physiological system
- Self as a social system
- Empathy: Multidimensional Approach

**Unit 3: Theories on Critical, Creative Thinking and Coping Skills**

- Confluence approaches to creativity
- Theories by Selye, Lazarus, Cannon Bard, James Lange

**Unit 4: Theories on Negotiation Skills**

- **Problem Solving and Decision Making**  
- Pressley's Theory
- **Effective Communication and Interpersonal Relationship**  
- Attachment Theory: John Bowlby  
- Information process Model: Hilgard

**References:**

1. Santrock, W.J., (2006), Adolescence, (11<sup>th</sup> Edn.), Tata Mc Graw Hill Publishing Company, New Delhi.
2. Papalia E. Diane et al., (2005), Human Development, (9<sup>th</sup> Edn.), Tata Mc. Graw Hill, New Delhi.
3. Durlak JA (1995) School based prevention program for children and adolescents. Sage Thousand Oaks California.
4. Cervone Daniel, Pervin. L.A, (2008), Personality Theory & Research, (10<sup>th</sup> Edn.), John Willey & Sons, Inc., United States of America.
5. Taylor. E. Shelly. et al. (2006), Social Psychology, (12<sup>th</sup> Ed), Sheel Print N Pack, New Delhi.

<b>Semester – II</b>		<b>Paper No: 02</b>
<b>Course Nature:</b> <b>Perspective Education</b>		<b>Course Code:</b> <b>LSE2103</b>
<b>Course Title:</b> <b>APPLICATIONS OF LIFE SKILLS</b>		<b>Credits:4</b>
<b>Continuous Assessment</b> <b>(CA) : 60</b>	<b>End Semester Assessment</b> <b>(ESA) :40</b>	<b>Total Marks: 100</b>
<b>Course Content:</b>		
<p><b>Unit 1 - Introduction to Application of Life Skills:</b></p> <ul style="list-style-type: none"> <li>Life Skills, Internalizing and Application of Life Skills in day - to- day life.</li> </ul> <p><b>Unit 2 –Problem Specific Skills :</b></p> <ul style="list-style-type: none"> <li>Skills to prevent and cope Substance Abuse , Skill to Understand Sex and Sexuality, Skill to prevent depression and Suicide Tendency, Skill to Cope with Gender Issues, Skill to Overcome Peer Pressure, Skill to Maintain Assertiveness, Skill to Overcome Eating Disorders and obesity, Skills to prevent Abuse- physical, sexual and emotional.</li> </ul> <p><b>Unit 3 - Area Specific Skills:</b></p> <ul style="list-style-type: none"> <li>Study Skills, Time Management and Punctuality, Career Planning and Development, Facilitation, Literacy, Language Efficiency, Road safety, Violence – bullying, teasing, ragging, violence, Vocational Ability and Skill to Maintain Values and Motivation, Life Skills for Elderly.</li> </ul> <p><b>Unit 4 – Healthy Life Style Skills:</b></p> <ul style="list-style-type: none"> <li>Sleep, Nutrition, Exercise, Yoga, Benefits of Exercise, Meditation.</li> </ul> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>Panthaki, Dhun (2005), Education in Human Sexuality: A Sourcebook for Educators, FPA India and IPPF,Mumbai.</li> <li>Kochhar S.K., Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Private Limited.</li> <li>Facilitator’s Manual on Enhancing Life Skills, (2009), Adolescent Health and Development Project, RGNIYD, Sriperumbudur.</li> <li>Facilitator’s Manual on Adolescent Health and Development (2006), Ministry of Youth affairs and Sports, YUVA, UNFPA.</li> <li>Life Skills Education Toolkit for Orphan &amp; Children in India, (2007), USAID/India, New Delhi.</li> <li>Life Skills Education Training Module for Adolescent Girls and Boys (2005), Sandhan, Society for Education &amp; Development, Jaipur.</li> </ol>		

<b>Semester – II</b>		<b>Paper No: 03</b>
<b>Course Nature:</b> <b>Research Perspectives</b>		<b>Course Code:</b> <b>LSE4203</b>
<b>Course Title:</b> <b>RESEARCH METHODOLOGY</b>		<b>Credits:4</b>
<b>Continuous Assessment</b> <b>(CA) : 60</b>	<b>End Semester Assessment</b> <b>(ESA) :40</b>	<b>Total Marks: 100</b>
<b>Course Content:</b>		
<p><b>Unit 1: Introduction</b></p> <ul style="list-style-type: none"> <li>• Characteristics of scientific method</li> <li>• Elements of scientific Research</li> </ul> <p><b>Unit 2: Research problem, Hypothesis and Research Design</b></p> <ul style="list-style-type: none"> <li>• Identification of research problem</li> <li>• Formulation and Conceptualisation of research problem</li> <li>• Formulation of Objectives and Hypothesis</li> <li>• Components of research design</li> </ul> <p><b>Unit 3: Data Source, Data Collection and Processing</b></p> <ul style="list-style-type: none"> <li>• Data source: Primary and secondary</li> <li>• Methods of data collection – Observation, Interview Schedule, Questionnaire</li> <li>• Ethical consideration and safety issues</li> <li>• Steps in data processing</li> <li>• Analysis , interpretation and drawing inferences</li> </ul> <p><b>Unit 4: Documentation and Dissemination</b></p> <ul style="list-style-type: none"> <li>• Components of Research Report</li> <li>• Documentation Skills</li> <li>• Dissemination of Results</li> </ul> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Kothari, C.R. (2005), Research Methodology: Methods and Techniques, New Age Publishers</li> <li>2. Das Lal, D.K., (2008), Designs of Social Research, Rawat Publications, Jaipur.</li> <li>3. Nachmias, David and Chava Frankfurt – Nachmias (2000). Research methods in Social Science, 6<sup>th</sup> Edn, New York, Worth Publisher.</li> </ol>		

<b>Semester – II</b>		<b>Paper No: 04</b>
<b>Course Nature:</b> <b>Application Perspectives</b>		<b>Course Code:</b> <b>LSE4291</b>
<b>Course Title:</b> <b>PROJECT /DISSERTATION</b>		<b>Credits:8</b>
<b>Continuous Assessment</b> <b>(CA) : 60</b>	<b>End Semester Assessment (ESA)</b> <b>(VIVA-VOCE) :40</b>	<b>Total Marks:</b> <b>100</b>

**Course Content:**

- Seminar
- Preparation of Project Report
- Viva- Voce (Online)

