

- Subhedar, I. S. (2001). Field Work Training in Social Work. New Delhi: Rawat Publications.
- Trevithik, P. (2000). Social Work Skills: A Practice Handbook. Buckingham, Philadelphia: Open University Press.
- Verma, R.B.S. & Singh, A.P. (2013). Standard Manual for Field Work Practicum in Social Work. Lucknow: New Royal Book Company.

Suggested readings

- NAPSWI. (2016). NAPSWI's Code of Ethics for Professional Social Workers in India. New Delhi: National Association of Professional Social Workers in India

ASSESSMENT

Internal Assessment: 50 Marks

The students are required to prepare project work/assignments/case studies/ presentations/reports. The social work students will fulfil requirements of project work etc based on 2 hours spent weekly in field work in a social welfare organisation and/or skill labs. The student from course other than social work will fulfil requirement of project work etc through workshops/skill labs/guided field visits. It is compulsory to maintain at least 80% attendance for field work based project work.

Semester End Examination: 50 Marks as per University academic calendar

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

LIFE SKILL EDUCATION

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
LIFE SKILL EDUCATION	2	1	0	1	Class XII from any discipline	NIL

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Learning Objectives

The Learning Objectives of this course are as follows:

- To impart life skills education in field work practice
- To strengthen life skills for career building, critical thinking, attitudinal base for innovate leadership
- To learn the application of life skills in diverse field work settings

Learning outcomes

At the end of the semester the students will be able to

- Focus on development of values in strengthening knowledge and life skills, bringing high quality standards in field work practice-learning
- Understand the strength-based life skill development, team work, innovate leadership, design thinking and career building skills
- Develop universal human values while utilizing life skills in field work

SYLLABUS

<p>Unit I: Life Skills Introduction Unit Description: To introduce students to the basic concepts of life skill management.</p>	<p>(No. of lectures) 7 Weeks: I-IV</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Basic Life Skills: Concept, Components and Significance ● Life Skills Development: National Perspective ● Universal Human Values – Love, Compassion, Truth, Non-violence, Peace, Gratitude, Patience and Tolerance 	
<p>Unit II: Basic Life Skills Unit Description: To learn the set of essential life skills that can lead to high employability and good work culture.</p>	<p>(No. of lectures) 8 Weeks: V-VIII</p>
<p>Subtopics:</p> <ul style="list-style-type: none"> ● Team Work Skills: Social Etiquettes, Democratic Decision, and Collaboration ● Innovative Leadership: Initiative taking, Time Management, Capacity building, Life Coaching ● Career Building Skills: Exploring Career Opportunities, Mentoring, Resume Preparation, facing Interview & Group Discussion, 	

Presentation Skills, Creating social media profile	
Unit III: Significant Life skills and Techniques Unit Description: To understand potential changes that can be brought about by employing essential life skills	(No. of lectures) 7 Weeks: IX-XI
Subtopics: <ul style="list-style-type: none"> ● Developing Strategies for enhancing Life Skills ● Life Skills (Cognitive based): Critical Thinking, Knowledge construction, Evaluating reasoning, Solution Focused Thinking, ● Life Skills (Behavioural Based): Ethics, Integrity, Problem Solving, Decision making 	
Unit IV: Application of life skills in Field Work Unit Description: To learn the application of essential life skills in diverse settings through case studies about interventions	(No. of lectures) 8 Weeks: XII-XV
Subtopics: Developing specific life skills intervention plan for <ul style="list-style-type: none"> ● Stress Management and Coping strategies ● Simulation exercises: Brainstorming, Role plays for Team building ● Case Management 	

Practical component (if any) – Unit III & IV application based

Essential readings

- Bandyopadhyay and Subrahmanian (2008), Gender Equity in Education: A Review of Trends and Factors
- Brinkman, F. J. (2016). Environment, Religion and Culture in the Context of the 2030 Agenda for Sustainable Development, (April).
- Brown, T. (2012). Change by Design. Harper Business
- Care, E., Kim, H., Anderson, K., & Gustafsson-Wright, E. (2017). Skills for a Changing World: National
- Census of India. (2011), Registrar General of India
- Clarke, D., Bundy, D., Lee, S., Maier, C., Mckee, N., Becker, A., Paris, F. (n.d.). Skills for Health Skills-based health education including life skills: An important component of a Child-Friendly/Health-

- Dewan S, Sarkar U (2017) From education to employability: Preparing South Asian Youth for the world of work, UNICEF ROSA
- International Youth Foundation. (2014). Strengthening life skills for youth : A practical guide to quality programming.
- Kwauk C & Braga. (2017) Life skills education is more than teaching skills, Brookings institution Washington DC
- LIFESKILLS EDUCATION. (n.d.). Retrieved from, http://www.cbse.nic.in/cce/life_skills_cce.pdf
- Perspectives and the Global Movement. Retrieved from <https://www.brookings.edu/wp-content/uploads/2017/03/global-20170324-skills-for-a-changing-world.pdf>

Suggested readings

- Martin, R. (2007). How Successful Leaders Think. Harvard Business Review, 85(6): 60.
- Govt. of India. (2014 & 2016) Educational Statistics at a glance, MHRD,
- Murphy-Graham (2012), Opening Minds, Improving Lives: Education and Women's Empowerment in Honduras
- Sen Madhucchanda (2010), An Introduction to Critical Thinking, Pearson, Delhi
- South, T., Life, A., & Forum, E. (2005). Life Skills-Based Education in South Asia.
- Street, C. (2012). Global Life Skills Education Evaluation, (February).
- WHO (1997). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO.

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