

**Name of the Programme:** UG

**Course Code:** VAC-117

**Title of the Course:** Life Skills

**Number of Credits:** 02

**Total hours** 30

**Effective from Academic Year:** 2023-24

<b><u>Pre-requisite of the Course:</u></b>	Same as programme	
<b><u>Objectives:</u></b>	<ol style="list-style-type: none"><li>1. To introduce the students to life skills</li><li>2. To understand the connection between emotional, social and thinking skills</li><li>3. To train the students in conducting life skills workshop with various stakeholders</li><li>4. To develop critical and creative thinking skills</li></ol>	
<b><u>Content:</u></b>  -  -	<b>Module 1: Need and Importance of Life Skills Education</b> <ol style="list-style-type: none"><li>a. Introduction to the Concept of Life Skills</li><li>b. Benefits and application of Life Skills.</li><li>c. Matching Life Skills with one's behaviour.</li><li>d. Components of Life Skills (Social- Thinking- Emotional)</li><li>e. Understanding oneself in the world around: Discovering and Understanding the Inner-Self, Exploring One's Self Identity, Staying in tune with Self, Self Esteem.</li><li>f. Managing one's emotions/ feelings- Identifying common emotions.</li></ol>	15 hours
	<b>Module 2: Social Skills</b> <ol style="list-style-type: none"><li>a. Interpersonal Relationships- Web of Relationships, Family and Friendships, Healthy Relationships, Resistance to Peer Pressure, Transactions with people around us (Negotiation), Assertiveness.</li><li>b. Effective Communication- Verbal and Non-Verbal communication (body language) Talking, Hearing vs Listening, Clarity and Optimal communication.</li><li>c. Empathy- Understanding of other people's circumstances, Extending support to others.</li><li>d. Coping with Stress- Sources of stress, Coping Strategies.</li></ol>	15 hours

<b><u>Pedagogy:</u></b>	Lectures/power point presentation/assignments/ games/ films and discussion/ group readings and discussions/ presentations/
<b><u>References/Readings</u></b>  -	<ol style="list-style-type: none"> <li>1. Central Board of Secondary Education (2010). Teacher's manual on Life Skills for classes – IX [Manual], Delhi</li> <li>2. Cottrell, S. (2005). Critical thinking skills: Developing effective analysis and argument. New York: Palgrave Macmillan Ltd.</li> <li>3. Karen, D. G., &amp; Eastwood A. (2008). (8thEdn.), Psychology for living-adjustment, growth and behaviour today, New Delhi: Pearson Education Inc.</li> <li>4. McGregor, D. (2007). Developing thinking; developing learning - A guide to thinking skills in education. New York, USA: Open University Press.</li> </ol>
<b><u>Course Outcomes:</u></b>	<ol style="list-style-type: none"> <li>1. Students will be introduced to important Life Skills: Emotional, Social, Critical thinking, and Creative thinking.</li> <li>2. Students will understand the connection between emotional, social and thinking skills.</li> <li>3. Students will be able to understand the use of these skills and be able to use them in their own personal lives as well as in the helping profession.</li> <li>4. Students will develop their critical and creative thinking skills.</li> </ol>

**Name of the Programme:** BA

**Course Code:** VAC-109

**Title of the Course:** INTRODUCTION TO THE FOLKTALES OF INDIA

**Number of Credits:** 02

**Effective from AY:** 2023-24

<b>Pre-requisites for the Course</b>	The course is open to all undergraduate students	
<b>Course Objectives:</b>	<ul style="list-style-type: none"><li>• To analyze the cultural and historical context in which Indian folktales were created and transmitted</li><li>• To demonstrate an understanding of the diversity and richness of Indian folklore</li><li>• To appreciate the aesthetic and literary qualities of Indian folktales</li></ul>	
<b>Content:</b>	<b>Unit 1: Theory</b> <ol style="list-style-type: none"><li>1. An overview of the key concepts and methods used in the study of folktales, such as genre, motif, variant, and performance</li><li>2. An exploration of the different modes of performance and storytelling in Indian folklore, including oral traditions, written texts, and visual representations</li><li>3. Interpretation and meaning of the multiple meanings and interpretations of Indian folktales, including their relationship to Indian cultural values, beliefs, and practices</li></ol>	<b>15 hours</b>
	<b>Unit 2: Folktales</b> <ol style="list-style-type: none"><li>a) "A Story and a Song" (The relationship between storytelling and cultural identity)</li><li>b) "The Adventures of a Disobedient Prince"(Themes of rebellion, disobedience, and self-discovery)</li><li>c) "A Buffalo without Bones" (The relationship between animals and humans in folklore)</li><li>d) "Why the Sky went up" (The creation of the world and natural phenomena in Indian folklore)</li><li>e) "Three Magic Objects"</li></ol>	<b>15 hours</b>

	<p>(The symbolism and significance of magical objects in folklore)</p> <p>f) “Sister Crow and Sister Sparrow” (The importance of compassion and kindness)</p> <p>g) “The Pomegranate Queen” (The symbolism and significance of plants and fruits in folklore)</p>	
<b>Pedagogy:</b>	A combination of lecture-based instruction, group discussions, reading and analysis of folktales, and potentially creative assignments such as retelling or adaptation of folktales	
<b>References/ Readings:</b>	<p><b>Primary Source:</b> Ramanujan, Attipat K., Stuart H. Blackburn, and Alan Dundes. <i>A Flowering Tree and Other Oral Tales from India: AK Ramanujan; Edited with a Preface by Stuart Blackburn and Alan Dundes</i>. Univ of California Press, 1997.</p> <p><b>Secondary Sources:</b> Beck, Brenda E.F. <i>Folktales of India</i>. Motilal Banarsidass Publishers, 2001. Chakraverty, Anjan. <i>The Magic of Indian Miniatures</i>. Roli Books, 2001. Mahajan, Urmila. <i>The Puffin Book of Folktales from India</i>. Puffin Books, 2004. Nath, Pratibha. <i>Indian Folktales and Legends</i>. Penguin Random House India, 2015. Paik, Prasanta Kumar. <i>Indian Folklore: An Introduction</i>. McFarland &amp; Company, 2006. Ramanujan, A.K. <i>Folktales of India</i>. Penguin Books, 1994.</p>	
<b>Course Outcomes</b>	<p>After the completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify and analyse the key features and characteristics of folktales</li> <li>● Critically evaluate the role of folktales in shaping cultural identities, beliefs, and values</li> <li>● Demonstrate an appreciation for the diversity and richness of global folktales, and develop a deeper understanding of different cultures and traditions</li> <li>● Apply their knowledge and skills to create their own folktales, based on the characteristics and themes of traditional tales, and share them with others</li> </ul>	