

GUJARAT
TECHNOLOGICAL
UNIVERSITY

BRIDGE COURSE
LIFE SKILLS

Gujarat Technological University, Ahmedabad

Bridge Course Course Duration: 6 weeks Life Skills

Course Objectives:-

To enable students learn how to operationalize perception, knowledge and wisdom in order to tackle a range of issues of life in the most constructive manner.

Course Outcome:-

- Orienting students towards the subject and ‘must know’ reasons for it.
- Widening their understanding for various thinking and interpersonal skills.
- Separating ‘learning’ from the conventional meaning of learning i.e. academic and educational one, students will celebrate the idea that one should be actually a keen student of life and learn (uplift one’s self) from whatever incident/object one comes across.
- The idea of Health Management will make students aware of dimensions of health care like sanitation, hygiene etc and integral health.

Teaching Scheme:-

Type	Hours per week	Course Hours
Activities based on theory and real life applications	4	24

Course Organization:-

List of Activities

Sr. No	Activity	Duration in Hours
1	Introduction to Life Skills	2
2	Critical Thinking	1
3	Understanding and explaining emotions	2
4	Life Enhancement by Health Management	2
5	Critical thinking by Pair work	2
6	Creative thinking	1
7	Essay writing	2
8	Negotiation skills	2
9	Do’s and don’ts	1

10	Learning skills	1
11	Project based activities	4
12	Activities based on Health Management like Yoga, Meditation	4

Perception:

Life skills are usually associated with managing and living a better life. They help us to accomplish our goals and use our potentials to their maximum. There is no definitive skills' list of life skills as every individual is different and his/her needs depend on circumstances, culture, beliefs, age, geographic location etc. Perhaps the most important life skill is the ability to learn. It is by learning that we acquire new skills and equip ourselves to face the world around us, also termed as cognition.

Course Planning:-

Week 1: Discussing Nature and scope of Life Skills with the help of various lists of skills, for example, UNESCO, UNICEF, WHO etc. Origin of the concept of Life Skills and relevance of each skill.

Prayer: Core of man's life

Week 2: Critical thinking, Creative thinking, Negotiation skills, Understanding and explaining emotions

Week 3: Health Management, Learning skills, Various approaches of learning: logic, sources, tools and methods etc.

Week 4: Evaluation of the student.

After completion of Bridge Course students are expected to know about :-

Introduction to Essential Life Skills:-

- What are life skills
- Origin of life skills
- Life skills as defined by various organisations

Life enhancement skills-1:-

- Critical thinking
- Creative thinking
- Negotiation skills
- Understanding and explaining emotions

Life enhancement skills-2:-

- Health Management
- Learning skills
- Various approaches of learning: logic, sources, tools and methods etc.

Activities of Bridge Program : -

- Formation of groups, group leaders and brief idea about activity under bridge program.
- Discussion of various possible activities to students.
- Identification of group activities based on curriculum and allotment of activities.
- Provide resources available for reading and refreshing content.
- Institute may rotate topic based on availability of resources and faculties.

Nature and Scope of Life Skills: (Week 1)

Hour 1-2:- The introductory session will trace the genealogies of various lists of life skills, for example, the ones provided by UNICEF, UNESCO and WHO with a view to familiarizing learners with relevance and credibility of each skill. Such a categorical and comparative analysis will aim at orienting the recipients with core contents and the ‘must know’ reasons of life skills

Hour 3-4:-

(i) Students are required to find some of the best individuals, institutions and NGOs who have found solutions to their day-to-day life by using traditional knowledge and resources and prepare report on them.

(ii) We all live and like to cherish our own success stories but we hardly share those transformational moments when we got inspired. In this activity students will be assigned to write a small narrative on the moment/day/date etc. when they got inspired by person, an incident, a book, thought and almost anything. Students will read out their narrative in front of the class and teacher will try to explain that everybody is potentially divine.

Life Enhancement Skills-1: (Week 2)

Hour 1:- Critical Thinking: an Introduction

Activity: This is going to be pair-work activity. In this the teacher will give each pair a set of situations governed by basic but extreme human emotions and the students are supposed to generate a dialogue about various responses to such situations consisting of dos and don'ts. For example, write a dialogue between Mr. Rakesh and his friend Mr. Ramesh, wherein Mr. Ramesh has brought the news of death of his friend's father. Similar topics can be given to more than two pairs so that the dialogues can be compared.

Hour 2:- Creative Thinking: an Introduction

Activity: Teacher will take a set of flash cards for this activity. Each card will have a pair of two equally tempting options to be bought by the students with the 50,000 points given to them. For example, teacher will announce from the flash card, “what would you like to buy GOLD MEDAL IN THE DEGREE PROGRAMME OR A 2bhk FLAT for 10, 000 points?” There can be 10 pairs of choices given to the students followed by discussions on each one.

Hour 3-4:- Inter-relation between Creative and Critical

Activity: **Essay Writing:**

- a. What is the ultimate aim of your life? How do you educate/cultivate your thoughts, emotions, behaviors to achieve that aim?
 - b. What is self-discipline? Give some examples of self-disciplined behaviors.
- Arrange these elements in the order of importance: Love, Knowledge, Truth, Beauty. Which is the most difficult to achieve for you? Why?

Life Enhancement Skills-2:- (Week 3)

Hour 1:- Negotiation skills

Activity: **Chit chat**

Imagine a chat on any social networking portal wherein (a) a modern student talks to Gandhiji. (b) a politician talks to Swami Vivekananda/Aurobindo.

Hour 2-3:- Understanding and explaining emotions: The idea of empathy, sympathy, developing emotional understanding, and increasing social and emotional quotient.

Hour 4:-

Activity: **Dos and don'ts**

This is going to be pair-work activity. In this the teacher will give each pair a set of situations governed by basic but extreme human emotions and the students are supposed to generate a dialogue about various responses to such situations consisting of dos and don'ts.

Life Enhancement Skills-2:- (Week 4)

Hour 1:- Health Management

The idea of Health Management includes dimensions of health care like sanitation, hygiene etc and integral health.

Hour 2:- Learning skills, Various approaches of learning: logic, sources, tools and methods etc.

Activity: **Can you convince?**

Students will read “Of Studies” by Francis Bacon in order to understand functional aspects of rhetoric and language in order to convince others.

Essay teaches how to argue well and it should be consistent reading and discussing exercise.

Hour 3-4:-

Activity: Sell but positively

Students are required to bring video of an advertisement which is constructive in nature and has one or the other positive message. They are supposed to make presentation and show how even businessmen can think constructively to sell a product.

Project based activities:- (Week 5)

- **How did they do it?**

The students are supposed to undertake a project in which they will find out some facts about a great personality pertaining to what life skills they practised in order to be what they are/were? How? How do we follow them(today)?

- **Diagonising the ultimate problems of global human beings and their solutions. Searching a way out by taking the help of eminent thinkers like Gandhiji, Aurobindo, The Mother etc.**

In this activity the students will be provided with cards wherein they will be instructed by the teacher to enumerate five problems having global impact. They will exchange their cards and prioritise the problems according to their views. And then they will provide the solution during the discussion.

Note for teachers: Kindly make sure that the students prioritize terrorism and global warming as the immediate problems to be addressed and indicate and explain Gandhian solutions to these problems: the practise of *Nayi Talim* in education for solving the problem of terrorism, the philosophy of co-relation.

Health Management:- (Week 6)

Evaluation Pattern:

- Weekly MCQs test on the activities done during the week.
- At the ends MCQs test of 50 Marks.

References:

- Life, Language and Culture, Explorations-1, Cengage Learning
- Life, Language and Culture, Explorations-2, Cengage Learning
- On Education, by The Mother
- Essays on Gita, by Shri Aurobindo
- Life Skills to excel in Life, Dr. J N Reddy, Macmillan
- The Rules of Life, Richard Templar, Pearson
- The Rules of Work, Richard Templar, Pearson
- The Rules of Management, Richard Templar, Pearson

- Deception, A Young Person's Life Skill?, Rachel Taylor, Lynsey Gonza, Taylor and Francis
- Essential Life Coaching Skills, Angela Dunbar, Taylor and Francis
- Applying Life Skills, Glencoe, McGraw Hill
- The Wit and Wisdom of Gandhi, Homer A Jack, Dover Publications
- The book of Gandhi wisdom, Trudy S Settel, Carol Publications
- Start with why, Simon Sinek

Suggested videos:

- Life Skills by Shri Aurobindo
- Lectures by B K Shivani and Dr. Girish Patel Episode 1-18
- TED TALKS by Bunker Roy- Barefoot college, Simon Sinek-Start with why, Sugata Mitra-Experiments in self-teaching
- Panchatantra CD ROM by Kids Icon