



**CALICUT UNIVERSITY – FOUR-YEAR  
UNDERGRADUATE PROGRAMME (CU-FYUGP)**

**BSc PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	<b>Life Skill Development</b>				
Type of Course	MDC -I				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	The Life Skill Development course equips students with essential tools and strategies to navigate everyday challenges, fostering self-awareness, enhanced interpersonal skills, effective communication, and the confidence to tackle life's challenges with resilience and adaptability for lifelong success				

**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a profound understanding of different life skills and its significance in daily life	U	C	Instructor-created exams
CO2	Practise life skills	U & Ap	P	Role-Playing Assessments
CO3	Critically Analyse situations and illustrate the life skills utilized	An	M	Develop and present various real-life scenarios / case studies/ Analysis of skills in different life situations
CO4	Develop effective communication and interpersonal relationship.	Ap	P	Role play

CO5	Compare between problem-focused and emotion-focused coping strategies.	U	C	Written Assessments
CO6	Practise stress management in personal and professional life	Ap	P	Role play
CO7	Create life skill-based interventions in personal and professional life.	C	C	Discussion
CO8	Originate socially sensitive decisions and solve problems through internalization and characterization of life skills.	C	P	Discussion
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
<b>I</b>	<b>Introduction to Life Skills</b>		<b>7</b>	<b>10</b>
	1	Life skills- Definition by WHO	2	
	2	10 Core Life Skills	2	
	3	Components of life skill	1	
	4	Significance of Life skills for adolescents and youth	2	
<b>II</b>	<b>Social Skills</b>		<b>7</b>	<b>12</b>
	5	Self-Awareness- Understanding oneself- Importance of Balanced Diet, Exercise, Sleep Hygiene	1	
	6	Empathy	2	
	7	Effective communication and interpersonal relationship	2	
	8	Assertiveness as a type of communication- Passive communication and aggressive communication	2	
<b>III</b>	<b>Cognitive Skills</b>		<b>15</b>	<b>16</b>
	9	Critical Thinking	1	
	10	Creative Thinking Skills - Thinking 'out of the box'	1	
	11	Decision making	1	
	12	Career decision	2	
	13	Conflict and its types-( Approach- Approach, Avoidance- Avoidance, Approach- Avoidance)	2	
	14	Attempts of negotiation	2	
	15	Problem-solving- Individual Level, Problem-solving- Group level	2	

	16	Barriers to problem solving	2	
	17	Goal Setting	2	
<b>IV</b>	<b>Coping skills/ Management skills</b>		<b>7</b>	<b>12</b>
	18	Coping with emotion- Significance of Emotional regulation	1	
	19	Stress- Biological changes associated with stress	2	
	20	Eustress and Distress, Role of Perception in Stress	2	
	21	Coping mechanisms- Emotion-focused and problem-focused Time management	2	
<b>V</b>	<b>Open Ended Module: Application of life skills for various groups</b>		<b>9</b>	
<p>Teachers can decide the application of life skills to any specific groups or organizations according to the locality or social needs of the college. Students can engage in the activities designed by the teacher and the teacher will do a continuous assessment of the performance of the student. An interactive method of teaching can be preferred.</p> <ul style="list-style-type: none"> <li>● Eg.: Encourage students to craft personal narratives that highlight their experiences, values, and goals to relate it to life Skills</li> <li>● Share and discuss these narratives in a supportive and constructive environment.</li> <li>● Facilitate activities that allow students to explore their leadership styles and preferences.</li> <li>● Encourage role-playing scenarios to practice and reinforce interpersonal skills.</li> </ul> <p><b>Suggested activities for different modules( Submit report of any two)</b></p> <ul style="list-style-type: none"> <li>● Analysis of skills in different life situations- to identify the usage of life skills and lack of skills- The teacher or students can select suitable activities to identify and internalize life skill</li> <li>● Eg. Compare short-term and long-term goals.(Identify life skills used and apply life skills in analysis, and suggest decisions with self awareness- Impulsive decision- habit formation etc. -generate discussion)</li> <li>● Analyze a story- for example-the Story of Crocodile and Monkey- relationship development- Effective Communication- emotional management- quick decision making- terminating relationship- identified toxicity in relationship etc.- generate discussion</li> <li>● SWOT analysis- Identify components of toxic relationship quoting examples from cinema or stories- Students' presentation- Group discussion.</li> <li>● The teacher presents cases for the identification of a lack of empathy and discusses the need for social inclusion (Eg. Reciprocal relationship between parent and offspring, teacher and students etc.- Need for empathy from both sides)</li> <li>● Students can identify success stories of social inclusion from their locality and present them as a seminar.</li> <li>● Develop code of conduct for college/ department- critically analyze based on human right.</li> <li>● Group discussion of POSH (Prohibition of Sexual Harassment) Act at the workplace- Prevention, Prohibition and Redressal- Equality and Equity-Discussion On Sexual Exploitation and the Need For Assertive Communication.</li> <li>● Develop a theme dance on inclusion.</li> <li>● 'One-day' activity analysis of a male and female teacher- to discuss in the class based on Social Skills</li> </ul>				

- Students write project proposals to the government based on efforts for gender justice/ students can analyze school or nursery textbooks in terms of gender.

#### Module 3

- Categorise types of conflicts using examples or list conflicts into different types.
- Analyse the difficulty in decision-making according to the complexity of problems- puzzles, social conflict, personal conflicts etc.
- Make group discussions on social problems like causes of population explosion, increased drug abuse- based on life skills, and life skills applications to prevent substance abuse on college campuses. Explore hypothetical scenarios to prompt reflection on the importance of values in decision-making.
- Case study analysis on domestic violence- discuss what a UG Student can do as per their competence.
- Students conducting awareness classes on webaholism and internet addiction for school students
- Students cite examples of intolerance from stories or history to become aware of their cultural biases and assumptions.
- Foster an inclusive environment that values diversity and different perspectives.

#### Module 4

- Seminar on the students' stress, academic stress, exam fear, study skills, social anxiety, Emotional regulation, etc – along with generating a discussion.
- Adolescents' conflicts with parents and teachers- list out causes.
- How do you manage stress- compare between students- unique ways of managing stress- discussion
- Lifestyle disorders- causes and consequences- collage
- Gender differences in expression of emotions- role play
- Case analysis of self-harming behaviour- suicidal tendency
- Use case studies or simulations to allow students to practice handling challenging interpersonal situations.

#### **Books and References:**

- Caproni, P. (2000). Practical coach: management skills for everyday life, the. Prentice Hall Press.
- Davis, M., Eshelman, E.R., & McKay, M. (2000). The Relaxation & Stress Reduction Workbook. New Harbinger Publication, Inc.
- Life Skills Education Toolkit for Orphans & Vulnerable Children in India, India – (October 2007) ISBN 1-933702-19-2
- Schab, L. M. (2022). The Self-esteem Workbook for Teens: Activities to Help You Build Confidence and Achieve Your Goals. New Harbinger Publications.
- Seaward, B.L. (2022). Managing Stress- Skills for Self- care, Personal Resiliency, and Work life Balance in a rapidly changing world. Jones & Bartlett Learning.
- Weiten, W., Dunn, D. S., & Hammer, E. Y. (2018). Psychology applied to modern life- Adjustment in the 21st century, 12th Ed. USA: Cengage learning
- American India Foundation (2018). Handbook of activities on life skills. Pealidez. [https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a\\_MAST.pdf](https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf)
- Ministry of Youth and Sport of the Republic of Azerbaijan. (2019). Basic Life Skills Course Facilitator's Manual.

<https://www.unicef.org/azerbaijan/media/2776/file/Basic%20Life%20Skills%20Course%20Facilitator%E2%80%99s%20Manual.pdf>

Ministry of Youth and Sport of the Republic of Azerbaijan. (2019). Basic Life Skills Course Student Workbook.

<https://www.unicef.org/azerbaijan/media/2796/file/BLS%20Student%60s%20book%20.pdf>

Life skills on adolescent reproductive health: package of lessons and curriculum materials.

<https://unesdoc.unesco.org/ark:/48223/pf0000125112> De Azevedo Hanks, J. (2016). The assertiveness guide for women: How to communicate your needs, set healthy boundaries, and transform your relationships. New Harbinger Publications.

Williams, v., & Williams, R. (1996). Life Skills. New York: Three Rivers Press.

<https://files.peacecorps.gov/multimedia/pdf/library/M0063.pdf>

#### Websites:

UNESCO - <http://www.unesco.org/>

UNFPA - <http://www.unfpa.org/>

UNICEF - <http://www.unicef.org/>

United Nations - <http://www.un.org/>

WHO - <http://www.who.int/en/>

#### Additional Reading

Kelly-Plate, J., & Eubanks, E. (2010). Applying life skills. USA: The McGraw-Hill Companies, Inc.

[https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a\\_MAST.pdf](https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf)

**Note:** The course is divided into five modules, with four modules together having total 21 fixed units and one open-ended module with a variable number of units. There are a total of 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 21 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

#### Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	2	-	2	3	-	3	-
CO 2	-	2	-	-	2	-	-	-	3	2	-	2
CO 3	-	-	-	-	3	-	3	-	-	-	-	-
CO 4	-	3	-	-	-	-	-	-	-	-	-	-
CO 5	1	-	-	-	-	-	2	-	1	3	-	3
CO 6	-	2	-	-	2	-	-	-	-	-	-	-
CO7	2	-	-	-	-	-	3	-	-	-	2	-
CO8	-	-	-	-	2	-	-	3	2	-	-	2

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		
CO 3		✓		
CO 4	✓	✓		
CO 5	✓	✓		✓
CO 6		✓		
CO 7		✓		
CO 8		✓		