



---

---

## LIFE SKILL EDUCATION

**Dr. Swapnil Bhalchandra Nirmal**  
Principal , Motiwala College Of Educational Sciences Nashik.

### ABSTRACT

As India moves forward into the 21<sup>st</sup> century, the long term vision for all Indians to be a part of a society in which sound welfare, health, education and other services are available to all.

Society pays a high price when children and young people lack social and emotional competence. A strong growing body of research links Life skills education in childhood and adolescence to a wide variety of life outcomes, including academic performance, school dropout, juvenile delinquency and mental health problems. The education system has a great responsibility to respond with force in this context.



**KEYWORDS:** Society , social and emotional competence.

### INTRODUCTION

In view of the above, it is of particular importance, especially for teacher, in the classroom education to also focus on life skills as these are fundamental building blocks influencing the child's and youth's total functioning and behavior.

To complement the growing importance of Life Skills Education, the Apex bodies of education in India have successfully brought life Skills into the curricular framework of school education. The Adolescence Education Programme (AEP) for imparting Life Skills was launched by the Ministry of Human Resources Development (MHRD), Government of India. The AEP has been transferred along with other quality improvement in school to NCERT w.e.f April 2006; therefore it has been co-ordinating the implementation of the programme on behalf of MHRD, AEP to cover all the secondary and senior secondary schools of the country. However, the efforts to implement the same at state level seem to be falling short.

Educator preparing in any subject is significant. For showing data and fundamental abilities instructor preparing is considerably more fundamental – and complex. Understanding the importance and techniques of teacher training in life skills in India is particularly urgent. Teachers are a crucial link in providing valuable information about skills other than academics. But to do so effectively, they need to understand the subject, acquire good teaching techniques, and understand what is developmentally and culturally appropriate. Teacher attitudes and experiences affect their comfort with, and capacity to teach about, life skills. The *pre-service* setting offers an opportunity for future teachers to explore their own beliefs and concerns about these topics, while *in-service* training allows those already teaching to assess their views and increase their competence and confidence.

This study addresses a topic that lacks extensive research and evaluation but is critical to advancing the needs of students. Teachers are often the main adults other than family members with whom young people interact on a daily basis. Ideally, as trusted gatekeepers of information, teachers can be instrumental in imparting knowledge and skills to young people. Teachers can function as role models, advocates for healthy school environments, guides for students in need of services, resources for accurate information, mentors, and effective instructors. But to meet these expectations in the ultra modern era, teachers need skills and knowledge as well as support from the educational system and broader community. Materials to assist teachers with these multiple tasks and to supplement formal teacher training curricula are beginning to emerge.

### LIFESKILLS EDUCATION

Life skills education is a unified and developmental approach to help children and adolescents learn how to deal with difficulties of daily life, growing up and risk situations. Through a long-term curriculum over a number of years of schooling, many diverse needs and problems can be addressed, based on the same underlying pedagogical approach – the learning and application of

life skills. Life skills education is an essential component of health promotion. It is not a panacea for all problems, but is an important aspect for addressing **(A Regional Framework Page 2)** young people's needs in the face of a wide range of problems, including drug abuse, violence, HIV/AIDS and a wide range of needs, including the promotion safety, peace and human rights. Article 29 of the Rights of the Child states the value of many of the issues that can be addressed in life skills education:

**Article 29: 1 State parties agree that the education of the child shall be directed to:**

- **The development of the child's personality, talents and mental and physical abilities to their fullest potential.**

- **The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations...**

- **The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.**

Based upon the WHO definition of lifeskills<sup>1</sup> the participants agreed on a working definition of life skills for SEAR countries:

*"Life skills for adolescents are abilities for adaptive and positive behavior that enable them to deal effectively with the demands and challenges of everyday life within the family, community and cultural context of the South-East Asia Region"*

### KEY LIFE SKILLS

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking termed as **"thinking skills"**; and skills related to dealing with others termed as **"social skills"**. While thinking abilities identify with reflection at an individual level, social abilities incorporate relational abilities and don't really rely upon consistent reasoning.. It is the combination of these two types of skills that are needed for achieving assertive behavior and negotiating effectively. **"Emotional"** can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms first with oneself is important. Thus, self-management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

## What are Life Skills?

The World Health Organization has characterized fundamental abilities as, "the capacities for versatile and positive conduct that empower people to manage the requests and difficulties of regular daily existence". UNICEF characterizes fundamental abilities as "a conduct change or conduct improvement approach intended to address an equilibrium of three territories: information, mentality and abilities". The UNICEF definition depends on research proof that recommends that shifts in hazard conduct are far-fetched if information, attitudinal and abilities based competency are not tended to. Life skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life. Most development professionals agree that life skills are generally applied in the context of health and social events. They can be used in many substance regions: counteraction of medication use, sexual brutality, young pregnancy, HIV/AIDS anticipation and self destruction avoidance.

The definition extends into consumer education, environmental education, peace education or education for development, livelihood and income generation, among others. In short, life skills empower young people to take positive action to protect them and promote health and positive social relationships.

The core set of skills (WHO 1997: p.1) that follow the above description are as below:

This list can serve as a guide for reflecting on what skills should be considered to be core life skills within each culture.

- Self-mindfulness
- Empathy
- Communication abilities
- Interpersonal abilities
- Decision-production
- Problem tackling
- Creative reasoning
- Critical reasoning
- Coping with feelings
- Coping with pressure

## FUNDAMENTAL COMPONENTS OF LIFE SKILLS

The World Health Organization (WHO) arranges fundamental abilities into the accompanying three parts:

**a) Critical reasoning abilities/Decision-production abilities** – incorporate dynamic/critical thinking abilities and data gathering abilities. The individual should likewise be gifted at assessing the future results of their current activities and the activities of others. They should have the option to decide elective arrangements and to investigate the impact of their own qualities and the estimations of everyone around them.

**b) Interpersonal/Communication abilities** – incorporate verbal and non-verbal correspondence, undivided attention, and the capacity to communicate sentiments and give input. Additionally in this class, are arrangement/refusal abilities and confidence abilities that straightforwardly influence ones' capacity to oversee struggle. Sympathy, which is the capacity to tune in and comprehend others' requirements, is additionally a key relational ability. Collaboration and the capacity to participate incorporate communicating regard for people around us. Improvement of this range of abilities empowers the young adult to be acknowledged in the public arena. These abilities bring about the acknowledgment of normal practices that give the establishment to grown-up friendly conduct.

**c) Coping and self-administration** abilities allude to abilities to expand the interior locus of control, so the individual accepts that they can have an effect on the planet and influence change. Confidence, mindfulness, self-assessment abilities and the capacity to set objectives are likewise essential for the

more broad class of self-administration abilities. Outrage, despondency and uneasiness should all be managed, and the individual figures out how to adapt misfortune or injury. Stress and time the board are critical, as are positive reasoning and unwinding procedures.

### **UNICEF advances the arrangement that the fundamental abilities approach can be effective, if coming up next are attempted together:**

**a) The Skills** - This includes a gathering of psychosocial and relational abilities which are interlinked with one another. For instance, dynamic is probably going to include inventive and basic reasoning segments and qualities investigation.

**b) Content** - To adequately impact conduct, abilities should be used in a specific substance region. "What are we settling on choices about? " Learning about dynamic will be more significant if the substance is pertinent and stays consistent. Whatever the substance region, an equilibrium of three components should be thought of: information, mentalities and abilities.

**c) Methods** - Skills-based schooling can't happen when there is no communication among members. It depends on gatherings of individuals to be powerful. Relational and psychosocial abilities can't be gained from sitting alone and perusing a book. On the off chance that this methodology is to be effective, every one of the three segments, fundamental abilities, substance and technique ought to be set up. This viably implies that fundamental abilities can be learnt using certain techniques and apparatuses.

### **CRITERIA FOR USING LIFE SKILLS.**

#### **UNICEF identifies the following criteria to ensure a successful life skills based education:**

1. It should not only address knowledge and attitude change, but, more importantly, behavior change.
2. Conventional "data based" approaches are by and large not adequate to yield changes in perspectives and practices. For instance, a talk on "safe conduct" won't really prompt the act of safe conduct.

In this way, the talk ought to be validated with activities and circumstances where members can rehearse safe conduct and experience its belongings. The grown-up learning hypothesis underlines that grown-ups learn best what they can connect with their experience and practice.

3. It will work best when increased or supported. On the off chance that a message is given once, the cerebrum recollects just 10% of it one day later, and when a similar message is given six times each day, the mind recalls 90% of it. Thus the requirements to rehash, recaps, support and audit.

4. It will work best whenever joined with strategy improvement, admittance to fitting wellbeing administrations, local area advancement and media.

### **WHAT DOES RESEARCH SAY ABOUT THE OUTCOMES OF LIFE SKILLS-BASED EDUCATION**

Programmes aimed at developing life skills have produced the following effects: lessened violent behavior; expanded master - social conduct and diminished pessimistic, reckless conduct; expanded the capacity to prepare and pick successful answers for issues; developed mental self view, mindfulness, social and passionate change; expanded obtaining of information; improved study hall conduct; gains in poise and treatment of relational issues and adapting to tension; and improved valuable compromise with peers, motivation control and notoriety. Research studies have also shown that sex education based on life skills was more effective in bringing about changes in adolescent contraceptive use; delay in sexual debut; delay in the onset of alcohol and marijuana use and in developing attitudes and behavior necessary for understanding the importance of social health.

### **LIFESKILLS EDUCATION INITIATIVES IN INDIA**

A number of pilot projects have been carried out by the National Institute of Mental Health (NIMHANS), Bangalore and by other groups in different parts of the country, suggesting the feasibility and value of life skills education in Indian schools. Strengths/opportunities of the Indian life skills initiative include: active inter-ministry collaboration, media support, support from NGOs, expertise available for training of trainers and availability of relevant teaching manuals.

Weaknesses/threats include difficulties in institutionalizing life skills education, lack of funds, a large number of adolescents not attending school, and poorly trained teachers. There is a need to generate greater political support and commitment for life skills education. Further study is required to determine how effective life skills programmes for behavior change can be designed to be sensitive and meaningful across diverse cultures and religions. The National Council of Educational Research and Training (NCERT) plans to review the curriculum for elementary and secondary school education with an aim to incorporate life skills modules within the existing curriculum. To promote political will, the creation of a pressure group is envisaged, and an opinion survey is planned to generate media and public support. An advisory body involving major stakeholders is to be established, and a team of master trainers needs to be formed. A pilot project is planned to test the materials that have been developed. Project activities aim to develop a skills-based approach to address a number of issues, including population and sustainable development, gender equality, adolescent reproductive health, HIV/AIDS and family.

The objective of an orientation program is to explore the concept of life skills education and to assess its meaning within the culture. Practical Demonstrations and an interactive workshop process help participants to become familiar with life skills education and the methods used. This provides the basis for working on a conceptual framework for the life skills initiative, and the recommendations and action plans for developing life skills education and its dissemination

To optimally cater to the above, the introduction of Life Skills Education requires promoting its effective implementation. This can be provided as in- service training, but efforts should also be made to introduce it in teacher training colleges as a part of pre-service training . This missing link has motivated the researcher to undertake this study. The successful implementation of a life skills programme depends on:

- a. The development of training or resource materials for student teachers.
- b. Orientation to the Life Skills Education Programme to play the facilitators role.
- c. Provide continuous support in the use of the program materials.

## REFERENCES

- Best,J.W. and Kahn, . 1982 Research in Education.Prentice Hall Pvt. Ltd., New Delhi.  
National Council of Educational Research and Training. 1999.  
Adolescence Education in Schools, package of Basic materials, New Delhi.  
National Council of Educational Research and Training. 2010.  
Revised Conceptual Framework of Adolescence Education, Draft Version, New Delhi.  
National Council of Educational Research and Training. 2005.  
Co- Curricular on Life Skills Development in Adolescence Education: Scheme,Study,Design, tools and Guidelines, New Delhi.  
Central Board of Secondary Education. Revised by National Review Committee.2008.Advocacy Manual. Role of Schools, Principals and Facilitators. New Delhi.